

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA April 23, 2019

TBD, Chair

Sandra Mastronardi, Vice Chair
Autism Ontario

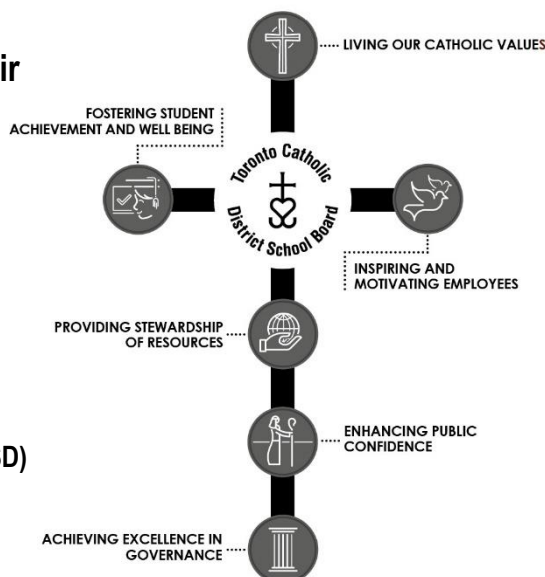
Melanie Battaglia
Community Representative

Lori Ciccolini
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

OUR STRATEGIC DIRECTION 2016-2021



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

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AGENDA

THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Tuesday, April 23, 2019

7:00 P.M.

Pages

1. Opening Prayer
2. Roll Call & Apologies
3. Approval of the Agenda
4. Declarations of Interest
5. Approval & Signing of the Minutes of the Meeting held March 27, 2019 for Public Session 1 - 17
6. Delegations
7. Presentations
 - 7.a From Peter Stachiw, Chief of Autism, regarding Autism Awareness Day: Flag Raising and Mass / Autism Awareness: Asperger's Conference
8. Unfinished Business
9. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)
10. Consent and Review

11. Communications

- | | | |
|------|--|---------|
| 11.a | Resignation of Ashleigh Molloy, Chair of SEAC | 18 |
| 11.b | SEAC Monthly Calendar Review | 19 - 20 |
| 11.c | Special Education Superintendent Update | 21 - 23 |
| 11.d | Service Animal Protocol (Consultation Draft) and Draft Policy/Program Memorandum (PPM) | 24 - 49 |

Revisited for additional feedback in view of proposed legislation.

12. Matters Referred/Deferred

From the March 27, 2019 Special Education Advisory Committee (SEAC) Meeting

- | | | |
|------|--|----------|
| 12.a | Annual Report on the Accessibility Standards Policy (A.35) | 50 - 103 |
| 12.b | Motion from Trustee Li Preti regarding Emergency Plan for Accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School | |

Whereas families with children who have special need children with intellectual and/or developmental disabilities are being asked to pick up children early, start their school day later or keep children at home for indefinite periods of time; and

Whereas families with special need children may not have the flexibility or the financial means to leave their employment and pick up children from school - sometimes on a daily basis; and

Whereas asking parents to alter regular school hours for special need students is a further obstacle to many families and causes undue hardship for the child and the family; and

Whereas it is recognized that some students may present challenges and one of the common causes of excusing students from school may be due in part to behavioural issues; and

Whereas TCDSB school personnel may not have the resources

available to them to resolve issues regarding classroom management;
and

Whereas it is not in the best interest of the school community if a student poses a safety concern; and

Whereas the practice of excusing special need students may deny some students inclusive educational opportunities; and

Whereas TCDSB does not formally track soft exclusions at the present time; and

Whereas the provision in the Education Act to exclude children from school is outdated and may violate the rights of children to an inclusive education; and

Whereas it is recognized that some students may present challenges, alternatives to exclusion should be available to students and families first; and

Therefore, be it resolved that the TCDSB create an emergency plan for accommodating special education students and/ or students with a physical disability that may be excused from regular hours of school; and

Further be it resolved than a central on call service be available to principals on an emergency basis when the parent(s) are not available to pick up their child; and

Further be it resolved that staff prepare a report on the implementation of an Emergency Plan for Special Education Disability Accommodation Needs and projected costs; and

Further be it resolved that staff bring this motion to the next SEAC meeting for discussion, review and further recommendation (s); and

Further be it resolved that staff review deploying existing staff on an on call basis and investigate other possible contract/part time resources to accommodate an Emergency Plan for Special Education Disability Accommodation Needs; and

Further be it resolved that funding for Emergency Special Education Disability Accommodation Needs be added to the budget and

considered during budget deliberations; and

Further be it resolved that the Ministry of Education be requested to fund the Emergency Special Education Disability Accommodation Needs;

Be it further resolved that this motion take effect immediately.

- 12.c Inquiry from George Wedge regarding Educational Assistants (EAs) and Child and Youth Workers (CYWs):

How does Human Resources (HR) determine which temporary EAs or CYWs are submitted to a Principal for interview on a permanent posting in the absence of any Permanent EA or CYW having applied?

- 12.d Inquiry from Sandra Mastronardi regarding Accessibility at a Toronto Catholic District School Board (TCDSB) School

- 12.e Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19 104 - 120

- 12.f MOE 2019: B07 Supporting Students with Autism Spectrum Disorder 121 - 124

- 12.g MOE 2019: B08 New Vision for Education 125 - 135

- 12.h Ministry of Children, Community and Social Services News Release: Ontario Enhancing Support for Children with Autism, March 21, 2019 136 - 137

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

14. Reports of Officials for Information

15. Inquiries and Miscellaneous

- 15.a From Tyler Munro regarding Special Equipment Amount (SEA) Claims

- 15.b From Tyler Munro regarding Expulsion Rates

- 15.c From Tyler Munro regarding Classroom Windows
- 15.d From Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019 138 - 200
- 15.e From Sandra Mastronardi regarding 2019-2020 Special Education Budget 201 - 204
- 16. Association Reports
- 17. Update from Trustees on resolutions recommended to the Board by the Committee
- 18. Pending List 205 - 212
- 19. Adjournment

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

HELD WEDNESDAY, MARCH 27, 2019

PRESENT:

External

Members: Ashleigh Molloy, Chair
Sandra Mastronardi, Vice-Chair
Melanie Battaglia
Lori Mastrogiuseppe
Tyler Munro
Mary Pugh
George Wedge – via Teleconference

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

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

S. Harris, Recording Secretary

External Guest: A. Robertson, Parliamentarian

1. Roll Call & Apologies

An apology was extended on behalf of Lori Ciccolini, Gizelle Paine and Glenn Webster.

2. Approval of the Agenda

MOVED by Sandra Mastronardi, seconded by Trustee Di Giorgio, that the Agenda, as amended to include Item 13c) Inquiry from Sandra Mastronardi regarding Accessibility at one of the Toronto Catholic District School Board schools, be approved.

On the Vote taken, the Motion was declared

CARRIED

3. Declarations of Interest

Trustee Kennedy declared an interest in Item 9f) Budget Approval (Verbal Update) as she has family members who are employees of this Board.

Trustee Kennedy indicated that she would neither vote nor participate in the discussion regarding the item.

4. Approval & Signing of the Minutes of the Meeting

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that the Minutes of the Regular Meeting held February 20, 2019 be approved.

On the Vote taken, the Motion was declared

CARRIED

9. Communications

MOVED by Trustee Crawford, seconded by Mary Pugh, that Items 9a), 9b), 9d) and 9e) be adopted as follows:

- 9a) **SEAC Monthly Calendar Review** received;
- 9b) **Special Services Superintendent Update** received;
- 9d) **Safe Schools Committee (Verbal Update)** received and that the report (refer Attachment I) be included in the Minutes to Board; and
- 9e) **Mental Health Committee (Verbal Update)** received and that the report (refer Attachment II) be included in the Minutes to Board.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Trustee Crawford, that Item 9c) be adopted as follows:

- 9c) **Thank-You Message from Marilyn Taylor (Verbal)** received.

George Wedge joined the meeting via Teleconference at 7:48 pm.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy left the table due to a Declaration of Interest, as earlier indicated, in the following Item.

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

- 9f) Budget Approval (Verbal Update)** that SEAC form a sub-committee for the purpose of advising SEAC at its next meeting about appropriate recommendations to Board regarding budget.

On the Vote taken, the Motion was declared

CARRIED

Sandra Mastronardi, Tyler Munro and George Wedge volunteered to sit on the sub-committee;

MOVED by Sandra Mastronardi, seconded by Mary Pugh, that the Chair of the Board and SEAC send a letter to the Ontario Ministry of Education to oppose the proposed changes to class sizes, e-learning requirements and budgetary cuts based on the grounds that the changes contravene the Ontario Human Rights Code, the Convention on the Rights of the Child, which was ratified in Canada in 1991, and that they are particularly discriminatory towards students with Special Education needs.

With the consent of the Committee, Sandra Mastronardi withdrew her motion.

MOVED by Trustee Di Giorgio, seconded by Sandra Mastronardi, that SEAC recommend to Board that the funding currently allocated to Special Education at least be maintained, and the funding be exempt from any reduction during the Board's 2019/2020 budgetary process.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Sandra Mastronardi, that SEAC recommend to Board that annually, prior to the beginning of the budget cycle, SEAC receive a detailed timeline of the steps in the budget process, estimated dates and pre-requisite steps identified.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that SEAC's monthly calendar be updated to include a priority budget setting for discussion in January or February.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the table.

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

- 9g) Draft Parent Voice Survey for SEAC Consultation** received.

On the Vote taken, the Motion was declared

CARRIED

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

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

From the February 20, 2019 Special Education Advisory Committee (SEAC) Meeting:

10a) A Policy Primer - Ontario Human Rights Commission - Guide to Developing Human Rights Policies and Procedures received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that Item 10b) be adopted as follows:

10b) Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions that SEAC recommend to Board that staff be asked to provide SEAC with a copy of the 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.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that SEAC recommend to Board that they direct staff to provide a report with respect to the following Items and report back to Board:

- 1) Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:

"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." (p. 5);

- 2) Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;
- 3) The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;
- 4) Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;

- 5) The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;
- 6) Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;
- 7) How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and
- 8) Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.

On the Vote taken, the Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting continued with Ashleigh Molloy in the Chair.

MOVED by Trustee Di Giorgio, seconded by Trustee Kennedy, that the Chair do a Consent and Review of the Order Paper.

On the Vote taken, the Motion was declared

CARRIED

The Chair reviewed the Order Paper and the following Items were held:

10c) Sandra Mastronardi

10d) Held

13b) George Wedge

13c) Sandra Mastronardi

14a) Sandra Mastronardi

14b) Sandra Mastronardi

14c) Sandra Mastronardi

14d) Sandra Mastronardi

MOVED by Trustee Di Giorgio, seconded by Trustee Kennedy, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 13 a) Easter Seals Month, March (posted on Board website);
- 14e) World Down Syndrome Day - March 21, 2019 (Verbal);
- 14f) Easter Seals Ontario - 2019 Fact Sheet;
- 14g) Accessibility for Ontarians with Disabilities Act (AODA) - 3rd Review: Report by the Honourable David D. Onley, former Lieutenant Governor of Ontario;
- 14h) Teaching a Child with Fetal Alcohol Spectrum Disorders (FASD) - National Organization for Foetal Alcohol Syndrome - United Kingdom (UK);
- 14i) Ontario Autism Coalition: Minister of Education's "Autism Announcement" is Too Little, Too Late (March 11, 2019);
- 14j) Autism Ontario Responds to Ontario Ministry of Education's News Release "Enhancing Education Support: A Plan for Students with Autism" (March 11, 2019); and
- 14k) Response from Autism Ontario regarding Ministry Announcement "Ontario Financing Support for Children with Autism"

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that all Items held be deferred to the April 23, 2019 SEAC Meeting.

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 10c) Annual Report on the Accessibility Standards Policy (A.35);
- 10d) From the March 18, 2019 Special Board Meeting: Motion from Trustee Li Preti regarding Emergency Plan for Accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School;
- 13b) Inquiry from George Wedge regarding Educational Assistants (EAs) and Child and Youth Workers (CYWs);
- 13c) Inquiry from Sandra Mastronardi regarding Accessibility at a TCDSB School;
- 14a) Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19;
- 14b) MOE 2019: B07 Supporting Students with Autism Spectrum Disorder;
- 14c) MOE 2019: B08 New Vision for Education; and
- 14d) Ministry of Children, Community and Social Services News Release: Ontario Enhancing Support for Children with Autism, March 21, 2019

17. Adjournment

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

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

ATTACHMENT I**Updated School Messenger script regarding Threats to School Safety Procedures regarding Agenda Item 9d) Safe Schools Committee.****Parent Communication (Script)****Lockdown:**

(School Name) is currently in a Lockdown. Please be assured that staff are doing everything possible to keep your child safe. Staff hold various lockdown practices throughout the school year to prepare for these situations. **For the safety of everyone, we request that you do not report to the school, or call the school office.** You may wish to go to the staging area at (add location) where Toronto Police Officers can respond to any questions. We will advise once the lockdown has been lifted.

Hold and Secure:

(School Name) is currently in a Hold and Secure which is initiated when there is a safety concern in the neighbourhood. Students and staff will continue with regular indoor routines. All outside activities are cancelled. Exterior doors are locked and monitored by assigned designated staff. For your own safety we request that you do not report to the school. We will advise once the Hold and Secure has been lifted.

Shelter in Place:

(School Name) is currently in a Shelter in Place which is initiated when there is a possible environmental danger in the school neighbourhood. Students and staff will continue with regular indoor routines. All outside activities are cancelled. Exterior doors are monitored by assigned designated staff. For your own safety we request that you do not report to the school. We will advise once the Shelter in Place has been lifted.

Bomb Threat:

There is currently a report of a possible bomb threat at (School Name). Student and staff safety is our first priority in these situations. Please be assured that staff

are doing everything possible to keep your child safe. For your own safety, we request that you do not report to the school. We will advise once the bomb threat emergency response has been lifted.

Update Message Regarding Lockdown/Hold and Secure/Shelter in Place:

The situation at (School Name) has not yet been resolved, and the school remains in (shelter in place/hold and secure/lockdown) until Toronto Police advise that it is safe to resume our normal daily procedures. Unfortunately this means that there will be a delay with our dismissal time. School bus transportation providers have been advised of the delay. Please be assured that everyone in the school remains safe. We will update you again once the (shelter in place/hold and secure/lockdown) is lifted.

Lockdown/Hold and Secure/Shelter in Place Lifted

Please be advised that the lockdown/hold and secure/shelter in place at (school name) has been lifted and we have resumed our normal daily routines.

Parent Communication (Procedure)

Lockdown and Bomb Threat:

Communications Department issues parent communications—initial notice, any updates that are needed, and at the conclusion of the matter a notice that the lockdown is lifted.

A more detailed follow up letter may be recommended in most circumstances.

Hold & Secure and Shelter in Place:

School principal issues parent communication—initial notice, any updates that are needed, and at the conclusion of the matter a notice that the hold and secure/shelter in place is lifted.

A more detailed follow up letter may be recommended in many circumstances.

ATTACHMENT II

Mental Health Verbal Update – Melissa Hanlon regarding Agenda Item 9e) **Mental Health Committee**

TCDSB Mental Health Update SEAC, March 27, 2019

Mental Health Strategy:

- In consultation with the Mental Health Steering and Advisory Committees, a new Mental Health Strategy is currently being drafted, to be implemented in September 2019.

MH Professional Workers:

- Currently in hiring process for 6 Mental Health Professionals, funded by the Ministry;
- In process of selecting 6 secondary schools, where the MH professionals will work alongside existing school social work and psychology staff;
- Implementation of mental health promotion and prevention programming at the classroom level (i.e. Stress Lessons);
- Implementation of individual student counseling based on identified student needs.

Faith and Wellness: A Daily Mental Health Resource:

- Pilot project in Catholic elementary classrooms across Ontario (3 within TCDSB);
- Resource currently only available to those involved in the pilot;
- Kindergarten to Grade 8 resource that supports the development of social emotional learning and builds student resiliency;
- Co-developed by OECTA and School Mental Health ASSIST;
- Consists of brief mental health practices that teachers can incorporate into daily routines.

Suicide Prevention and Intervention Training:

- Delivery of suicide awareness (SafeTalk) and suicide intervention (ASIST) training workshops to different staff groups (both developed by Livingworks Education);
- Five SafeTalk workshops have been delivered thus far this school year, with two more planned for May and June;
- Two ASIST workshops were delivered this school year;
- SafeTalk Learning goals and objectives, as outlined by Livingworks Education:
 - Notice and respond to situations where suicide thoughts might be present;
 - Recognize that invitations for help are often overlooked;
 - Move beyond the common tendency to miss, dismiss, and avoid suicide;
 - Apply the TALK steps: Tell, Ask, Listen, and KeepSafe;
 - Know community resources and how to connect someone with thoughts of suicide to them for further help.
- ASIST Learning goals and objectives, as outlined by Livingworks Education:
 - Understand the ways that personal and societal attitudes affect views on suicide and interventions;
 - Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs;
 - Identify the key elements of an effective suicide safety plan and the actions required to implement it;
 - Appreciate the value of improving and integrating suicide prevention resources in the community at large;
 - Recognize other important aspects of suicide prevention including lifepromotion and self-care.

Other Professional Development Offerings:

- Mental Health learning modules that complement the Supporting Minds document continue to be available to facilitate professional learning for different staff groups;

- All principals were in-serviced on the TCDSB Mental Health Policy and its associated guidelines, as well as the mental health decision making tool;
- All guidance counselors were in-serviced on the Mental Health policy and its associated guidelines;
- Future Mental Health PD planned for delivery to elementary guidance as well as student success teachers.

Stop the Stigma Update:

- Elementary and Secondary symposiums both occurred earlier in the school year;
- This year the number of elementary schools participating increased from 32 to 54; ▪ On-boarding workshops were provided for the teams that joined this school year; ▪ All secondary schools continue to participate.

Ontario College of Teachers (OCT) Mental Health Advisory:

- This new advisory provides information to assist teachers in identifying students who may be at risk of a mental health concern, supporting students on the pathway to care, and creating a learning environment that promotes well-being for all.
- The advisory can be found on the OCT website:
<https://www.oct.ca/Home/Resources/Advisories/Mental%20Health>

April 09, 2019.

TO: Superintendent Linda Maselli –Jackson.

RE: SEAC Letter of Resignation

During the past 4 months I have been reflecting on my volunteer membership in SEAC lasting several years. I am grateful for that which I have learned during those years from the many dedicated, caring colleagues and committed professional staff in their dedication to serving families and their children with special learning needs. I am pursuing new directions and am respectfully submitting my resignation.

I want to wish you much success in this sacred ministry.

Ashleigh

SEAC Annual Calendar

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

SEAC Annual Calendar

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



The program EQUALS is an evidence-based numeracy program. We have provided and there continues to be professional development opportunities for the staff as they implement the program in their classrooms.



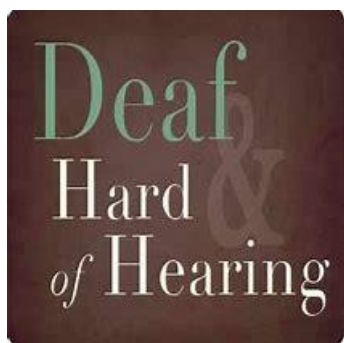
Great news!

We have hired four (4) Mental Health Professional Workers and hoping to hire another two (2) before the end of April. We will begin implementing them into schools mid-April.

Faith & Wellness pilot is currently being carried out in three (3) of our schools.

The launch of Stress Lessons pilot is beginning ins six (6) secondary schools.

Looking for volunteer teachers now.



D/HH Girls' Talk and Boys' Club

On Thursday April 11th the Deaf /Hard of Hearing department hosted a Magic Day at St. Bruno-St. Raymond Catholic School. This day combined our yearly boys' club/girls' talk events, an opportunity for students across the TCDSB with varying hearing levels to gather and share their unique experiences.

Our magical day was filled with a magic show, a basketball clinic, yummy sundaes and a fun photo booth. The students, 70 in total, shared in a special day.





May is Speech, Language and Hearing Awareness Month

Celebrate with us!

Did you know that 1 in 6 Canadians will have speech, language and/or hearing difficulties?

Speak to your school Speech-Language Pathologist or the D/HH Team if you have concerns about a student's communication skills.



TCDSB DEAF/HARD OF HEARING

 30TH Annual Family Picnic
Friday, May 24th, 2019
rain or shine, see you there
10 am – 2 pm

NEW LOCATION

Sts Cosmas and Damian School
111 Danesbury Ave.
North York, M6B 3L3
(By TTC - Glencairn Station)

You're Invited

PICNIC

FOR MORE INFORMATION CONTACT D/HH DEPARTMENT
416 393-5405 or email: deaf.dhh@tcdsb.org



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: _____

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 Appendix A – Request for Service Dog Involvement with a Student Package	
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"> • Copy of Appendix A – Request for Service Dog Involvement with a Student • Copy of dog's registration with a recognized training center • Copy of current, official vaccination certificate for the dog • 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 • Copy of training certification of parent(s)/guardian(s) 	
Convene a Case Conference with the following in attendance: <ul style="list-style-type: none"> • Parent(s)/Guardian(s) and/or student over the age of 18 • Classroom teacher(s) • School Based Support Learning Team (SBSLT) • Representative from the dog training centre 	
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. (Refer to Appendix H)	
Send letter to inform school community. (Refer to Appendix C)	
A letter to parent(s)/guardian(s) of students in any of the classes where the dog will be present. (Refer to Appendix D)	
A letter to parent(s)/guardian(s) of students who will be sharing transportation. (Refer to Appendix E)	

Create Management Plan for the Care of the Service Dog. (see Appendix F)	
Revise fire exit plan and evacuation procedures to include Service Dog. (see Appendix G)	
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.)

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

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

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.*

Protocol Name: Transportation of Service Animals
--

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:



DRAFT ONLY

Draft Policy/Program Memorandum (PPM)

Date of Issue: DRAFT April 1, 2019
Effective: Until revoked or modified
Subject: SCHOOL BOARD POLICIES ON SERVICE ANIMALS
Application: Directors of Education
 Supervisory Officers and Secretary-Treasurers of School Authorities
 Principals of Elementary Schools
 Principals of Secondary Schools

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools. The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

The ministry expects all school boards to:

- allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs, and would meet the school boards' duty to accommodate students with disabilities under the Ontario *Human Rights Code* (the "Code");
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing all students with demonstrable learning needs appropriate accommodations, including special education programs and services in Ontario's schools.

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal, however other species may also be trained to provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the *Accessibility for Ontarians with Disabilities Act, 2005* (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The *Blind Persons' Rights Act* sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of “disability” in the *Code*. Under the *Code*, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission’s (OHRC) *Policy on accessible education for students with disabilities* states that: “Depending on a student’s individual needs and the nature of the education service being provided, accommodations may include...modifying “no pets” policies to allow guide dogs and other service animals”.

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the *Code*.

Definition of a service animal

In the context of this memorandum, “service animal” means an animal that provides supports relating to a student’s disability to assist that student in meaningfully accessing education.

School boards must make an assessment of whether a service animal may accompany a student on a case-by-case basis taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of school board policies on service animals

When developing their policy on student use of service animals, school boards must respect their obligations under the *Code*, the *AODA*, the *Blind Persons’ Rights Act*, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents² can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable and readily available, and decisions must be based on a student’s individual needs. Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact
 - supporting materials for initiating requests (e.g., templates)
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal
 - a list of documentation that a parent must provide
 - a list identifying who must be consulted in making the determination
- information around the factors the board will consider when making its case-by-case determinations, including:
 - the disability-related needs of the student
 - other accommodations available
 - the needs of the school community
 - any special considerations that may arise if the animal is a species other than a dog
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student’s Individual Education Plan if one exists.
- if the school board approves a request for a service animal, a process for developing a plan that addresses:
 - the ongoing documentation that is required (e.g., annual vaccination records)

- the type of support the service animal will provide to the student
- who will be the appropriate handler of the service animal while at the school
- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal)
- how the animal will be readily identifiable
- transportation of the animal to and from school
- timeline for implementation
- if the school board approves a request for a service animal, strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, Special Education Advisory Committees (SEACs), educators, school staff, volunteers) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered.

Health, Safety and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and parents of other students, including: health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and training of staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on an annual basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;
- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by September 1, 2019. Reviews and revisions to established policies must be completed and posted on the school board websites by September 1 of each subsequent year.

School board reporting

School boards are required to report to the Ministry of Education upon request on their activities to achieve the expectations outlined in this memorandum, including specific data collected.

References:

Ontario Human Rights Commission, *Policy on accessible education for students with disabilities*, 2018.

Ontario, *Accessibility for Ontarians with Disabilities Act, 2005*, S.O. 2005, c. 11.

Ontario, *Blind Persons' Rights Act*, R.S.O. 1990, c. B.7

Ontario, O. Reg. 191/11, *Integrated Accessibility Standards*, made pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005*, S.O. 2005, c. 11.

Ontario, *Human Rights Code*, R.S.O. 1990, c. H.19.

Ontario, R.R.O. 1990, Regulation 58, *Guide Dogs*, made pursuant to the *Blind Persons' Rights Act*, R.S.O. 1990, c. B.7.

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

2 In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

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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		
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

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

Date Approved: September 12, 2013	Date of Next Review: January 2023	Dates of Amendments: January 25, 2018
Cross References: <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)		
Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)		

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.

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



2018 ACCESSIBILITY ANNUAL STATUS REPORT

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.”

Ministry of Education

Special Education /
Success for All Branch
18th floor
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Direction de l'éducation de l'enfance en
difficulté et de la réussite pour tous
18^e étage, édifice Mowat
900, rue Bay
Toronto ON M7A 1L2

**2019: SB01**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Claudine Munroe
Director
Special Education / Success for All Branch

DATE: February 20, 2019

SUBJECT: Update: Special Education Funding in 2018-19

This updated memorandum provides a summary of Special Education Grant funding changes for the 2018-19 school year, including details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

The following is a list of the key changes to special education funding that are summarized in this memorandum:

- DSENA: New Investment and Allocation Details
- Special Education Per-Pupil Amount (SEPPA): New Investment and Allocation Details (*Summer 2018*)
- Special Incidence Portion (SIP): An increase to the Maximum Amount Per Eligible Claim (*Revised Summer 2018*)
- Behaviour Expertise Amount (BEA): Transition of Applied Behaviour Analysis (ABA) Training funding from Education Programs-Other funding into the BEA
- Care, Treatment, Custody and Correctional (CTCC) Amount: Name change and update to guidelines

DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

New for 2018-19

The 2018-19 DSENA allocation includes a new \$50.8 million¹ Multi-Disciplinary Supports Amount, which supports increased special education programs and services.

The new Multi-Disciplinary Supports Amount will support all students with special education needs, including some subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$773.4 million;
- Measures of Variability (MOV): This component is projected to be \$273.0 million; and
- Base Amount for Collaboration and Integration: This component is projected to be \$32.8 million, which represents approximately \$456,017 per board.
- Multi-Disciplinary Supports Amount: this component is projected to be \$50.8 million
 - Multi-Disciplinary Team component (approximately \$28.4 million) and
 - Other Staffing Resources component (approximately \$22.5 million)

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, can also be found below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2018-19 school year. It draws from 2015-16 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards. The ministry determined that some GSN funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

¹ The Multi-Disciplinary Supports Amount investment totals \$52 million, which includes funding for school authorities and the benefits trusts costs of this investment. Of this \$52 million investment, \$50.8 million is provided to Ontario's 72 District School Boards through the Multi-Disciplinary Supports Amount.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 definitions within the ministry's categories of exceptionalities², one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

² There are five categories and twelve definitions of exceptionalities as follows:
BEHAVIOUR – Behaviour;
INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
PHYSICAL – Physical Disability, Blind and Low Vision; and
MULTIPLE – Multiple Exceptionalities

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_\eta X_\eta)}]}$$

where Y_1 denotes whether or not a student was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2015-16. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability use six categories of data to reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Overall, the provincial MOV amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2015-16 data as reported by boards (one factor) 30.2%	
2	Participation and achievement in EQAO assessments by students with special education needs	2016-17 data for: 30.2%	
	Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
	Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
	Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)		9.4%
3	Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2015-16 data for: 15.1%	
	Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		12.3%
	Sub-Category 3B: Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)		1.3%
	Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.5%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
4 Remote and Rural Adjustment	2018-19 Projected allocations for:	12.8%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	7.6%	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	4.1%	
	Sub-Category 6A: Base amount of \$456,016.80 per board (one factor).		2.0%
	Sub-Category 6B: Board Enrolment, (one factor).		2.1%

The six MOV categories and its twenty-seven factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

Category 1: Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 30.2% of MOV	
Weight	Range
0.8	< 12.09%
0.9	12.09% to < 15.55%
1.0	15.55% to < 19%
1.1	19% to < 22.46%
1.2	≥ 22.46%

Category 2: Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 10.4% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 13.2%	< 12.03%	< 8.42%	< 6.53%	< 16.09%	< 19.22%
0.9	13.2% to < 16.97%	12.03% to < 15.47%	8.42% to < 10.82%	6.53% to < 8.39%	16.09% to < 20.68%	19.22% to < 24.71%
1	16.97% to < 20.75%	15.47% to < 18.9%	10.82% to < 13.23%	8.39% to < 10.26%	20.68% to < 25.28%	24.71% to < 30.2%
1.1	20.75% to < 24.52%	18.9% to < 22.34%	13.23% to < 15.63%	10.26% to < 12.12%	25.28% to < 29.88%	30.2% to < 35.69%
1.2	≥ 24.52%	≥ 22.34%	≥ 15.63%	≥ 12.12%	≥ 29.88%	≥ 35.69%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 10.4% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 7.1%	< 5.6%	< 7.11%	< 5.54%	< 30.27%	< 33.74%
0.9	7.1% to < 9.13%	5.6% to < 7.2%	7.11% to < 9.15%	5.54% to < 7.13%	30.27% to < 38.92%	33.74% to < 43.38%
1	9.13% to < 11.16%	7.2% to < 8.8%	9.15% to < 11.18%	7.13% to < 8.71%	38.92% to < 47.57%	43.38% to < 53.02%
1.1	11.16% to < 13.19%	8.8% to < 10.4%	11.18% to < 13.21%	8.71% to < 10.29%	47.57% to < 56.22%	53.02% to < 62.66%
1.2	≥ 13.19%	≥ 10.4%	≥ 13.21%	≥ 10.29%	≥ 56.22%	≥ 62.66%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 9.4% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 48.95%	< 38.54%
0.9	48.95% to < 62.93%	38.54% to < 49.55%
1	62.93% to < 76.92%	49.55% to < 60.56%
1.1	76.92% to < 90.9%	60.56% to < 71.57%
1.2	≥ 90.9%	≥ 71.57%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 12.3% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.24%	< 14.79%
0.9	9.24% to < 11.89%	14.79% to < 19.01%
1	11.89% to < 14.53%	19.01% to < 23.24%
1.1	14.53% to < 17.17%	23.24% to < 27.47%
1.2	≥ 17.17%	≥ 27.47%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.3% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 16.15%	< 16.66%
0.9	16.15% to < 20.77%	16.66% to < 21.42%
1	20.77% to < 25.38%	21.42% to < 26.18%
1.1	25.38% to < 30%	26.18% to < 30.94%
1.2	≥ 30%	≥ 30.94%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 4.89%	< 4.29%
0.9	4.89% to < 6.29%	4.29% to < 5.52%
1	6.29% to < 7.69%	5.52% to < 6.75%
1.1	7.69% to < 9.09%	6.75% to < 7.97%
1.2	≥ 9.09%	≥ 7.97%

MOV Categories 4 to 6

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-Language school boards operating in minority language context face higher costs in obtaining goods and services (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in schools that are widely dispersed over the school board's geographic area (one factor).

Category 5: Indigenous Education Grant Adjustment

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2018-19 Technical Paper* for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

Category 6: French-Language School Board Adjustment

This category recognizes that boards operating in a minority language context have unique challenges supporting students with special education needs; while also recognizing board size. There are two factors in this category.

- Sub-Category 6A: Base amount of \$456,016.80 per board in a minority language context (one factor).
- Sub-Category 6B: Board enrolment, (one factor).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$456,016.80. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The new Multi-Disciplinary Supports Amount will allow school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount will support all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding will be provided for a Multi-Disciplinary Team for all boards (funding will be provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards will generate funding for the Multi-Disciplinary Team component based on the number of new multi-disciplinary team members hired. Each new multi-disciplinary team member hired, up to a maximum of four, will generate \$98,575.63 for the school board.

If the cost of these new multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for new multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

b. Other Staffing Resources Component

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, which is also included at the end of this memorandum.

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION (*Revised Summer 2018*)

For 2018-19, the ministry is investing a projected \$28 million in the Special Education Per-Pupil Amount Allocation. Funding will be provided to all school boards to assist with the costs of providing additional support to students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

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

All 72 school boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19 as a result of this new investment.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION (*Revised Summer 2018*)

The ministry is investing a projected \$2 million in the Special Incidence Portion for the 2018-19 school year through an increase in the maximum SIP amount per eligible claim. This investment is intended to support students with extraordinarily high needs to be successful in school, and it will support the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by 1.5 per cent over 2017-18 to \$27,405.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

In 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in Education Programs – Other funding. Beginning in 2018–19 the BEA Allocation will have two components:

- ABA Expertise Professionals Amount (\$12.2 million); and
- ABA Training Amount (\$3 million)

ABA Expertise Professionals Amount

The use of ABA instructional approaches can support students with Autism Spectrum Disorder and other students with special education needs. The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals.

The ABA Expertise Professionals Amount will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and support the transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

ABA Training Amount

The ABA Training Amount will provide funding for training opportunities to build school board capacity in ABA. Since 2007, funding provided by the ministry has supported the successful implementation of Policy/Program Memorandum (PPM) 140, which provides direction to school boards to support their use of ABA as an effective instructional approach to support students with Autism Spectrum Disorder.

School boards are required to use the ABA Training Amount for the purpose of ABA training. The ministry expects school boards to:

- Strengthen capacity to deliver ABA instructional methods to students with Autism Spectrum Disorder and other students with special education needs;
- Strengthen capacity of ABA expertise professionals in coaching on ABA-based teaching strategies, coordinating ABA training and resources and facilitating collaboration between community partners and schools; and,
- Facilitate information sharing opportunities and contribute to professional learning communities at the board, region and provincial levels.

The ministry expects school boards to use the ABA Training Amount for:

- Professional development;
- Procurement or development of resources/programs; and
- Release time/supply costs for staff on training (Educational Assistants/Educators/school teams)

School boards should align their ABA training and other relevant activities with a list of training requirements communicated by the ministry to school boards in the memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#). The formal or informal training opportunities and/or mentoring on ABA should be practical and oriented at developing classroom educators' skills to apply and individualize ABA and should cover the following content:

- Behaviour;
- Functions of behaviour;
- Assessments and data collection to inform ABA instructional methods;
- Development, implementation and monitoring of effective Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
- Principles of ABA, with a focus on ABA instructional methods to support students with Autism Spectrum Disorder and other students who may benefit from it.

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL AMOUNT

Beginning in 2018-19 this allocation, which was previously named the Facilities Amount, has been renamed the Care, Treatment, Custody and Correctional (CTCC) Amount. The CTCC Amount is provided to support approved education programs provided by boards in Care, Treatment, Custody, and Correctional Facilities. This funding amount was renamed to more accurately reflect the intention of the funds, and to make the naming consistent with ministry program documentation as well as district school board language.

CTCC Guidelines 2018-19

The Guidelines for the Care, Treatment, Custody and Correctional (CTCC) programs are reviewed and updated on an annual basis. Guidelines for 2018-19 have been released on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Guidelines for Approval and Provision of Care, Treatment, Custody and Correctional \(CTCC\) Programs 2018-19](#). The 2018-19 Guidelines set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery.

This funding supports school boards' provision of education programs to school aged children and youth in care, treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and classroom supplies.

Funding is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

2018-19 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
1.	Algoma District School Board	3,151,176	4,266,824	159,207
2.	Algonquin and Lakeshore Catholic District School Board	2,283,980	4,857,411	153,270
3.	Avon Maitland District School Board	1,807,387	6,950,979	187,974
4.	Bluewater District School Board	2,179,095	7,463,652	206,955
5.	Brant Haldimand Norfolk Catholic District School Board	1,853,101	4,262,110	131,246
6.	Bruce-Grey Catholic District School Board	1,174,680	2,060,488	69,434
7.	Catholic District School Board of Eastern Ontario	2,366,513	5,690,995	172,932
8.	Conseil des écoles publiques de l'Est de l'Ontario	3,648,217	5,860,673	204,082
9.	Conseil scolaire catholique MonAvenir	3,968,498	5,721,925	207,978
10.	Conseil scolaire catholique Providence	3,427,387	3,559,610	149,956
11.	Conseil scolaire de district catholique de l'Est ontarien	3,006,344	4,175,070	154,129
12.	Conseil scolaire de district catholique des Aurores boréales	1,143,031	321,705	31,436
13.	Conseil scolaire de district catholique des Grandes Rivières	3,080,593	2,678,592	123,605
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,830,765	8,441,990	284,863
15.	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,075	2,678,692	130,507
16.	Conseil scolaire de district catholique Franco-Nord	1,589,490	1,280,861	61,604
17.	Conseil scolaire de district du Nord-Est de l'Ontario	1,865,376	958,680	60,611
18.	Conseil scolaire public du Grand Nord de l'Ontario	1,854,210	1,006,344	61,394
19.	Conseil scolaire Viamonde	3,731,990	4,046,432	166,942
20.	District School Board of Niagara	4,318,968	15,253,618	420,071
21.	District School Board Ontario North East	2,744,678	3,172,831	127,003
22.	Dufferin-Peel Catholic District School Board	8,052,564	28,685,298	788,476
23.	Durham Catholic District School Board	2,110,108	7,749,179	211,602
24.	Durham District School Board	7,590,810	26,440,750	730,393
25.	Grand Erie District School Board	3,298,953	11,278,136	312,857
26.	Greater Essex County District School Board	4,029,409	14,185,453	390,931
27.	Halton Catholic District School Board	3,234,842	12,070,668	328,490
28.	Halton District School Board	6,508,789	22,180,630	615,739
29.	Hamilton-Wentworth Catholic District School Board	3,099,987	11,733,666	318,363
30.	Hamilton-Wentworth District School Board	5,925,058	20,178,511	560,241
31.	Hastings and Prince Edward District School Board	2,494,736	6,781,225	199,083
32.	Huron Perth Catholic District School Board	1,144,066	1,985,445	67,166
33.	Huron-Superior Catholic District School Board	1,967,894	1,988,068	84,904
34.	Kawartha Pine Ridge District School Board	3,765,275	13,304,095	366,347
35.	Keewatin-Patricia District School Board	3,263,844	2,574,255	125,299
36.	Kenora Catholic District School Board	751,562	582,611	28,634
37.	Lakehead District School Board	2,737,757	3,688,137	137,914
38.	Lambton Kent District School Board	2,578,023	9,496,469	259,145
39.	Limestone District School Board	2,679,532	8,170,458	232,865
40.	London District Catholic School Board	2,174,888	8,006,005	218,505
41.	Near North District School Board	2,466,433	4,616,089	152,007
42.	Niagara Catholic District School Board	2,171,710	8,586,299	230,891
43.	Nipissing-Parry Sound Catholic District School Board	829,388	1,159,431	42,684
44.	Northeastern Catholic District School Board	990,012	1,010,559	42,937
45.	Northwest Catholic District School Board	903,938	543,911	31,074
46.	Ottawa Catholic District School Board	4,497,324	15,714,033	433,781
47.	Ottawa-Carleton District School Board	8,077,151	26,961,451	752,006
48.	Peel District School Board	16,705,478	53,291,210	1,502,284

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,884,841	6,159,547	172,650
50.	Rainbow District School Board	3,355,599	5,520,170	190,494
51.	Rainy River District School Board	1,096,939	1,163,359	48,511
52.	Renfrew County Catholic District School Board	1,373,105	2,171,194	76,069
53.	Renfrew County District School Board	2,082,784	4,255,095	136,025
54.	Simcoe County District School Board	7,062,206	21,383,365	610,505
55.	Simcoe Muskoka Catholic District School Board	3,181,125	8,877,786	258,811
56.	St. Clair Catholic District School Board	1,789,542	3,694,560	117,701
57.	Sudbury Catholic District School Board	1,795,859	2,523,985	92,713
58.	Superior North Catholic District School Board	387,120	267,126	14,042
59.	Superior-Greenstone District School Board	656,788	630,630	27,631
60.	Thames Valley District School Board	8,834,899	31,477,791	865,200
61.	Thunder Bay Catholic District School Board	2,240,199	3,153,753	115,766
62.	Toronto Catholic District School Board	9,164,835	35,152,967	951,158
63.	Toronto District School Board	25,832,728	90,443,894	2,495,555
64.	Trillium Lakelands District School Board	2,325,200	7,695,507	215,067
65.	Upper Canada District School Board	4,104,970	11,945,352	344,476
66.	Upper Grand District School Board	3,720,531	13,215,739	363,490
67.	Waterloo Catholic District School Board	2,359,590	8,626,327	235,782
68.	Waterloo Region District School Board	7,487,413	23,850,067	672,572
69.	Wellington Catholic District School Board	1,542,235	2,925,720	95,892
70.	Windsor-Essex Catholic District School Board	2,227,074	7,891,650	217,170
71.	York Catholic District School Board	4,911,154	18,753,808	507,903
72.	York Region District School Board	12,108,241	43,953,579	1,203,211

Ministry of Education

Ministère de l'Éducation

Deputy Minister

Sous-ministre

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 327-9063

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2
Téléphone (416) 325-2600
Télécopieur (416) 327-9063



2019: B07

MEMORANDUM TO: Directors of Education
Supervisory Officers of School Authorities

FROM: Nancy Naylor
Deputy Minister
Ministry of Education

DATE: March 11, 2019

SUBJECT: Supporting Students with Autism Spectrum Disorder

The Ministry of Education recognizes that as a result of the recently announced changes to the Ontario Autism Program (OAP), children and youth with ASD will be entering school and/or transitioning from part time to full time school, beginning in April 2019 and into the 2019-20 school year.

To support school boards in responding to the needs of these students, the ministry intends to provide additional funding for the remaining months of the 2018-19 school year. The ministry will also provide a range of new and ongoing supports for the 2019-20 school year.

Please note that hiring of staff with expertise to support newly enrolled students with ASD, or students with ASD transitioning from part time to full time school, should proceed in order to support these students.

2018-19 School Year

To address school boards' in-year needs, the ministry intends to provide for an extended count date for those students who have been receiving OAP services and are newly enrolling in the April to June 2019 school months. School boards will report enrolment as of March 31 as usual. However, an extended count date will allow school boards to receive full school year funding for eligible, newly enrolled students for the remaining months of the 2018-19 school year. This mechanism will provide an average of \$12,300 per pupil to allow boards to plan supports for the remainder of the current school year.

The ministry will propose a change to the 2018-19 GSN regulation to support this funding and will further advise school boards about the proposed regulation change.

2019-20 School Year

For the 2019-20 school year, the ministry intends to provide additional funding, and continued funding, to support school boards and students with ASD. The supporting initiatives are outlined below.

The ministry will propose a 2019-20 GSN regulation to support this funding and will further advise school boards about this proposed regulation.

Promoting Professional Learning

The ministry is committed to supporting school boards, school leaders, teachers and educational assistants (EAs) to be well prepared to support students with ASD.

Currently, over 70,000 of Ontario's teachers have additional qualifications in special education. Over 1,000 have additional qualifications for Teaching Students with Communication Needs (Autism Spectrum Disorder). The ministry will provide \$1 million in annual funding to fully subsidize teachers who wish to acquire the Teaching Students with Communication Needs (Autism Spectrum Disorder) additional qualification. The ministry anticipates that this support would allow up to 4,000 teachers to acquire this qualification over the next three years.

The ministry will also increase training opportunities available to school boards by doubling annual funding for the Geneva Centre for Autism to \$2 million to provide training opportunities for educators, including teachers and EAs. Training will include access to the Registered Behaviour Technician (RBT) course. The ministry anticipates that up to 4,400 educators could be trained annually through this new investment.

In 2019-20, the ministry will request that school boards focus the special education topic on the list of Professional Activity Day permitted topics on supporting students with ASD. Policy/Program Memorandum 151 will be amended to include this direction.

In 2020-21, the ministry will mandate that school boards support learning opportunities for all educators in supporting students with ASD, within a professional activity day.

The ministry will support new teachers by revising the New Teacher Induction Program (NTIP) Induction Elements Manual to include increased ABA-based training opportunities.

Funding for Student Supports

The ministry will continue all aspects of Grants for Student Needs (GSN) special education funding in 2019-20, including key allocations that are intended for students who require significant supports. Special education funding is projected to be \$3.01 billion in 2018-19, which will continue in 2019-20.

A number of components of special education funding are claims based and responsive to changes in enrolment of students with high needs. School boards are encouraged to access these allocations and to engage the ministry if additional flexibility is required to ensure this funding is fully available for students with ASD.

In particular, school boards are reminded of existing components of special education funding, which may be particularly relevant in supporting newly enrolled students with ASD:

- The Behaviour Expertise Amount Allocation (BEA) provides funding for school boards to hire board-level ABA expertise professionals. These professionals support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources. They are also intended to support transitions, collaboration and information sharing between community-based autism service providers, school staff and families. This funding also provides for training opportunities to build school board capacity in ABA. The BEA allocation will be \$15.2 million in 2018-19 and will be continued in 2019-20.
- The Special Incidence Portion (SIP) provides up to \$27,405 for students who require more than two full-time staff to address the health and safety needs of both the high-need student and others at their school. School boards may submit SIP claims to the Ministry of Education regional offices for approval. The SIP allocation is projected to be \$105.3 million in 2018-19 and will be continued in 2019-20. Administrative dates for SIP claims will be extended in 2018-19 for eligible students.
- The Special Equipment Amount (SEA) provides enrolment-based and claims-based funding for school boards to support high need students. This funding can be used for computers and communication technology, and non-computer based equipment including sensory equipment. The SEA allocation is projected to be \$106.6 million in 2018-19 and will be continued in 2019-20. Administrative dates for SEA claims will be extended in 2018-19 for eligible students.
- Multi-Disciplinary Team (MDT) funding was introduced in 2018-19 to support high need students, including students with ASD. School boards are continuing to recruit staff with appropriate credentials to fully benefit from this funding. The ministry will work with MCCSS and school boards to facilitate the recruitment of staff with appropriate expertise. The MDT funding allocation will be \$50.8 million in 2018-19 and will be continued in 2019-20.

Expanding After School Skills Development Programs

The ministry has been supporting a pilot program in many boards to allow the provision of the After School Skills Development Program. The ministry will make an investment of \$6.1 million to allow this successful pilot to be extended to all school boards across the province in the 2019-20 school year.

Supporting Transitions

The Ministry of Education and the Ministry of Children, Community and Social Services will continue supporting transitions of children with ASD to school through the *Connections for Students* model, during the transition to the redesigned OAP.

The ministry will also host a series of virtual sessions about exclusions and modified days to engage parents, educators, administrators and others in a dialogue about these complex issues. The details will be communicated at a later date.

The ministry will survey school boards regularly to assess the impact of increased school enrolment and attendance by children and youth with ASD as they transition into the school system. The ministry will also ask boards to provide information on their websites for families seeking to enrol their children and youth.

If you have any additional questions, please reach out to your local EDU regional offices. A list of regional offices can be found by visiting www.edu.gov.on.ca/eng/parents/offices.html

We want to thank school boards for their ongoing dedication to providing programs and supports to all students, including those with ASD. We remain committed to safe and healthy learning environments for all students and staff.

Original signed by

Nancy Naylor
Deputy Minister

C: Council of Ontario Directors of Education (CODE)
School Business Officials

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



2019:B08

Date: March 15, 2019

Memorandum to: Directors of Education
Secretary/Treasurers of School Authorities

From: Nancy Naylor
Deputy Minister

Subject New Vision for Education

Today, the government released its new vision for education, *Education that Works for You*. I am writing to provide you with an overview of the vision and its key elements.

MODERNIZING CLASSROOMS IN ONTARIO

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation.

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

Class Size

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

E-learning

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: www.edu.gov.on.ca/elearning/courses.html

Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

Attrition Protection

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

Hiring Practices

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation.

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

Grants for Student Needs Funding

There will be limited changes made to the GSN in the following areas:

Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

Technology (Broadband)

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

Cellphones

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.

Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

Education Quality and Accountability Office

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

MODERNIZING LEARNING IN ONTARIO

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

Math

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

Science, Technology, Engineering and Math

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

Skilled Trades

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

Financial Literacy

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

Indigenous Education

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

Health and Physical Education (HPE)

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

Digital Curriculum

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

Original signed by

Nancy Naylor
Deputy Minister

Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE
Grades 1 to 3	<ul style="list-style-type: none"> Funded average class sizes remains at 19.8
Grades 4 to 8	<ul style="list-style-type: none"> Funded average class size adjusted from 23.84 to 24.5
Grades 9 to 12	<ul style="list-style-type: none"> Funded average class size adjusted from 22 to 28
E-learning	<ul style="list-style-type: none"> Funded average class size adjusted to 35 starting in 2020-21 school year
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> Funding to end August 31, 2019
Local Priorities Fund	<ul style="list-style-type: none"> Funding to end August 31, 2019
Cost Adjustment Allocation	<ul style="list-style-type: none"> Base amount to end August 31, 2019
Human Resource Transition Supplement	<ul style="list-style-type: none"> Funding to end August 31, 2019
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).
Student Transportation	<ul style="list-style-type: none"> A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any. Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes. If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.

Description	Funding Changes *
	<ul style="list-style-type: none"> • Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection. • With this support in place, boards can avoid teacher lay-offs.
Salary Benchmarks	<ul style="list-style-type: none"> • To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.

* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.

Ontario Enhancing Support for Children with Autism

New actions include removing income testing for Childhood Budgets and further expanding eligible services.

March 21, 2019 10:00 A.M.

TORONTO - Ontario's government is putting people first by enhancing the Ontario Autism Program, which comes into effect on April 1, 2019.

"Our government is fully committed to transforming how autism services are delivered in Ontario," said Lisa MacLeod, Minister of Children, Community and Social Services. "The government is working to move all 23,000 children off the waitlist as quickly as possible within the next 18 months."

MacLeod highlighted that one of the enhancements the government is exploring is how best to provide additional supports to families based on the diagnosed needs of their child.

"Parents were right when they said that autism is a spectrum and that there are different needs for children on the spectrum," MacLeod added. "I'll take their input for the next several months to assess how we better support those with more complex needs and provide additional sources of support to them."

The government is working on its previously announced reforms, particularly to ensure all children receive support.

Moving Children Off the Waitlist

The government is working to move all 23,000 children off the waitlist so they have timely access to support.

Children will be brought off the waitlist based on a combination of the time they have been waiting for service, and with a continued focus on early intervention. Considerations will be made for children five years of age and youth 17 years of age to ensure they receive the maximum remaining funding.

The government will explore options to provide children who are currently on the waitlist with Childhood Budgets on a quicker timeline, especially younger children.

To build on previously-announced changes to the program, the government is:

Eliminating Income Testing

All families of children and youth under the age of 18 with a written diagnosis of autism from a qualified professional will now be eligible for a Childhood Budget. Children under the age of six will receive \$20,000 annually in direct funding, while those six and over will receive \$5,000 annually.

Expanding Eligible Services

Through Childhood Budgets, families will have access to a broader range of eligible services, such as speech language pathology, physiotherapy, and occupational therapy. Full details on eligible services will be posted on the ministry's website in early April.

Smoothing the Transition for Families Receiving Services

All children who currently have an Ontario Autism Program Behaviour Plan will continue to receive the services outlined in that plan until its end date. Families will then be able to renew it for six months at its current level of intensity.

"We continue to work to support children with autism, and their families," concluded MacLeod.

"The new Ontario Autism Program with its enhancements is the best possible program Ontario can deliver and it is the only program in the history of our province that will support every single child."

Derek Rowland Minister's Office

derek.rowland@ontario.ca

647-272-6248

Geneviève Oger Ministry of Children, Community and Social Services

genevieve.oger@ontario.ca

416-325-5156

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

Enrolment Register Instructions for Elementary and Secondary Schools

2018–19 School Year

This publication, *Enrolment Register Instructions for Elementary and Secondary Schools, 2018–19 School Year*, and the *Enrolment Register Instructions for Continuing Education Programs, 2018–19 School Year* are available on the Ministry of Education’s website <http://www.edu.gov.on.ca/eng/policyfunding/forms.html>.

Ministry Contact Information

If you have questions related to enrolment and admissions, please send them to the enrolment@ontario.ca mailbox. Provide all relevant information to ensure a prompt, accurate, and helpful response. The mailbox is monitored by Ministry staff, and all questions will be answered in a timely manner based on the Government of Ontario customer service standards.

The Ontario Public Service endeavours to demonstrate leadership with respect to accessibility in Ontario. Our goal is to ensure that Ontario government services, products, and facilities are accessible to all our employees and to all members of the public we serve. This document, or the information that it contains, is available, on request, in alternative formats. Please forward all requests for alternative formats to ServiceOntario at 1-800-668-9938 (TTY: 1-800-268-7095).

Une publication équivalente est disponible en français sous le titre suivant :
Instructions pour le relevé des effectifs écoles élémentaires et secondaires, Année scolaire 2018-19.

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GENERAL REQUIREMENTS

On all legal questions relating to the requirements covered in these instructions, school boards should rely on the advice of their own legal counsel.

Collection of Data

Authorization for the collection of the information required on the register is found in subsection 8.1(8) of the *Education Act*. This information is required for administrative purposes. Anyone needing additional information regarding the collection of this information should contact the Freedom of Information and Privacy Office of the Ministry of Education (the Ministry).

Responsibilities of the Principal

Subsection 265(1)(c) of the *Education Act* states that it is the duty of a principal of a school, in addition to his or her duties as a teacher, “to register the pupils and to ensure that the attendance of pupils for every school day is recorded either on the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister.”

The principal must ensure that:

- A system is in place to provide school staff with all the appropriate information about each pupil that is required in keeping the enrolment register and attendance records;
- Enrolment and attendance records are accurate and up to date; and
- All required enrolment and attendance records and related documents are retained for audit purposes.¹

The principal also must ensure that:

- All teachers of pupils whose enrolment is recorded in the day school registers are regular day school teachers employed by the board or occasional teachers employed by the board to teach as substitutes for teachers who are members of the board’s regular day school teaching staff; and
- Any fees charged to pupils for learning materials and activities are in accordance with board policy developed in response to the Ministry’s *Guideline for Fees for Learning Materials and Activities*.

The following sections provide details on the principal’s responsibilities related to enrolment, attendance, recording and reporting, retention of data, audits, and other topics.

¹ The principal must sign-off on all enrolment registers even if nil FTE is reported for each category of pupils.

Retention of Pupil Enrolment Records and Related Documents

The Ministry requires that, *for audit purposes*, pupil enrolment records and various related documents (see chart below) be retained for the **current school year and the previous two school years**.

Retention beyond that minimum period is to be carried out in accordance with the school board's record management program, as specified in paragraph 38 of subsection 171(1) of the *Education Act*.

The enrolment register has two components:

1. Enrolment Details Records
2. Enrolment Summaries

See Appendix A for samples.

Records and Documents Required for Audit Purposes for **2016–17, 2017–18, and 2018–19**

A summary of the pupil enrolment records and all related documents that must be retained for elementary and secondary schools for the **2016–17, 2017–18, and 2018–19 school years** is provided below. Boards must be able to produce these records and documents if requested by the Ministry for audit purposes. These records can be stored either electronically or in a paper format, unless otherwise specified. Where a principal's certification/signature is required (**electronic signatures are acceptable**), it can also be stored in an electronic (e-mails are acceptable) or paper format.

Elementary and Secondary Schools
<ul style="list-style-type: none">• A printout of the year-end register Enrolment Summaries for Full-Time and Part-Time pupils that are certified as accurate by the principal• A printout of the Monthly Enrolment Summaries for Full-Time pupils for the October and March count dates and at year-end that are certified as accurate by the principal• Enrolment Details Records², that are certified as accurate by the principal• The Daily Attendance Records for each pupil³• The Daily Absence Report (Daily Telephone Contact List) for the school⁴• The school bell schedule⁵• Dated forms authorizing pupil external transfer or Ontario Student Record (OSR)⁶ request letters that show external transfers signed by the principal or by a school staff member designated by the principal• Dated forms authorizing pupil admission (registration forms), internal transfer, and retirement signed

² If the board does not have the capacity to store the *Enrolment Details Records* electronically, the records must be printed out at the end of the school year in June and certified by the Principal. If stored electronically, they must show the enrolment-count dates.

³ See Appendix B for a model showing the content and format of a Daily Attendance Record as well as samples.

⁴ *The Daily Absence Report (Daily Telephone Contact List)* for the school will include information on the contacts that school staff have made or attempted to make with absent pupils or their parents/guardians and will include the explanations obtained for the pupils' absence.

⁵ The school bell schedule will indicate the duration of all periods of instruction and lunch periods, and must clearly show standard travel time between classes. The configuration of the software program that is used to determine pupils' status as full-time or part-time must match the configuration of the school bell schedule in number of periods and period length.

⁶ **Ontario Student Record (OSR) Guideline, 2000:**

English - <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

French - <http://www.edu.gov.on.ca/fre/document/curricul/osr/osrf.html>

by the principal or by a school staff member designated by the principal

- Dated requests for OSRs (letter or e-mail)
- Student Information and Eligibility Attestation Form⁷ (see sample in Appendix E) indicating that board-approved documentation has been reviewed to support:
 - The pupil's year of entry into Canada (as required in Section E in OnSIS)
 - The pupil's right to attend the school without payment of a fee
 - The date of birth and full legal name of the pupil
 - The residency of the pupil
- Documentation to support the residency of pupils not included in Section E in OnSIS (e.g. current utility bill, current property tax bill or current home phone bill)
- A list of pupils admitted from outside Ontario
- A list of all pupils participating in a Supervised Alternative Learning (SAL) program, including a signed copy of the pupils Supervised Alternative Learning Plan (SALP), the document showing the SAL Committee's approval, and the date on which the pupil began the program
- A list of all pupils participating in a student exchange program, including the exchange agreement and documents that support reciprocity
- A list of pupils on home instruction and the principal's approval for the provision of home instruction, including the teacher assigned to provide the instruction
- Documentation of a pupil's suspension or expulsion
- The report on pupil absences of 15 or more consecutive days
- Excused and/or unexcused absences:
 - The letter in which a parent or guardian, or the pupil (if the pupil is an adult) requests that the pupil be excused for a specified period of absence⁸ under subsection 23(3) of Regulation 298
 - The certification by the principal that a program of study was assigned to the pupil excused under subsection 23(3) of Regulation 298
 - The appropriate supporting medical documentation for a medical excusal
 - In the case of a prolonged absence, the principal's written referral to the attendance counsellor on the 16th day of absence
 - The attendance counsellor's acceptance/refusal of the principal's referral
 - Documentation of successful two way contact between the attendance counsellor and the pupil or the pupil's parent or guardian
 - A list of non-attending pupils who are 14-17 years old and who have been removed from the register of the school
- And any other documentation to support a student on the enrolment register.

Elementary Schools Only

- Class timetables indicating the minutes of instruction for Extended French and French Immersion

⁷ School boards must use a pupil eligibility attestation form to document the board's review and verification of relevant documentation to confirm pupil eligibility in the areas listed. Furthermore, a physical copy of a student's personal or immigration documentation (e.g. birth certificates and passports) should not be retained at the time of registration). Please review "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018. A sample Student Information and Eligibility Attestation Form is included as Appendix E.

⁸ The timeframe must be explicit and cannot be "indefinite" or "until further notice." See also "Excused Pupils."

Secondary Schools Only
<ul style="list-style-type: none">• Pupil course timetables that were in effect on the last school day of October and March• The period-by-period attendance check for all pupils in the school• Where applicable, the Independent Study and e-Learning Register for Day School Pupils• Dated forms authorizing pupils to add or withdraw from courses, signed by the principal or by a school staff member designated by the principal• School course calendars and student handbooks• A list of pupils enrolled in alternative programs• A list of pupils enrolled in cooperative education programs

Audits of Enrolment, including English as a Second Language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) Eligibility

The Ministry performs audits of enrolment and English as a second language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) eligibility in the fall and spring of each year.⁹

Notification of an Audit

Boards are notified that they have been selected for an audit in a letter from the director of the Ministry's Financial Analysis and Accountability Branch (FAAB) to the director of education. The letter will:

- Identify the schools selected for audit and the period under audit;
- Identify the months for the field visits; and
- Request that the school board provide the name of a liaison to work with Ministry staff.

Preparation for the Audit

The lead auditor from the Ministry will contact the school board liaison to develop an audit schedule. Prior to the site visit, the lead auditor will:

- Provide the board-level and school-level interview questions to ensure that appropriate staff are present at the interviews. The interviews are conducted prior to the field visits to the schools;
- Request enrolment registers – summaries and details – for the period under audit;
- Request data on pupils' year of entry (with the intention of remaining in Canada) (that is, the data that is entered in section E of OnSIS); and
- Select the audit sample to ensure that the appropriate documentation is available on the date of the field visit.

An interview is also conducted with the school principal and administrators at the end of the field visit to discuss the audit results.

Areas Subject to Audit

Audits may be conducted of any or all of the areas in the list below.

Elementary Schools	Secondary Schools
Register reconciliation Admissions from outside Ontario Pupil external transfers and retirements Pupil with prolonged absence (full-day) Other pupils (fee paying pupils) Year of entry in Canada (ESL/PANA) French Immersion (if applicable) Specific programs for pupils: <ul style="list-style-type: none"> • Supervised Alternative Learning (SAL) • Home instruction • Home schooling 	Register reconciliation Admissions from outside Ontario Pupil Full-Time equivalency Internal transfers from Full-Time to part-time Pupil external transfers and retirements Pupil with prolonged absence (full-day) Pupil with prolonged absence from a course Other pupils (fee paying pupils) Year of entry in Canada (ESL/PANA) Alternative program delivery Specific programs for pupils: <ul style="list-style-type: none"> • Supervised Alternative Learning (SAL) • Home instruction • Home schooling • E-learning courses • Shared students

⁹ ESL is applicable to English-language school boards and PANA is applicable to French-language school boards.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Exchange programs • Dual credit courses • Credit recovery courses • Pupils enrolled in a section 23 facility • Program for expelled pupils • Independent study |
|--|---|

The School and Board Audit Reports

Once the field work is complete, a school audit report is sent to the principal of each audited school. This report outlines the results of the school audit that were discussed with the principal and administrators in the closing interview at the field visit. The principal has one week to review and comment on the report and ensure that the findings are fairly presented. The school board liaison is copied on all correspondence.

The school audit report will become part of the board audit report that is sent from the director of the Ministry's Financial Analysis and Accountability Branch to the director of education of the school board.

The board audit report consists of a cover letter, the board audit report, and appendices summarizing all areas of adjustments.

ESL/PANA Eligibility

Pupils that generate ESL/PANA Grants for Student Needs Funding under the recent immigrant component must satisfy the following criteria:

- The pupil is a "Pupil of the Board" who is under 21 years of age, as of December 31st of the current year;
- The pupil is enrolled in a school of the board on the October count date of the current school year;
- The pupil is born in a qualifying country¹⁰; and
- The pupil entered Canada for the first time during the current or last four school years.

¹⁰ For ESL, pupils born in countries other than Canada, Great Britain, Ireland, the United States, Australia, and New Zealand would be eligible for funding. For PANA, eligible pupils must be born in countries in which neither French nor English is the first language of a majority of the population or in countries in which a majority of the population speak a variety of French that is sufficiently different from the French used as a language of instruction in schools of the board.

Determining a Pupil's Eligibility for an Exemption from Tuition Fees

On all legal questions relating to the determination of a pupil's eligibility for tuition-fee exemptions, school boards should rely on the advice of their own legal counsel.

Pursuant to **Ontario Regulation 285/18**, boards are entitled or required to charge certain pupils tuition fees. Pupils who pay tuition fees are not pupils of the board and should be recorded as "OP" ("Other Pupils") in the Enrolment Details (see the samples in Appendix A).

Boards will determine whether a pupil is eligible for a tuition-fee exemption. To determine a pupil's eligibility and the documentation required to support an exemption, boards will need to refer to the following statutory provisions, regulation, and memoranda:

- *Education Act*: subsection 32(2), subsection 46(2), section 49, and section 49.1
- **Ontario Regulation 285/18: Calculation of Fees for Pupils for the 2018-2019 School Board Fiscal Year**
- "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018.

Other documents that may be useful for this and other enrolment-related purposes are the following:

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*
- *The Ontario Student Record (OSR) Guideline, 2000*
- *International Languages Elementary Programs, Resource Guide 2012*

For more information, please review "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018.

See Appendix E for a sample of a Student Information and Eligibility Attestation Form for your board's use.

Determining Pupils' Enrolment Status

The principal will ensure that a system is in place to determine whether a pupil is to be enrolled as a Full-Time pupil or a Part-Time pupil (see below), or as a *secondary* pupil engaged in independent study (see "Independent Study").

Full-Time and Part-Time Pupils

In general, a pupil's enrolment status is based on the *number of minutes* a pupil is "registered for classroom instruction" per school day – that is, a Full-Time pupil is typically registered for 210 minutes or more of classroom instruction per school day and a Part-Time pupil for less than 210 minutes per school day. See the definitions of "full-time" and "part-time" provided in the chart below.

The term "registered for classroom instruction" refers to a pupil who is enrolled for classroom instruction and who is attending classes regularly. The amount of time specified for classroom instruction in each case is the average amount of time in the school cycle that is allocated in the pupil's timetable to the classes that the pupil is expected to attend.

Full-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction for an average of 210 minutes or more per school day in the school cycle
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an

- average of at least 70 minutes of instruction per school day in which the pupil may earn a credit
- A pupil who is participating in an Intensive Behavioural Intervention program, regardless of the amount of classroom instructional time for which he or she is registered

Part-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction for an average of less than 210 minutes per school day in the school cycle
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit

Full-Time Secondary Pupil under Regulation 304 (“School Year Calendar”)

A secondary pupil who is enrolled in a day school that has, in accordance with a calendar that has been approved by the Minister under Regulation 304 (“School Year Calendar”), a designated school year of twelve months and instructional days in each of those months, and in which the pupil is eligible to earn at least seven credits upon successfully completing the courses in which the pupil is enrolled in the school year will be considered a Full-Time pupil.

Using the Pupil’s Timetable to Determine Minutes of Instruction

The pupil’s timetable must be used to determine the number of minutes of classroom instruction. The timetable in effect on the enrolment-count dates – that is, on the last school day of October and March – will be used to determine whether a pupil is “full-time” or “part-time.” Travel time between classes *must not be included* in the calculation of the amount of classroom instruction.

Time Recognized as Classroom Instructional Time

Time spent by pupils in dual credit courses, multi-subject instructional periods, non-credit courses with alternative expectations (that is, courses with a course code beginning with “K”), and credit recovery courses is recognized as classroom instructional time.

Time Not Recognized as Classroom Instructional Time

Time spent by pupils participating in the Prior Learning Assessment and Recognition (PLAR) process is not recognized as classroom instructional time **unless offered as part of a credit-based course from the Ontario curriculum.**

Instances When Minutes of Classroom Instruction Are Not Used to Determine Full-Time or Part-Time Status

The following are the only three instances in which minutes of classroom instruction are *not* used in determining Full-Time or Part-Time enrolment status:

1. The pupil is taking a cooperative education course. For details, see “Cooperative Education Courses.”
2. The pupil has an Individual Education Plan (IEP) that includes an individualized study program that satisfies the following criteria:
 - a. Instructional activity in each subject is directed and guided by a qualified teacher of that subject.
 - b. Pupil is in regular attendance and has a timetable that specifies when s/he is to be in school. The full- or Part-Time status of the pupil is based on the number of minutes in her/his individual timetables.
 - c. The school has a system for accurately recording and monitoring pupil attendance.

- d. Courses are developed and offered in accordance with Ministry curriculum policy documents.
3. The pupil is receiving home instruction. For details, see “Home Instruction.”

Independent Study

A day school pupil enrolled in “independent study” is *not* registered for classroom instruction, but takes credit courses that fulfil the Ministry’s program and diploma requirements and meets with qualified teachers for scheduled times during the school day. It should be noted that a course for which a pupil is enrolled cannot be considered an independent study course if any portion of it consists of classroom instructional time that is also used to classify the pupil as either “full-time” or “part-time.”

Enrolment in non-classroom instruction offered through an independent study program *must not be included* in the enrolment register for elementary or secondary schools. The Independent Study and e-Learning Register for Day School Pupils must be used to record this enrolment.

The Independent Study and e-Learning Register for Day School Pupils may include pupils enrolled as Full-Time (FT) in a publicly funded day school on the October and/or March enrolment-count dates; however, these pupils are not eligible for funding and their work units marked must not be included in the total number of work units recognized for funding purposes.

See the section “The Independent Study and e-Learning Register for Day School Pupils” for details on using this register. See also the section “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold.”

Home Schooling

Pupils who are excused from compulsory attendance because they are receiving satisfactory instruction *exclusively* at home (that is, through home schooling) or elsewhere (e.g., at a private school) must *not* be recorded in the enrolment register.

However, if they are receiving some instruction provided by the school (classroom-delivered, independent study, or e-learning), this instructional time will be recognized for grant purposes. These pupils must be recorded in the day school register or in the Independent Study and e-Learning Register for Day School Pupils by the school that is offering the course, in accordance with the type of instruction provided. The attendance of a pupil who is recorded in the day school register will be recorded in a Daily Attendance Record.

Reporting in the Ontario School Information System (OnSIS)

Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates

The Full-Time equivalent (FTE) reported for each pupil on the OnSIS School Enrolment screens for the Ministry's enrolment-count dates – the last school day of October and March – must equal the FTE recorded for each pupil on these dates in the enrolment register.

Pupils recorded as “part-time” on the register must be reported as Part-Time pupils in OnSIS. The FTE for each pupil must be included.

Data on Pupils in Independent Study

For independent study, the average daily enrolment (ADE) will be reported through OnSIS on three submission dates – the last school day of October, March, and June. The ADE reported for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date. See also “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold” below.

Pupils Affected by the 34-Credit Threshold

Full-Time and Part-Time Pupils

Under **Ontario Regulation 286/18, “Calculation of Average Daily Enrolment for the 2018–2019 School Board Fiscal Year,”** the calculation of the average daily enrolment (ADE) for secondary pupils is split into two categories: “regular” and “high credit.”

All or a portion of the credits of pupils affected by the 34-credit threshold may be identified as “high credits.” “High credits” are the credits above the 34-credit threshold that are for “non-exempt courses” taken in the current school year or semester by “non-exempt pupils.” (Examples of “exempt courses” are English as a Second Language and English Literacy Development. An example of an “exempt pupil” is a pupil with an Individual Education Plan [IEP].)

For each enrolment-count date, a pupil's day school FTE must be calculated in the following way:

- Determine the number of “high credits” for the pupil.
- Calculate the “high-credit factor” by dividing the number of high credits by the total number of credits for the courses in which the pupil is enrolled.
- Determine the number of “high-credit minutes of instruction” per day by multiplying the “high-credit factor” by the total number of minutes of instruction per day in the pupil's timetable. The remaining minutes are the regular day school minutes of instruction.
- Calculate the pupil's day school FTE by using the number of regular day school minutes of instruction and high-credit minutes of instruction.

For each credit that is not based on minutes of instruction – that is, for, a dual credit, or a credit for a course provided through home instruction – the calculation should be made using the number of minutes of instruction for a normal credit. For example, if most pupil timetables are based on 75 minutes of instruction per day for most credits, then 75 minutes of instruction should also be used for a credit that is not based on minutes of instruction.

Further information on the 34-credit threshold, including implementation instructions, is provided in the Ministry's memorandum “34 Credit Threshold – Implementation Details” (Memorandum No. 2013:SB1, January 30, 2013).

Pupils Taking Courses through Independent Study

The enrolment of each pupil in independent study courses must be considered under the appropriate category in the chart below for the purposes of determining a pupil's "high-credit factor" and calculating the pupil's ADE for independent study. See above for the method of calculating the "high-credit factor." The "regular" and "high-credit" ADE reported through OnSIS for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date.

	Category of Enrolment	Counting Credits for Determining the Pupil's High-Credit Factor	Calculating the Pupil's ADE for Independent Study
1	The pupil enrolled in the course during first term/semester, and completed it during first term/semester on or after the October count date.	Count the credit as if the pupil was enrolled in a semestered course on the October count date.	Use the high-credit factor as of the October count date.
2	The pupil enrolled in the course during second term/semester, and completed it during second term/semester on or after the March count date.	Count the credit as if the pupil was enrolled in a semestered course on the March count date.	Use the high-credit factor as of the March count date.
3	The pupil enrolled in the course during first term/semester, and completed it during second term/semester.	Count the credit as if the pupil was enrolled in a non-semestered course on the October count date.	Use the average of the high-credit factors for the October and March count dates.
4	The pupil enrolled in the course during a term/semester, and completed it or withdrew from it before the count date that falls within that term/semester.		

OnSIS Help Desk

Inquiries from schools and boards regarding the Ontario School Information System, its policies and procedures should be directed to:

Ontario School Information System (OnSIS)
Education Statistics & Analysis Branch (ESAB)
Ministry of Education, 777 Bay Street, 4th Floor, Suite 422
Toronto ON M5G 2E5

Telephone: 1-888-275-5934 or 416-212-6366
Monday to Friday (excluding holidays): 8:30 a.m. to 4:30 p.m.

E-mail: onsis_sison@ontario.ca

Pupils Enrolled in More than One School

The FTE of a pupil enrolled in more than one school within the same board must be reported in OnSIS by the school where the pupil's OSR is kept. The FTEs of the pupil at each school are combined but may not exceed one FTE.

If a pupil – other than a pupil taking e-learning courses or a pupil with a Supervised Alternative Learning Plan (SALP) – is enrolled in schools operated by two different boards, each school will report the pupil's enrolment in OnSIS. The FTE reported by each school must be based on the number of minutes of classroom instruction that the pupil receives at that school. In some instances, the combined FTEs of the pupil may exceed 1.00, but may not exceed 1.30. For a pupil taking e-learning courses or a pupil with a SALP, the combined FTEs may not exceed 1.00. (See also "E-learning Courses.")

For pupils affected by the 34-credit threshold, boards must ensure that their schools count all current credits for courses that pupils are taking in the day school program at their home school, at any other schools in their board, and at schools in other boards. See the section above, "Pupils Affected by the 34-Credit Threshold," for the method of calculating the "high-credit factor."

Junior Kindergarten and Kindergarten pupils may not under normal circumstances be enrolled in schools operated by different boards. They may not, for example, attend a program offered by one board in the morning and another program offered by a different board in the afternoon. It is recommended that they be enrolled in the program offered at a school of the board whose school(s) they have the right to attend.

MAINTAINING THE REGISTER AND ATTENDANCE RECORDS

Admission of a Pupil

Enter a pupil's name on the register on the day on which the pupil actually begins to attend classes for the current school year. Although pupils' names from the previous school year may be stored in a school's computerized system for administrative purposes, a pupil's name must not be entered into the current register until the pupil actually begins to attend classes. For clarity, even if the pupil provides medical documentation or other supporting documentation at the beginning of the new school year the pupil's name must not be entered into the register until the pupil actually begins to attend classes. Exceptions to this requirement are the following pupils, whose names may be entered on the register on the first day of school for the current school year:

- A pupil who is continuing in a Supervised Alternative Learning (SAL) program from the previous school year with the formal approval of the board's SAL Committee
- A pupil who is continuing to receive home instruction
- A pupil who was referred to an attendance counsellor in the previous school year and whose file is still active

Along with the pupil's name, enter the pupil's Ontario Education Number (OEN), gender, and grade in Enrolment Details (see the samples in Appendix A).

Age of Admission

A child may be enrolled to start Junior Kindergarten in September of the calendar year in which they turn four-years-old. This means that a child may be enrolled to start Junior Kindergarten in September of 2018 as long as they turn four-years-old by December 31, 2018.

Staggered Admission in Kindergarten

Do not enter the names of pupils in Kindergarten and Junior Kindergarten classes with staggered admission dates on the register until the first day each pupil begins to attend classes. *As stated above, a pupil's name must not be entered into the current register until the pupil actually begins to attend classes.* Record the days absent with "G" (see "General Absence Days").

Academic Assessment Services before School Begins

The name of a pupil who is provided with academic assessment services by the board immediately before entering school may be entered on the register on the date that the assessment services began. Record enrolment during this assessment period with "N" (see "Non-instructional Days").

Internal and External Admission

Enter the date of admission as either an "internal admission" or an "external admission." See the definitions below. For examples, see students Akoodie, Mohammed and Caruso, Mary in Appendix A. For internal and external admissions, any relevant information should also be recorded.

Internal Admission

- A pupil whose name was on the roll of the same school on the last day of the previous school year

External Admission

- A pupil who enrolls for the first time at a school
- A pupil who re-enrolls at a school after having transferred or retired from that school

Late Admission

For pupils who are admitted after the first day of school, the reason for late admission should be recorded. For all late admissions, enter the date of admission in Enrolment Details under “internal admissions” or “external admissions,” as appropriate (see students Hare, Diane and Christie, Dave in Appendix A). It should be noted that the date of readmission of pupils who re-enroll after having transferred or retired must be entered under “external admissions” (see student Trent, Nellie in Appendix A).

If a pupil is admitted to a classroom-delivered day school course or program after an enrolment-count date, his or her enrolment in that course or program **cannot** be recorded in the Independent Study and e-Learning Register for Day School Pupils or a continuing education register.

Pupils Who Are Not Pupils of the Board

Enter “OP” in the “OP” (“Other pupils”) column in Enrolment Details beside the names of pupils who are not pupils of the board (see student Nichols, Paul in Appendix A). Also, indicate who is responsible for the payment of each pupil’s tuition fee under the pupil’s name, and record any other relevant information on each pupil. Retain documentation for audit purposes.

Pupils Who Already Have Over 34 Credits

The principal will direct pupils who already have over 34 credits and who have no regular day school FTE either to the appropriate day school courses or to continuing education courses, in accordance with the school board’s policy on admission of such pupils.

Adult Pupils

The principal will direct adult pupils – that is, pupils who are already 21 years of age or over or who will turn 21 on or before December 31, 2018 – either to the appropriate day school courses or to continuing education courses, in accordance with the school board’s policy on admission of adult pupils.

The principal will ensure that the only adult pupils who are included in the secondary school register are those who are enrolled in day school courses that are taught by teachers who are members of the board’s regular staff and who are not continuing education teachers.

Enter “A” in the “Adult” column beside the names of pupils who are twenty-one years of age or over as of December 31, 2018 (see student Ennis, Dawn in Appendix A).

Transfer and Retirement

Where a pupil transfers or retires from the school, the transfer or retirement date will be the day immediately after the last day of attendance.

Where the principal becomes aware that a pupil has transferred or retired from the school prior to an absence of 15 consecutive school days, the transfer or retirement date will be the day immediately after the last day of attendance. **When a student withdraws from a course, the retirement date from the course will be the day immediately after the last day of attendance.**

Enter the date of a pupil's internal transfer, external transfer, or retirement in Enrolment Details. See the definitions below. (For examples, see Appendix A: for "internal transfer," see Urman, Mildred; for "external transfer," see Nichols, Paul; for "retirement," see Baker, Catherine.) Pupil transfers and retirements must be recorded on the register immediately. A pupil's destination will also be recorded.

Internal Transfer

- A pupil who was previously a Full-Time pupil but who has become a Part-Time pupil, or vice versa
- A pupil whose name is taken off the roll of one organizational unit in a school and who becomes an internal admission in another organizational unit at the same school during the school year

External Transfer

- A pupil who withdraws from a publicly funded school in Ontario and enrolls in another publicly funded school in Ontario
- A pupil who is transferred to an educational program in a care and treatment or correctional facility

Retirement

- A pupil who withdraws from a publicly funded school in Ontario and does not enroll in another publicly funded school in Ontario
- A secondary school pupil who leaves the school to take part in an approved educational exchange
- A pupil who has been expelled from school and who is not participating in a program for expelled pupils

For details on documentation that must be retained for audit purposes on internal transfer, external transfer, and retirement, see the chart under "Records and Documents Required for Audit Purposes for **2016–17, 2017–18, and 2018–19.**"

Transfers That Occur around an Enrolment-Count Date

Transfers between Schools of One Board

When a pupil transfers from one school of a board just before an enrolment-count date (the last school day of October or March) but is not admitted to another school of the *same* board until just after the enrolment-count date, the result is that the pupil is not enrolled in either school of the board on the count date. If the transfer and the admission each occur within 15 school days of the enrolment-count date and if appropriate supporting documentation is retained, the external transfer date for this pupil for the sending school will be deemed to be the day immediately after the enrolment-count date.

Transfers between Schools of Different Boards

When a pupil transfers from a school of one board just before an enrolment-count date but is not admitted to a school of *another* board until just after the enrolment-count date, the result is that the pupil is not enrolled in either board on the count date *the pupil will not be recognized for funding purposes by either board.*

Transferring OSR When Students Enroll in New School

The home school (where the OSR is kept) keeps a student's OSR until it receives a request for the OSR in writing from the new school. This is the official notification that the student has registered at another school. The new school will begin to put the student on their enrolment register on the day the student begins attending classes. For more information, please refer to the OSR guideline:

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>.

Daily Attendance Records

Use the following codes to indicate attendance in each pupil's Daily Attendance Record. Indicate whether "A," "L," "G," or "N" applies to the whole day or only to the morning or afternoon (see the model attendance record in Appendix B).

For explanations of when to use "A," "G," "N," and "C," refer to the specific sections indicated with each code. See also Appendix B for a model of a pupil's Daily Attendance Record and for samples showing data required for specific types of absence.

Code	Description
(Leave blank)	Present all day
A	Absent
L	Late
G	General absence day
PA	Professional activity day
N	Non-instructional day
C	Indication of contact consisting of successful two-way communication with the pupil, the pupil's parent or guardian (absentee or pupil in SAL program) Indication that the principal referred the pupil to the attendance counsellor on the 16 th day of absence
H	Statutory holiday
B	Holiday designated by board

Absence

There are different types of absence, all of which are discussed in this section. (See Samples 1-3 in Appendix B and flow charts in Appendix D and E).

It is the principal's responsibility to ensure that the school contacts the parent or guardian of a pupil – or the pupil, if the pupil is an adult – to find out why the pupil has not been in attendance. The school must retain a record of the contacts between the school and the pupil's parent or guardian, or the pupil (if the pupil is an adult). See "Records and Documents Required for Audit Purposes for 2016-17, 2017-18, and 2018-19."

If an elementary or secondary pupil has been absent for 15 consecutive school days without appropriate supporting documentation, see "Prolonged Absence."

Regular Absence ("A")

For a regular absence, enter "A" in a pupil's Daily Attendance Record indicating "absent in morning", "absent in afternoon", or "absent all day", as appropriate. Enter the reason in the school Daily Absence Report (Daily Telephone Contact List).

Absence from an Examination

If a pupil is absent from a scheduled examination, enter "A" in the pupil's Daily Attendance Record indicating "absent in morning", "absent in afternoon", or "absent all day", as appropriate. Enter "absent from an examination" and the reason for missing the examination in the school Daily Absence Report (Daily Telephone Contact List).

Elementary School Pupils – Safe Arrivals

In an elementary school, when regular attendance-taking shows that a pupil is absent and that his or her parent or guardian has not informed the school of the absence, the principal, in accordance with policies established by the board on safe arrivals, should ensure that the school immediately contacts the parent or guardian to find out if he or she is aware of the child's absence.

Secondary School Pupils

Where a secondary school pupil has been absent for several consecutive school days without an acceptable explanation, it is recommended that this absence be reported to the vice-principal or principal.

If a pupil has been absent from a course for 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures given under "Absence from a Course for 15 Consecutive Scheduled Days."

General Absence Days ("G" Days)

Absence of All Pupils

Enter "G" for a General Absence day and specify the reason for the absence (type of "G" day absence) in each pupil's Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school. The following are examples of reasons for assigning a "G" day for all pupils:

- The school is closed under the Health Protection and Promotion Act.
- The day is a legally proclaimed municipal holiday.
- The day is a holy day.
- Bad weather (e.g., a snowstorm) prevents the pupils from going to school, including pupils who take the school bus, who are driven to school, or who walk to school.
- The school heating plant breaks down or a similar emergency occurs.
- The school is closed for the day by the Lieutenant-Governor or the Minister.
- The school is closed because of a withdrawal of services by board employees.

Absence of an Individual Pupil

Enter "G" for a General Absence day and specify the reason for the absence (type of "G" day absence) in each pupil's Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school. The following are examples of reasons for assigning a "G" day for an individual pupil:

- The day is a holy day for the pupil.
- The day is a cultural day for the pupil.¹¹
- The pupil is participating in a field trip or school-orchestrated sports trip.¹²
- The pupil is under bereavement.¹³

¹¹ Given the undefined nature of "cultural" days, determining what is considered a cultural day is at the discretion of the board.

¹² Determining what qualifies and what does not qualify as a school-orchestrated sports trip is at the discretion of the board as this may vary from school to school/board to board.

¹³ Determining what is considered an absence for bereavement, the length of absence, and what relationship to the deceased qualifies as a legitimate absence for bereavement purposes is at the discretion of the board.

- The pupil is participating in the non-academic component of a Supervised Alternative Learning (SAL) program in accordance with Ontario Regulation 374/10.
- Bad weather (e.g., a snowstorm) prevents the pupil from going to school, including a pupil who takes the school bus, who is driven to school, or who walks to school.
- The pupil is receiving private instruction in music for up to a half day in any week.
- The pupil is serving in the Ontario Legislature as a legislative page.
- The pupil is a Kindergarten or Junior Kindergarten pupil who is excused from class during a period of staggered admission (see “Staggered Admission in Kindergarten”).
- The pupil is absent for reasons of safety during a period when services have been withdrawn by board employees.
- The pupil is participating in a short-term educational exchange program (see “Short-Term Exchange (Less Than 5 Months)”).
- The pupil is unable to attend school because of a public transit strike.
- The pupil is absent or excused, as authorized under the *Education Act* and/or regulations made under the act.
- The pupil is not scheduled for an examination during the examination period.
- The pupil is under suspension.
- The pupil is absent for medical reasons and has provided supporting medical documentation.
- The pupil has provided supporting medical documentation that would change their absence from a “Regular Absence” to an excused “General Absence”.

Suspended Pupils

The absence of a suspended pupil is recorded with “G” on the register for the length of the suspension.

Subsections 306(4) and 306(5) of the *Education Act* refer to the duration of a suspension and the assignment of a pupil to a program for suspended pupils. Suspensions can last for no less than one school day and no more than 20 school days. The suspended pupil should be assigned a program for suspended pupils. The principal will ensure that appropriate documentation of the suspension is retained and that the appropriate school staff are given the names of all pupils who have been suspended.

Excluded Pupils

Pupils excluded under clause 265(1)(m) of the *Education Act* should not be demitted from the enrolment register as the school board is actively working to re-integrate the pupil back into the education system.

During the exclusion period, the pupil’s absence is recorded with a “G” on the Daily Attendance Record. An excluded student can remain on the enrolment register until the end of the current school year if the board is actively working to re-integrate the pupil back into the education system.

Retain the following for audit purposes:

- Documentation that shows the reason for the exclusion.
- Documentation of successful notification of exclusion and the response between the school board and the pupil (if the pupil is an adult) or the pupil’s parent or guardian
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system.
- Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies).

- Data on the number of students who have been excluded during the school year (including the name of student, OEN, length of exclusion, and reason for exclusion).

Non-instructional Days (“N” Days)

Non-instructional, or “N,” days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for instruction.

For the purpose of keeping cumulative attendance records, “N” days are not regular days of absence (indicated with an “A”), nor are they General Absence (“G” days).

Enter “N” for the appropriate full days, mornings, or afternoons in a pupil’s Daily Attendance Record for:

- Part-Time pupils who are not scheduled for classes on certain full days, mornings, or afternoons in their school cycle (for example, a pupil on a part-time, modified schedule);
- Pupils enrolled in Intensive Behavioural Intervention programs;
- Pupils provided with initial academic assessment services by the board immediately prior to entering school.

See Sample 4 in Appendix B.

Excused Pupils

Pupils Excused under Subsection 23(3) of Regulation 298

Policies regarding excused pupils apply to all pupils (of compulsory and non-compulsory age) who are registered for classroom instruction and who are attending classes regularly. Pupils Excused under Subsection 23(3) of Regulation 298

Pupil attendance is excused by the principal, in accordance with subsection 23(3) of Regulation 298, “Operation of Schools – General.” The parent or guardian of the pupil *or* the pupil (if the pupil is an adult) must submit a letter to the principal, requesting that the pupil be excused for a specified time (e.g., a vacation or family obligation) – that is the time frame must be explicitly stated and cannot be indefinite or until further notice¹⁴.

For the pupil to remain on the register the school must provide a program of study¹⁵ for the pupil. Appropriate supporting documentation (i.e. the letter) and the certification by the principal that a program of study was assigned to the pupil must be retained on file for audit purposes. A referral to the attendance counsellor is not required.

The pupil should be marked with a “G” on the register for each day of the excusal period.

When the pupil returns to school on the date specified in the letter and begins to attend school regularly, record their attendance in the usual way.

¹⁴ The pupil can be absent for more than 15 consecutive school days if they provide the appropriate supporting documentation with the time frame of their absence explicitly stated.

¹⁵ Boards should determine an appropriate program of study for pupils. In general, a program of study should be an academic program to help the pupil fulfill curricular expectations during the period of absence and to ensure that pupil can complete all courses upon the return to school.

If the pupil does not return to school on the date specified in the letter, mark their absence with an “A.”
If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence (see Prolonged Absence section below).

Program of Study for Excused Pupils

The school must provide a program of study for pupils who have been excused from school for a specific time (e.g. a vacation or family obligation), especially if the pupil will be absent for more than 15 consecutive school days. The Ministry’s expectation is that the educators determine the lesson work that will be missed while the pupil is away and assign an appropriate program of study. The program of study provided should follow the curriculum of the grade/course and include the necessary materials to ensure successful completion of the course/grade.

If the school does not provide a program of study and the pupil has been excused from school for 15 or more consecutive school days, the pupil should be retired from the enrolment register on the day immediately after the last day of attendance.

Medical Absence

In the case of a pupil who is unable to attend school for medical reasons, the pupil’s name will be retained on the register either for the period of time specified on appropriate **supporting medical documentation** provided by a regulated health professional¹⁶ or only up to the end of the current school year, whichever is applicable. Appropriate supporting medical documentation must be retained on file. A referral to an attendance counsellor is not required. (See Sample 3 in Appendix B.)

The pupil should be marked with a “G” on the register for the period of medical absence.

During a medical absence, the principal may make a teacher available to provide the pupil with Home Instruction. However, homework is not the same as Home Instruction. See “Home Instruction” for details.

When the pupil returns to school on the date specified in the supporting medical documentation and begins to attend school regularly, record their attendance in the usual way.

If the pupil does not return to school on the date specified in the supporting medical documentation, mark their absence with an “A.” If the pupil is absent for fifteen (15) consecutive school days, follow the procedures required for prolonged absence (see Prolonged Absence section below).

Documentation of Excused Absences for Audit Purposes

Each board is required to retain the following for audit purposes:

- The letter in which a parent or guardian of the pupil, or the pupil (if the pupil is an adult), requests that the pupil be excused for a specified period of absence under subsection 23(3) of Regulation 298
- The certification by the principal that a program of study was assigned to the pupil excused under s. 23(3) of Regulation 298
- The appropriate supporting medical documentation for a medical excusal

See also the list of required documentation under “Prolonged Absence” if the excused absence becomes an unexcused absence.

¹⁶ [List of regulated health professionals](#)

Prolonged Absence

For a pupil that has been absent for 15 consecutive school days without appropriate supporting documentation, enter “A” for each day of absence. See the definitions below.

The prolonged absence procedure, outlined below, is divided into 15 day subsequent periods of consecutive absence (1-15, 16-30, 31-45, and 46-60 or more if applicable). A prolonged absence cannot span two school years. At the beginning of a new school year, a pupil that was on a prolonged absence at the end of the previous school year would restart the prolonged absence procedure (if applicable).¹⁷

Prolonged Absence

“Prolonged absence” is defined as the absence of a pupil for 15 consecutive school days without appropriate supporting documentation. It is an unexcused absence. A “G” day, an “N” day, or a “PA” (professional activity) day occurring within an otherwise unbroken series of 15 school days of absence does not break or add to the series.

School Day

For the purposes of determining prolonged absences, a “school day” is defined as follows:

- *Elementary schools*: the entire instructional program
- *Secondary schools*: all scheduled classes in all courses in which a pupil is enrolled

Compulsory Attendance

Subsection 21(1) of the *Education Act* states that children aged 6-17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until they graduate.

COMPULSORY SCHOOL AGE FOR 2018–19 SCHOOL YEAR

If the pupil's 18 th birthday occurs between:	The last compulsory school day is:
January 1 and June 30, 2019	The day before the pupil's birthday
July 1 and August 31, 2018	June 30, 2018
September 1 and December 31, 2018	June 30, 2018

Absence of 1–15 Consecutive School Days without Supporting Documentation

Determining whether this pupil should be shown as a retirement on the enrolment register (i.e., retired) depends on the age of the pupil (non-compulsory or compulsory age).

If the pupil is *not of compulsory school age*, a referral to the attendance counsellor¹⁸ is not required.

- Retire the pupil from the register on the day immediately after the last day of attendance.

If the pupil *is of compulsory school age* and a referral ***is not*** made to the attendance counsellor on the 16th day of consecutive absence, proceed as follows:

- Retire the pupil from the register on the day immediately after the last day of attendance.

¹⁷ A consecutive absence streak can carry over into a new semester if the absences have been full-day absences but not over two school years.

¹⁸ For more information on the roles and responsibilities of an attendance counsellor refer to Section 24 of the *Education Act*.

If the pupil *is of compulsory school age* and a referral is made to the attendance counsellor on the 16th day of consecutive absence (document the principal's referral in the pupil's file), the referral to the attendance counsellor allows the pupil to remain on the register for the first 15 day period of absence. Proceed as follows:

- Indicate the days of absence with an "A" on the pupil's Daily Attendance Record; and
- Indicate the referral with a "C" in the pupil's Daily Attendance Record on the 16th day.

See Sample 1 or 2.

Absence of 16–30 Consecutive School Days without Supporting Documentation

Determining whether this pupil is retired from the register depends on the following two conditions:

1. The attendance counsellor must acknowledge to the principal that they will take on the case (document in pupil's file); and
2. There must be successful two way contact/communication between the attendance counsellor and the pupil or the pupil's parent or guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within this period). See Sample 1 or 2.

If either condition is **not** met, the pupil should be retired from the register on the 16th day of absence.

Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation

Determining whether this pupil is retired from the register depends on the following two conditions:

1. The principal must receive a report from the attendance counsellor indicating that the pupil's file is still active, sometime *within* each subsequent 15-day period (document in pupil's file); and
2. There must be successful two way contact/communication between the attendance counsellor and the pupil or the pupil's parent or guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within each subsequent 15 day period).

If either condition is **not** met, the pupil must be retired from the register on the day following the last 15-day period of non-attendance (the 31st day, the 46th day, or the 61st day). (See Sample 1 in Appendix B.)

Length of Time an Absent Pupil with an Active File May Remain on the Register

A pupil with an active file may remain on the register:

- Indefinitely if the pupil is 6-13 years of age, provided that the procedures required for prolonged absence are followed.
- For a maximum of 60 consecutive school days if the pupil is 14-17 years of age (remove the pupil's name from register on the 61st day of absence).

For samples, see Appendix B, and for charts of the procedures described above see Appendix D.

Attendance Counsellor Confirms the Pupil's File Is Inactive

Where, for any reason, the attendance counsellor confirms that the pupil's file has become inactive during a subsequent 15-day period (from day 16-30; from day 31-45; day 46-60, and so on, if applicable), the pupil must be retired from the register on the day following the date of previous successful contact *prior* to the file being deemed inactive.

Expectations for Two-Way Communication:

- The attendance counsellor must attempt to make successful two-way communication with the pupil and/or the pupil's parent/guardian every 15 day-period in order to keep the pupil on the register. In order to keep a pupil on the register, it must be the attendance counsellor regularly connecting with the pupil or the pupil's parent or guardian.
- If the attendance counsellor is unsuccessful in their attempts to communicate with the pupil and/or the pupil's parent/guardian, then the pupil is retired from the register on the last day in which successful two-way contact was made or on the day immediately after the next 15-day of non-attendance if successful two-way contact was not made.
- After the pupil is removed from the register, the principal must still attempt to contact the pupil and/or the pupil's parent or guardian.
- If the principal is unsuccessful, it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil if the pupil is of compulsory school age.

Absence from a Course for 15 Consecutive Scheduled Days

In accordance with the definition of a "school day" above, if a secondary pupil has been absent from a course for 15 consecutive scheduled days without **supporting medical documentation**, the pupil will be deemed, for funding purposes, to have withdrawn from the course on the day immediately after the last day of attendance. If the pupil no longer qualifies to be a Full-Time pupil as a result of this withdrawal, the pupil's enrolment status must be changed to "part-time." The pupil's change in status must be recorded on the register as an "internal transfer," as outlined under "Transfer and Retirement."

Board and Principal Responsibilities after a Pupil's Name Is Removed from the Register

The removal of a pupil's name from the register for absenteeism does not mean that the pupil need not attend school. Attendance for pupils of compulsory school age is required under the *Education Act*, and the principal must ensure that the attendance counsellor is advised of the removal of the names of all such pupils from the register. Even after removing pupils of compulsory age from the register, boards and or schools must continue to attempt to re-engage to these pupils.

- If the pupil is 6-13 years of age, the school or board must continue to make successful two way contact with the pupil or the pupil's parent or guardian every 15 days.
- If the pupil is 14-17 years of age, the school or board is expected to contact these youth, at a minimum, before the start of every semester to encourage them to return to school.

Summary of Required Documentation of Unexcused Absences for Audit Purposes

Each board is required to retain the following for audit purposes:

- The principal's written referral to the attendance counsellor on the 16th day of absence
- The attendance counsellor's written acceptance/refusal of the principal's referral
- Documentation of successful two-way contact between the attendance counsellor and the pupil or pupil's parent or guardian
- A list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of the schools of the board

Specific Programs

Cooperative Education Courses

These courses will be delivered in accordance with the Ministry document entitled *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018*. The principal must ensure that the employer complies with the Ministry's requirements for recording attendance.

A cooperative education course, which includes both a classroom component and a community placement component, must be scheduled, for a minimum of 110 hours per credit. The credit value of the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted.

Record the attendance of pupils in the placement community component in the same way as classroom attendance.

The FTE for a pupil will be determined on the basis of the credit value of the cooperative education course, as shown in the chart below.

For audit purposes retain a list of pupils enrolled in cooperative education programs.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none">1 credit equals 0.25 FTE2 credits equal 0.50 FTE3 or more credits equal 1.00 FTE	<ul style="list-style-type: none">1 credit equals 0.13 FTE2 credits equal 0.25 FTE3 credits equal 0.38 FTE4 credits equal 0.50 FTE5 credits equal 0.63 FTE6 or more credits equal 1.00 FTE

E-learning Courses

Enrolment and attendance of a day school pupil in e-learning courses must be recorded in either the day school register or the Independent Study Register for Day School Pupils, depending on the enrolment status of the pupil, as outlined below.

The Independent Study and e-Learning Register for Day School Pupils may include pupils enrolled as Full-Time (FT) in a publicly funded day school on the October and/or March enrolment-count dates; however, these pupils are not eligible for funding and their work units marked must not be included in the total number of work units recognized for funding purposes.

Use of the Day School Register for E-learning Courses

For regular Full-Time and Part-Time day school pupils, record enrolment in day school e-learning courses in the day school register in the same way as enrolment in courses delivered in the classroom.

Where a pupil participates in an e-learning course at any time during a week (Monday to Friday), the pupil will be marked present in the course for the entire week. Where a pupil does not participate in the course during a week (Monday to Friday), the pupil will be marked absent ("A") in the pupil's Daily Attendance Record in the course for the entire week.

Where a pupil is taking an e-learning course, the board where the pupil's OSR is kept (the home board) must report the enrolment of the pupil in the e-learning course.

Where a school of a board other than the home board is providing the instruction in the e-learning course, the board providing the instruction may charge the home board a fee that is established by the

Ministry. This fee is posted annually on the e-Learning Ontario website, at www.edu.gov.on.ca/elearning/funding.html.

For further details see Ministry memorandum “Consolidated Summary of Ministry e-learning Enrolment Recording Requirements” (Memorandum No. SB8, February 23, 2010).

Use of the Independent Study and E-learning Register for Day School Pupils

Where a pupil declines to enroll in a school of the local district school board – usually a pupil receiving home schooling or attending a private school – the enrolment and participation (attendance) of that pupil in an e-learning course must be recorded in the Independent Study and E-learning Register for Day School Pupils by the (out-of-district) school that is offering the e-learning course.

Home Instruction

If a pupil is unable to attend school for medical reasons, the principal may make a teacher available to provide the pupil with instruction at home or in hospital. Home instruction must be carried out in accordance with subsection 11(11) of Regulation 298.

Record the enrolment of pupils in Kindergarten, Junior Kindergarten, and Grades 1 to 8 who are receiving home instruction as “full-time” on the register.

Record the attendance of a secondary pupil who is receiving home instruction as if he or she were attending classes at school.

The FTE for a secondary school pupil is based on the number of courses the pupil is taking through home instruction on the October and March enrolment-count dates, as shown in the chart below.

However, if only homework is provided by the school to help the pupil keep up with school work, this assistance is not home instruction, and the pupil must be recorded as absent (“A”) for the days he or she is not in attendance (see “Medical Absence.”)

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none">• 1 credit equals 0.25 FTE• 2 credits equal 0.50 FTE• 3 or more credits equal 1.00 FTE	<ul style="list-style-type: none">• 1 credit equals 0.13 FTE• 2 credits equal 0.25 FTE• 3 credits equal 0.38 FTE• 4 credits equal 0.50 FTE• 5 credits equal 0.63 FTE• 6 or more credits equal 1.00 FTE

Where all of the conditions for independent study apply, the pupil’s instruction may instead be recorded in the Independent Study and e-Learning Register for Day School Pupils.

For audit purposes retain a list of pupils on home instruction including the principal’s approval for the provision of home instruction and the teacher assigned to provide the instruction.

Supervised Alternative Learning (SAL)

Supervised Alternative Learning (SAL) may be useful for encouraging some young people of compulsory school age to continue their learning, if they are at risk of not graduating because they are not attending school regularly and if other retention strategies have not been successful. A pupil must be of between the ages of 14 and 17 to be in a SAL program. The one exception is the following: If any pupils begin a

SAL program during the year when they are still of compulsory school age and then turn 18 between January 1 and June 30, they may choose to continue their SAL program until the end of that school year, as shown in the chart below.

Subsection 21(1) of the *Education Act* states that children aged 6–17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until they graduate.

COMPULSORY SCHOOL AGE FOR 2018-19 SCHOOL YEAR

If the pupil's 18th birthday occurs between:	The last compulsory school day is:
January 1 and June 30, 2019	The day before the pupil's birthday
July 1 and August 31, 2018	June 30, 2018
September 1 and December 31, 2018	June 30, 2018

All pupils in a SAL program will have a Supervised Alternative Learning Plan (SALP) to enable them to progress towards obtaining their Ontario Secondary School Diploma or achieving other educational and personal goals. The SALP will outline required activities, which may include one or more of the following:

- Enrolment in one or more courses in which the pupil may earn a credit¹⁹
- Enrolment in a life skills or other non-credit course
- Job-related training (e.g., earning workplace certifications, developing general employment skills and job-search skills)
- Full-or Part-Time employment at an approved work placement
- Volunteering (to help the pupil meet the community-involvement graduation requirement)
- Counselling (to address barriers to learning)
- Any other activity that will help the pupil reach his or her educational and/or personal goals

For more information, refer to *Supervised Alternative Learning (SAL): Policy and Implementation, 2010*, which is available on the Ministry website: www.edu.gov.on.ca/eng/policyfunding/SAL2011English.pdf.

Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, record the pupil as follows in the day school register:

- Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit.²⁰
- Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

For pupils who are participants in a SAL program, record their attendance in the Daily Attendance Record with "G" for the period when they are participating in the non-academic components of the SAL program.

All pupils in a SAL program have a primary contact at the school or board. There must be successful two-way communication between the pupil and the primary contact **at least once every 30 calendar days**. Record the dates of contact with "C" in the pupil's Daily Attendance Record.

¹⁹ This also applies to SAL pupils enrolled in a non-credit "K" course that is timetabled and appropriately staffed.

²⁰ Pupils in SAL can earn credits through: day school courses (with a regular or modified schedule); e-Learning; and Cooperative Education. Please record pupil enrolment in these courses in the *Day School Register*. Pupils in SAL can earn a credit through Independent Study and would be funded accordingly. Please record this enrolment in *The Independent Study and e-Learning Register for Day School Pupils*.

If a pupil participating in a SAL program is enrolled in a day school course and is absent from the course for the equivalent of 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures under “Absence from a Course for 15 Consecutive Scheduled Days.”

If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact (at least every 30 calendar days), follow the procedures under “Prolonged Absence.”

The principal must refer the case to the attendance counselor in writing 16 days after the missed appointment with the primary contact. The principal’s referral must be retained in the pupil’s file for audit purposes.

If the principal or vice-principal indicates that a pupil in a SAL program is to be retired from the register, follow the instructions for recording retirements that are given under “Transfer and Retirement.”

For audit purposes, a list must be retained of all pupils participating in a SAL program. The list must include the date each pupil began to take part in the program, a signed copy of each pupil’s SALP, and documentation of the SAL Committee’s approval.

Pupils in Educational Exchange Programs

The criteria for reciprocal educational exchange programs are outlined in the Ministry’s memorandum “Educational Exchange Programs” (Memorandum No. 2004:SB7, April 23, 2004).

For audit purposes, retain copies of the pupil exchange agreements and documents that support reciprocity.

Tuition fees are waived for pupils participating in educational exchange programs.

Record the enrolment of pupils participating in educational exchange programs between school boards or other educational authorities, in accordance with clause 49(7)(a) of the *Education Act*, as described below.

Long-Term Exchange (5 Months or More)

Where the duration of an educational exchange program is five months or more, record pupil enrolment as follows:

- The pupil leaving to go on an exchange must be shown as a “retirement.” The date of the retirement is the day after the last day on which the pupil attended his or her home school.
- The pupil admitted to the school must be enrolled as a regular “external admission,” and is considered to be a pupil of the board for the duration of his or her stay at the Ontario school.

There must be pupil reciprocity – that is, an actual exchange of pupils. An exchange can occur in two separate school years.

Short-Term Exchange (Less Than 5 Months)

Where the duration of an educational exchange program is less than 5 months and each side of the exchange occurs within the same school year, the school principal, at his or her discretion, may record the pupils as follows:

- The pupil leaving the school to go on the exchange remains on the register for the duration of the exchange. The pupil’s attendance would be recorded with “G” on the register.

- The pupil admitted to the school is *not* entered into the register for the duration of the exchange.

Programs for Expelled Pupils

Record the enrolment of a pupil who is participating in a program for expelled pupils as “full-time” in the enrolment register. Record the attendance of the pupil in the same way as the attendance of pupils in regular classroom programs.

If a pupil does not complete the program requirements and is to be retired from the register, follow the instructions for recording retirements that are given under “Transfer and Retirement.” Participation in these programs is voluntary. Referral to an attendance counsellor is not required.

Pupils in Care and/or Treatment, Custody, or Correctional Programs (CTCC), Hospital Board Schools, or Provincial or Demonstration Schools

Pupils enrolled in care and/or treatment, custody, or correctional programs (CTCC), in schools operated by hospital boards (section 68 school authorities), in Provincial Schools for the deaf, blind, and deaf-blind, or in Demonstration Schools must not be included on the register for the period of time, including transition periods, that they are attending these programs/schools.

Pupils admitted to these programs/schools, in accordance with Ministry guidelines, are those who cannot attend the local school of the board on a regular basis because of their need for the services provided by these programs/schools.

Dual Credit Courses

The FTE for a pupil taking dual credit courses that are based on advanced standing agreements or delivered through team teaching must be calculated on the same basis as the FTE for a pupil taking regular classroom credit courses.

Where dual credits are based on a college course delivered by a college professor or instructor, the FTE for a pupil will be determined on the basis of the number of secondary school credits that the pupil has the potential to earn through the college course, as shown in the chart below.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none"> • 1 credit equals 0.25 FTE • 2 credits equal 0.50 FTE • 3 or more credits equal 1.00 FTE 	<ul style="list-style-type: none"> • 1 credit equals 0.13 FTE • 2 credits equal 0.25 FTE • 3 credits equal 0.38 FTE • 4 credits equal 0.50 FTE • 5 credits equal 0.63 FTE • 6 or more credits equal 1.00 FTE

Record pupil enrolment and FTEs on the register in the appropriate Enrolment Details Records and Enrolment Summaries. Record the attendance of pupils who are taking a dual credit course in the same way as the attendance of pupils who are taking a regular classroom course.

THE INDEPENDENT STUDY AND E-LEARNING REGISTER FOR DAY SCHOOL PUPILS

General Requirements

The principal must sign the completed Independent Study and e-Learning Register for Day School Pupils, certifying that the information given in the “Course Data” and “Pupil Data” sections are correct. The signature can be in electronic form. This register is no longer printed and no longer available on the Ministry’s website.

As stated in the section “Reporting in the Ontario School Information System (OnSIS),” boards will report pupil enrolment data only through OnSIS.

The principal must ensure that all teachers of pupils whose enrolment is recorded in the Independent Study and e-Learning Register for Day School Pupils are regular day school teachers employed by the board or occasional teachers employed by the board to teach as substitutes for teachers who are members of the board’s regular day school teaching staff.

All pupils who are adults must be indicated with “A” in the “Adult” column on the register – that is, pupils who are already 21 years of age or over or who will turn 21 on or before December 31, 2018.

Pupil Eligibility

A pupil taking an independent study course must meet the following criteria:

- The pupil is a day school pupil.
- The pupil may be enrolled as a Full-Time day school pupil on the October and/or March enrolment-count dates. However, *these pupils are not eligible for funding* and their lessons/work units marked *must not* be included in the total number of lessons/work units submitted to OnSIS for funding purposes.
 - For pupils enrolled as FT on the October enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period September 1, 2018, to January 31, 2019. Likewise, for pupils enrolled as FT on the March enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period February 1, 2019, to June 30, 2019.
- The provisions regarding the OSR apply to the pupil.

Note that a pupil enrolled exclusively in courses taken through independent study will be included in this register.

Course Eligibility

An independent study course must meet the following criteria:

- The course is a credit course that meets Ministry program and diploma requirements.
- The course is offered during the school year from September 2017 to June 2018.
- The course is divided into a number of specific units of work that are similar in value, and these units are used to measure the pupil’s progress.
- No part of the course is used as credit towards a course in which the pupil is enrolled as a Part-Time pupil.

Teacher Contact

The following requirements must be met:

- For a course with a credit value of 1, there must be a minimum of 10 scheduled teacher-contact sessions of at least one-half hour in duration each, and the total number of hours of such sessions must be at least 10 hours. These sessions must be scheduled to occur during the regular school day.
- For a course with a credit value greater than 1, a proportionate increase is required in the minimum number of teacher-contact sessions and the total number of session hours.
- Teacher-contact sessions that are missed must be rescheduled. Pupils who are not meeting the criterion of regular attendance must be retired from the register (see “Transfer and Retirement”).

Pupils with Over 34 Credits

The work units completed must be prorated between “regular” and “high-credit” on the basis of the high-credit factor, and the totals must be indicated for pupils of the board. These data must be transferred to “Pupil Data” in the “Data Summary” section of the register.

Funding Considerations

Work units must be completed, but not necessarily successfully, in order to be recognized for grant purposes. In addition, the number of work units completed by a pupil must not exceed the number required to complete the course.

The principal should forward the register for each independent study course to the board to ensure that the school receives funding for these courses.

E-learning

Enrolment in e-learning courses is normally recorded in the day school enrolment register in the same way as enrolment in courses delivered in the classroom.

The *only exception* is the recording of enrolment for pupils who decline to enrol in a school of the local district school board – usually pupils receiving home schooling or attending a private school. The enrolment of these pupils in an e-learning course must be recorded in the Independent Study and e-Learning Register for Day School Pupils by the (out-of-district) school that is offering the e-learning course. See also the section “E-learning Courses.”

COMPLETING THE SUMMARIES

Attendance Summaries

For each month, ensure that the computerized system has entered the following in the Daily Attendance Record for each pupil:

- The number of times the pupil was late
- The number of days the pupil was absent ("A")
- The cumulative times late and days absent

At the end of the year, ensure that the system has entered the total number of times late and days absent under "Year Totals."

"G" days, "PA" days, and "N" days must not also be counted as days of absence.

Enrolment Summaries

This section outlines the requirements related to all of the components of the enrolment summaries:

- Enrolment Details Records (for Full-Time and Part-Time pupils)
- Monthly Enrolment Summaries (for Full-Time pupils)
- Enrolment Summaries (for Full-Time pupils who are under 21 years of age and for Part-Time pupils)

The principal must ensure that all enrolment summaries are reviewed for accuracy at the end of each month and retained for audit purposes for the current school year and the previous school year.

All three enrolment summaries must be retained separately for *each* of the groups of pupils indicated in the chart below.

	Elementary	Secondary
Full-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten*• Kindergarten*• Grades 1 to 3*• Grades 4 to 8*	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2017• Grades 9 to 12, age 21 or over on December 31, 2017
Part-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten <i>and</i> Kindergarten (together)• Grades 1 to 3• Grades 4 to 8	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2017• Grades 9 to 12, age 21 or over on December 31, 2017

*Note that internal transfers during the school year between Junior Kindergarten and Kindergarten and between Grades 3 and 4 must be indicated in the Enrolment Details Records and the Monthly Enrolment Summaries.

See the chart "Data and Information Required for Audit Purposes" below for the content of all summaries. Samples are provided in Appendix A.

Calculating Net Enrolment for Monthly Enrolment Summaries

Begin with a “nil” enrolment in September. To calculate the net enrolment for September, take the sum of the admissions and subtract the sum of the transfers and retirements.

To calculate the net enrolment for all subsequent months, take the enrolment for the last school day of the previous month, add the sum of the admissions for the current month, and subtract the sum of the transfers and retirements for the current month.

Data and Information Required for Audit Purposes

The required data and the requirements for the summaries are listed in the chart that follows.

Enrolment Records and Summaries	Retention Rules
<p>Enrolment Details Records for Full-Time and Part-Time Pupils – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Ontario Education Number (OEN) • Pupil name • Gender • Grade • Dates of admission, transfer, and retirement to date • “OP” for pupils who are not pupils of the board, and name of person or organization responsible for payment of fees • “A” in the “Adult” column for adult pupils • Internal transfers during the school year between JK and K and between Grades 3 and 4 	<p>Print out at the end of the school year in June and retain with principal’s certification if the board does not have the capacity to store electronically.</p> <p>If stored electronically, show the enrolment-count dates and retain with the principal’s certification (paper or electronic).</p>
<p>Monthly Enrolment Summaries for Full-Time Pupils Only – must show the data and information listed below:</p> <ul style="list-style-type: none"> • All changes in enrolment during each month, including total number of admissions, transfers, and retirements • Internal transfers during the school year between JK and K and between Grades 3 and 4 <p><i>For October and March, enter at the bottom of the summary:</i></p> <ul style="list-style-type: none"> • Net enrolment on the last school day of the month • Total number of pupils of the board • Total number of other pupils 	<p>Print out for October and March count dates and at the end of school year in June and retain with principal’s certification.</p>
<p>Enrolment Summaries (for Full-Time and Part-Time secondary pupils who are under 21 years of age and for Part-Time elementary pupils) – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Pupil name • “OP” for pupils who are not pupils of the board • Total number of minutes in cycle • Total number of pupils of the board and other pupils, separately • School Full-Time equivalency (FTE) data for <i>Part-Time pupils</i> of the board and separately for other pupils for the months of October and March • “Regular” and “high-credit” minutes of instruction and Full-Time equivalency for <i>secondary pupils</i> (FTE) data on the October and March enrolment-count dates 	<p>Print out at the end of school year in June and retain with principal’s certification.</p>

APPENDICES

Appendix A: Samples of Enrolment Details Records and Enrolment Summaries

Samples for both elementary schools and secondary schools are provided on the following pages. They show the enrolment information that must be recorded and reported in accordance with the requirements outlined in this document. Note that the samples are not related to a particular school year.

Elementary Schools

- Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Secondary Schools

- Secondary School: Enrolment Details Record for Full-Time Pupils
- Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age
- Secondary School: Monthly Enrolment Summaries for Full-Time Pupils
- Secondary School: Enrolment Details Record for Part-Time Pupils
- Secondary School: Enrolment Summaries for Part-Time Pupils

Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	JK	Sep 07				
	021-533-286	Bibi, Zainab	F	JK	Sep 07				
	021-533-858	Blackwell, John	M	JK		Sep 07			
	021-533-062	Caruso, Mary	F	JK		Sep 13			
	036-992-472	Christie, Dave	M	JK		Oct 13			
	036-221-497	Ennis, Dawn	F	JK		Mar 04			
	021-533-005	Figueroa, Roberta	F	JK		Sep 09			
	021-533-096	Goiree, Atheel	M	JK		Sep 22			
	079-341-222	Javed, Asim	M	JK	Sep 07				
OP	005-005-005	Nichols, Paul	M	JK		Sep 15		Sep 29	
		Paid by Mnjikaning First Nation Education Authority							
	021-533-336	Scott, Kelly	F	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	F	JK	Sep 07				
	021-453-245	Upton, Marie	F	JK	Oct 06				
	021-533-344	Vezina, Philip	M	JK	Sep 07				
	062-555-121	Wood, Susan	F	JK	Sep 07		Sep 24		
	072-413-521	Young, Malcolm	M	JK	Sep 07				Feb 04

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	K	Sep 07				May 06
	021-533-617	Baker, Catherine	F	K	Sep 23				Sep 29
	021-533-039	Burtnyk, Wayne	M	K	Sep 07		Sep 22		
	989-898-987	Dimson, Nicole	F	K		Sep 17			
	021-533-104	Ellis, Geoff	M	K	Sep 07				
	021-533-328	Hare, Diane	F	K	Sep 22				
	087-453-695	Jordan, Paul	M	K	Sep 07				
	021-533-419	McCormick, Peggy	F	K	Sep 17				
	777-777-772	Lei, Man Ying	F	K	Sep 07				
	021-533-575	Morin, Robert	M	K	Sep 07				
	021-533-427	Morris, Paul	M	K	Sep 07				
	021-533-591	Trent, Nellie	F	K	Sep 07	Jan 12			Sep 15
	021-533-435	Urman, Mildred	F	K	Sep 07		Oct 22		
	089-762-494	Vokey, Stanley	M	K	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	K		Oct 12			
OP	091-423-132	Xenos, Paul	M	K	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	K		Sep 07			
	032-534-925	Zeppa, Roy	M	K	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	01	Sep 07				May 12
	021-533-286	Bright, Andrew	M	03	Sep 07				
	021-533-858	Burtnyk, Wayne	M	02		Sep 07			
	021-533-104	Ellis, Geoff	M	02	Sep 07				
	021-533-096	Goiree, Atheel	M	03		Sep 21			
	021-533-328	Hare, Diane	F	03	Sep 22				
	021-533-419	McCormick, Peggy	F	02	Sep 27				
	021-533-427	Morris, Paul	M	01	Sep 07				
OP	005-005-005	Nichols, Paul	M	03		Sep 16		Sep 22	
		Paid by Mnjikaning First Nation Education Authority							
	021-453-245	Upton, Marie	F	03	Oct 06				
	021-533-435	Urman, Mildred	F	02	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	M	01	Sep 07			Oct 18	
	062-555-121	Wood, Susan	F	03	Sep 07		Sep 29		
	032-534-925	Zeppa, Roy	M	02	Sep 20				

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	07	Sep 07				May 06
	021-533-617	Baker, Catherine	F	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	M	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	05		Sep 17			
	021-533-104	Ennis, Dawn	F	08	Sep 07				
	021-533-328	Figuerola, Roberta	F	07	Sep 22				
	087-453-695	Jordan, Paul	M	05	Sep 07				
	021-533-419	McCormick, Peggy	F	06	Sep 17				
	777-777-772	Lei, Man Ying	F	04	Sep 07				
	021-533-575	Morin, Robert	M	08	Sep 07				
	021-533-427	Scott, Kelly	F	07	Sep 07				
	021-533-591	Trent, Nellie	F	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	F	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	M	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	06		Oct 12			
OP	091-423-132	Xenos, Paul	M	08	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	04		Sep 07			
	032-534-925	Young, Malcolm	M	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	8	5	1	1	0	11	
October	11	1	1	0	0	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	0	0	0	0	0	13	
February	13	0	0	0	0	1	12	
March	12	0	1	0	0	0	13	
April	13	0	0	0	0	0	13	Principal's certification
May	13	0	0	0	0	0	13	
June	13	0	0	0	0	0	13	
Totals		9	7	1	1	1		Principal's certification

		October	March
Net last day		13	13
Pupils of the board		13	13
Other pupils		0	0

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	15	2	1	0	2	14	
October	14	1	1	1	1	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	1	0	0	0	0	14	
February	14	0	0	0	0	1	14	
March	14	0	1	0	0	0	14	
April	14	0	0	0	0	0	14	Principal's certification
May	14	0	0	0	0	1	13	
June	13	0	0	0	0	0	13	
Totals		17	2	2	1	3		Principal's certification

		October	March
Net last day		13	14
Pupils of the board		12	13
Other pupils		1	1

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	10	3	1	1	0	11
October	11	1	0	1	1	0	10
November	10	0	0	0	0	0	10
December	10	0	0	0	0	0	10
January	10	0	0	0	0	0	10
February	10	0	0	0	0	0	10
March	10	0	0	0	0	0	10
April	10	0	0	0	0	0	10
May	10	0	0	0	0	1	9
June	9	0	0	0	0	0	9
Totals		11	3	2	2	1	
Principal's certification							
Principal's certification							
Principal's certification							
		October		March			
Net last day		10		10			
Pupils of the board		10		10			
Other pupils		0		0			

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	13	4	1	0	2	14
October	14	0	2	0	0	0	16
November	16	0	0	0	0	0	16
December	16	0	0	0	0	0	16
January	16	0	1	0	0	0	17
February	17	0	0	0	0	1	16
March	16	0	1	0	0	0	17
April	17	0	0	0	0	0	17
May	17	0	0	0	0	0	17
June	17	0	0	0	0	0	17
Totals		13	8	1	0	3	
Principal's certification							
Principal's certification							
Principal's certification							
		October		March			
Net last day		16		17			
Pupils of the board		15		16			
Other pupils		1		1			

Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	JK	Sep 07			Oct 13	
	021-533-286	Bibi, Zainab	F	JK	Sep 07				
	021-533-858	Blackwell, John	M	JK		Sep 07		Mar 08	
	021-533-062	Caruso, Mary	F	JK		Feb 16			
	036-992-472	Christie, Dave	M	JK		Oct 14			May 18
	036-221-497	Ennis, Dawn	F	JK		Mar 07			
	021-533-005	Figueroa, Roberta	F	JK		Sep 20			Apr 14
	021-533-096	Goiree, Atheel	M	JK		Sep 21			
	079-341-222	Javed, Asim	M	JK	Sep 07				Jun 08
OP	005-005-005	Nichols, Paul	M	JK		Sep 15		May 11	
		Paid by Mnjikaning First Nation Education Authority							
	021-533-336	Scott, Kelly	F	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	F	JK	Sep 07			Mar 02	
	021-453-245	Upton, Marie	F	JK	Oct 05				
	021-533-344	Vezina, Philip	M	JK	Sep 07		Oct 07		
	062-555-121	Wood, Susan	F	JK	Sep 07		Sep 29		
	072-413-521	Young, Malcolm	M	JK	Sep 07				Feb 10

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Akoodie, Mohammed	M	K	Sep 07				May 05
	021-533-617	Baker, Catherine	F	K	Sep 23				May 27
	021-533-039	Burtnyk, Wayne	M	K	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	K		Sep 09		Feb 16	
	021-533-104	Ellis, Geoff	M	K	Sep 07				
	021-533-328	Hare, Diane	F	K	Sep 22		Nov 12		
	087-453-695	Jordan, Paul	M	K	Sep 07				
	021-533-419	McCormick, Peggy	F	K	Sep 17				Oct 29
	777-777-772	Lei, Man Ying	F	K	Sep 07				
	021-533-575	Morin, Robert	M	K	Feb 08				
	021-533-427	Morris, Paul	M	K	Sep 07				
	021-533-591	Trent, Nellie	F	K	Apr 08				
	021-533-435	Urman, Mildred	F	K	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	M	K	Sep 07			Dec 09	
	032-517-339	Weller, Marlene	F	K		Oct 08			
OP	091-423-132	Xenos, Paul	M	K	Sep 16				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	K		Sep 07		Jan 13	
	032-534-925	Young, Malcolm	M	K	Sep 21		Dec 15		

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	01	Sep 07				May 04
	021-533-286	Bright, Andrew	M	03	Sep 07				
	021-533-858	Burtnyk, Wayne	M	02		Sep 07		Nov 17	
	021-533-104	Ellis, Geoff	M	02	Sep 07		Feb 02		
	021-533-096	Goiree, Atheel	M	03		Sep 23			
	021-533-328	Hare, Diane	F	03	Sep 22				Oct 28
	021-533-419	McCormick, Peggy	F	02	Sep 17				
	021-533-427	Morris, Paul	M	01	Sep 07		Mar 25		
OP	005-005-005	Nichols, Paul	M	03		Sep 11		Apr 21	
		Paid by Mnjikaning First Nation Education Authority							
	021-453-245	Upton, Marie	F	03	Oct 06				
	021-533-435	Urman, Mildred	F	02	Sep 07		Oct 27		
	089-762-494	Vokey, Stanley	M	01	Sep 07			Dec 16	
	062-555-121	Wood, Susan	F	03	Sep 07		Feb 03		
	032-534-925	Zeppa, Roy	M	02	Feb 22				

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	07	Sep 07				May 06
	021-533-617	Baker, Catherine	F	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	M	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	05		Sep 17			
	021-533-104	Ennis, Dawn	F	08	Sep 07				
	021-533-328	Figueroa, Roberta	F	07	Sep 22				
	087-453-695	Jordan, Paul	M	05	Sep 07				
	021-533-419	McCormick, Peggy	F	06	Sep 17				
	777-777-772	Lei, Man Ying	F	04	Sep 07				
	021-533-575	Morin, Robert	M	08	Sep 07				
	021-533-427	Scott, Kelly	F	07	Sep 07				
	021-533-591	Trent, Nellie	F	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	F	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	M	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	06		Oct 12			
OP	091-423-132	Xenos, Paul	M	08	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	04		Sep 07			
	032-534-925	Young, Malcolm	M	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	0	0	0	0	1. Total number of minutes		
	Bright, Andrew	140	0.47	140	0.47	in cycle (1 x 300)	300	300
	Blackwell, John	70	0.23	0	0	2. Total number of pupils		
	Caruso, Mary	0	0	140	0.47	Pupils of the board	8	9
	Christie, Dave	0	0	70	0.23	Other pupils	1	1
	Ennis, Dawn	0	0	140	0.47	3. Pupil FTEs		
	Figuroa, Roberta	0	0	70	0.23	Pupils of the board	3.28	3.51
	Goiree, Atheel	140	0.47	140	0.47	Other pupils	0.23	0.47
	Javed, Asim	140	0.47	140	0.47			
	Nichols, Paul	70	0.23	140	0.47			
	Scott, Kelly	140	0.47	140	0.47			
	Tumminieri, Rosa	140	0.47	0	0			
	Upton, Marie	70	0.23	70	0.23			
	Vezina, Philip	0	0	0	0			
	Wood, Susan	0	0	0	0			
	Young, Malcolm	140	0.47	0	0			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	140	0.47	140	0.47	1. Total number of minutes		
	Baker, Catherine	70	0.23	70	0.23	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	0	0	0	0	2. Total number of pupils		
	Dimson, Nicole	140	0.47	0	0	Pupils of the board	12	8
	Ellis, Geoff	140	0.47	140	0.47	Other pupils	1	1
	Hare, Diane	70	0.23	0	0	3. Pupil FTEs		
	Jordan, Paul	140	0.47	70	0.23	Pupils of the board	4.20	2.80
	McCormick, Peggy	0	0	0	0	Other pupils	0.47	0.47
	Lei, Man Ying	70	0.23	70	0.23			
	Morin, Robert	0	0	70	0.23			
	Morris, Paul	140	0.47	140	0.47			
	Trent, Nellie	0	0	0	0			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	70	0.23	0	0			
	Weller, Marlene	140	0.47	140	0.47			
OP	Xenos, Paul	140	0.47	140	0.47			
	Yee, Cho Chip	70	0.23	0	0			
	Zeppa, Roy	70	0.23	0	0			

Principal's certification _____ Date _____

Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	150	0.50	150	0.50	1. Total number of minutes		
	Bright, Andrew	200	0.67	200	0.67	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	150	0.50	0	0	2. Total number of pupils		
	Ellis, Geoff	75	0.25	0	0	Pupils of the board	10	6
	Goiree, Atheel	150	0.50	200	0.67	Other pupils	1	1
	Hare, Diane	0	0	0	0	3. Pupil FTEs		
	McCormick, Peggy	150	0.50	150	0.50	Pupils of the board	5.01	3.51
	Morris, Paul	200	0.67	0	0	Other pupils	0.50	0.50
OP	Nichols, Paul	150	0.50	150	0.50			
	Upton, Marie	75	0.25	200	0.67			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	150	0.50	0	0			
	Wood, Susan	200	0.67	0	0			
	Zeppa, Roy	0	0	150	0.50			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	75	0.25	150	0.50	1. Total number of minutes		
	Baker, Catherine	150	0.50	150	0.50	in cycle (1 x 300)	300	300
	Bulmer, Timothy	0	0	0	0	2. Total number of pupils		
	Caruso, Mary	200	0.67	200	0.67	Pupils of the board	16	11
	Christie, Dave	150	0.50	0	0	Other pupils	1	0
	Dimson, Nicole	0	0	200	0.67	3. Pupil FTEs		
	Ennis, Dawn	0	0	150	0.50	Pupils of the board	7.93	6.18
	Figueroa, Roberta	200	0.67	200	0.67	Other pupils	0.50	0
	Javed, Asim	150	0.50	0	0			
	Jordan, Paul	150	0.50	150	0.50			
	Lei, Man Ying	200	0.67	0	0			
	Morin, Robert	150	0.50	150	0.50			
	Scott, Kelly	150	0.50	0	0			
	Trent, Nellie	75	0.25	0	0			
	Tumminieri, Rosa	200	0.67	200	0.67			
	Vezina, Philip	150	0.50	150	0.50			
	Weller, Marlene	75	0.25	0	0			
OP	Xenos, Paul	150	0.50	0	0			
	Yee, Cho Chip	150	0.50	0	0			
	Young, Malcolm	150	0.50	150	0.50			

Principal's certification _____ Date _____

Secondary School: Enrolment Details Record for Full-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Full-Time Pupils										
OP	Pupil OEN*	Pupil Name	Adult	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion		F	10	Sep 07				
	021-533-583	Akoodie, Mohammed		M	12	Sep 07				May 12
	021-533-617	Baker, Catherine		F	11	Sep 20				Sep 23
	021-533-286	Bright, Andrew		M	10	Sep 07				
	021-533-858	Blackwell, John		M	09		Sep 07			
	021-533-039	Burntyk, Wayne		M	11	Sep 07		Sep 22		
	021-533-062	Caruso, Mary	A	F	11		Sep 10			
	036-992-472	Christie, Dave		M	12		Oct 07			
	989-898-987	Dimson, Nicole		F	09		Sep 16			
	021-533-104	Ellis, Geoff		M	12	Sep 07				
	036-221-497	Ennis, Dawn	A	F	12		Mar 03			
	021-533-005	Figuerola, Roberta		F	12		Sep 16			
	021-533-096	Goiree, Atheel		M	10		Sep 22			
	021-533-328	Hare, Diane		F	09	Sep 22				
	079-341-222	Javed, Asim		M	11	Sep 07				
	087-453-695	Jordan, Paul		M	10	Sep 07				
	021-533-419	McCormick, Peggy	A	F	12	Sep 16				
	777-777-772	Lei, Man Ying		F	11	Sep 07				
	021-533-575	Morin, Robert		M	10	Sep 07				
	021-533-427	Morris, Paul		M	10	Sep 07				
OP	005-005-005	Nichols, Paul		M	10		Sep 15		Sep 23	
		Paid by Mnjikaning First Nation Education Authority								
	021-533-336	Scott, Kelly	A	F	12	Sep 07				
	021-533-591	Trent, Nellie		F	10	Sep 07	Jan 13			Sep 23
	444-444-444	Tumminieri, Rosa		F	09	Sep 07				
	021-453-245	Upton, Marie		F	10	Oct 01				
	021-533-435	Urman, Mildred	A	F	11	Sep 07		Oct 23		
	021-533-344	Vezina, Philip		M	12	Sep 07				
	089-762-494	Vokey, Stanley		M	12	Sep 07			Oct 07	
	032-517-339	Weller, Marlene		F	12		Oct 01			
	062-555-121	Wood, Susan		F	11	Sep 07		Sep 24		
OP	091-423-132	Xenos, Paul		M	12	Sep 20				
		Paid by parent living outside Ontario								
	083-364-972	Yee, Cho Chip		M	09		Sep 07			
	072-413-521	Young, Malcolm	A	M	11	Sep 07				Feb 10
	032-534-925	Zeppa, Roy		M	10	Sep 23				
Principal's certification:*										

*OEN = Ontario Education Number

Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age

Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs.

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
	Acton, Marion	300	0	1.00	0	300	0	1.00	0
	Akoodie, Mohammed	150	150	0.50	0.50	0	225	0	1.00
	Baker, Catherine	0	0	0	0	0	0	0	0
	Bright, Andrew	300	0	1.00	0	300	0	1.00	0
	Blackwell, John	300	0	1.00	0	300	0	1.00	0
	Burntyk, Wayne	0	0	0	0	0	0	0	0
	Christie, Dave	300	0	1.00	0	225	0	1.00	0
	Dimson, Nicole	300	0	1.00	0	300	0	1.00	0
	Ellis, Geoff	225	0	1.00	0	150	75	0.50	0.50
	Figueroa, Roberta	300	0	1.00	0	75	150	0.25	0.75
	Goiree, Atheel	300	0	1.00	0	300	0	1.00	0
	Hare, Diane	300	0	1.00	0	300	0	1.00	0
	Javed, Asim	300	0	1.00	0	300	0	1.00	0
	Jordan, Paul	300	0	1.00	0	300	0	1.00	0
	Lei, Man Ying	300	0	1.00	0	300	0	1.00	0
	Morin, Robert	300	0	1.00	0	300	0	1.00	0
	Morris, Paul	300	0	1.00	0	300	0	1.00	0
	Nichols, Paul	0	0	0	0	0	0	0	0
	Trent, Nellie	0	0	0	0	300	0	1.00	0
	Tumminieri, Rosa	300	0	1.00	0	300	0	1.00	0
	Upton, Marie	300	0	1.00	0	300	0	1.00	0
	Vezina, Philip	300	0	1.00	0	300	0	1.00	0
	Vokey, Stanley	0	0	0	0	0	0	0	0
	Weller, Marlene	225	75	1.00	0	0	225	0	1.00
	Wood, Susan	0	0	0	0	0	0	0	0
	Xenos, Paul	300	0	1.00	0	225	0	1.00	0
	Yee, Cho Chip	300	0	1.00	0	300	0	1.00	0
	Zeppa, Roy	300	0	1.00	0	300	0	1.00	0

Enrolment Summary	October	March
1. Total number of minutes in cycle (1 x 300)	300	300
2. Total number of pupils		
Pupils of the board	21	22
Other pupils	1	1
3. Pupil FTEs		
<i>Pupils of the board</i>		
Regular	20.5	18.75
High-credit	0.50	3.25
<i>Other pupils</i>		
Regular	1.00	1.00

Principal's certification _____ Date _____

Secondary School: Monthly Enrolment Summaries for Full-Time Pupils

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	18	7	2	1	2	20
October	20	1	2	0	1	0	22
November	22	0	0	0	0	0	22
December	22	0	0	0	0	0	22
January	22	0	1	0	0	0	23
February	23	0	0	0	0	0	23
March	23	0	0	0	0	0	23
April	23	0	0	0	0	0	23
May	23	0	0	0	0	1	22
June	22	0	0	0	0	0	22
Totals		19	10	2	2	3	
		October	March				
Net last day		22	23				
Pupils of the board		21	22				
Other pupils		1	1				

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils 21 Years of Age or Over							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	4	1	0	0	0	5
October	5	0	0	1	0	0	4
November	4	0	0	0	0	0	4
December	4	0	0	0	0	0	4
January	4	0	0	0	0	0	4
February	4	0	0	0	0	1	3
March	3	0	1	0	0	0	4
April	4	0	0	0	0	0	4
May	4	0	0	0	0	0	4
June	4	0	0	0	0	0	4
Totals		4	2	1	0	1	
		October	March				
Net last day		4	4				
Pupils of the board		4	4				
Other pupils		0	0				

Secondary School: Enrolment Details Record for Part-Time Pupils

Enrolment Details, [School Year]										
XYZ Secondary School										
Part-Time Pupils										
OP	Pupil OEN*	Pupil Name	Adult	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
OP	021-533-260	Ahmed, Aziz		M	10	Sep 07		Oct 19		
		Paid by parent, Aftab Ahmed								
OP	005-005-005	Austin, Richard		M	10	Oct 07				
		Paid by Mnjikaning First Nation Education Authority								
	021-533-583	Brant, Kelley	A	F	10	Sep 07				
OP	021-533-617	Chan, Rita		F	11	Sep 07				
		Paid by parent, Joseph Chan								
	021-533-286	Doran, Gayle		F	09	Sep 07				Jan 13
	021-533-858	Engel, Marion	A	M	10	Sep 07				
	021-533-039	Fiske, Beverly		F	11	Sep 07				Jun 16
	021-453-145	Forbes, Lloyd		M	09	Oct 18				
	021-533-062	Garry, Dale	A	M	11	Sep 07				
	021-533-344	Tripathi, Raj		M	12		Jan 12			
	032-517-339	Wilson, Susan		F	12		Feb 23			
Principal's certification:*										

*OEN = Ontario Education Number

Secondary School: Enrolment Summaries for Part-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
OP	Ahmed, Aziz	0	0	0	0	0	0	0	0
OP	Austin, Richard	150	0	0.50	0	75	0	0.25	0
OP	Chan, Rita	75	0	0.25	0	150	0	0.50	0
	Doran, Gayle	150	0	0.50	0	0	0	0	0
	Fiske, Beverly	150	0	0.50	0	150	0	0.50	0
	Forbes, Lloyd	75	0	0.25	0	75	0	0.25	0
	Tripathi, Raj	0	0	0	0	75	75	0.25	0.25
	Wilson, Susan	0	0	0	0	0	75	0	0.25

Enrolment Summary

	October	March
1. Total number of minutes in cycle (1 x 300)	300	300
2. Total number of pupils		
Pupils of the board	3	4
Other pupils	2	2
3. Pupil FTEs		
Pupils of the board		
Regular	1.25	1.00
High-credit	0	0.50
Other pupils		
Regular	0.75	0.75

Principal's certification _____ Date _____

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Brant, Kelley	75	0.25	150	0.50	1. Total number of minutes in cycle (1 x 300)	300	300
	Engel, Marion	150	0.50	150	0.50	2. Total number of pupils		
	Garry, Dale	75	0.25	75	0.25	Pupils of the board	3	3
						Other pupils	0	0
						3. Pupil FTEs		
						Pupils of the board	1.00	1.25
						Other pupils	0	0

Principal's certification _____ Date _____

Appendix B: Model of a Daily Attendance Record, with Samples

The model provided below shows all required elements for a Daily Attendance Record for a pupil. It is set up in a format that resembles a computer screen or printout. Note that the model is not related to a particular school year.

In the samples that follow, the calendar only shows the months under discussion.

Sample of a Daily Attendance Record

Daily Attendance Record, [School Year] XYZ School																												
Pupil's OEN*	Pupil's name and address					Form/Grade	Gender	Birth date	Home phone	Board pupil/OP																		
Parent/guardian names					Bus. Phone					Home-room teacher																		
1 st week					2 nd week					3 rd week					4 th week					5 th week					Days absent	Cumulative days absent	Times late	Cumulative times late
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
September	am			01	02	03																						
	pm																											
October	am					01																						
	pm																											
November	am	01	02	03	04	05																						
	pm																											
December	am			01	02	03																						
	pm																											
January	am	03	04	05	06	07																						
	pm																											
February	am		01	02	03	04																						
	pm																											
March	am		01	02	03	04																						
	pm																											
April	am				01																							
	pm																											
May	am	02	03	04	05	06																						
	pm																											
June	am			01	02	03																						
	pm																											
Year Totals																												
Blank A	Present all day Absent	L G	Late G day	H B	Statutory holiday Holiday designated by board					PA N	Professional activity day Non-instructional day					C	Contact with pupil (absentee or in a SAL program) and principal referral to attendance counsellor**											

*OEN = Ontario Education Number

**See "Prolonged Absence" for details.

Sample 1: Prolonged Absence – Pupil Absent for 60 Days, with an Active File and Consistent Contact with the Attendance Counsellor

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October			01 A ¹¹	02 A ¹²	03 A ¹³	06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 A ³¹	31 A ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11 A ³⁹	12 C ⁴⁰	13 A ⁴¹	14 A ⁴²	17 A ⁴³	18 A ⁴⁴	19 A ⁴⁵	20 A ⁴⁶	21 PA	24 A ⁴⁷	25 A ⁴⁸	26 A ⁴⁹	27 A ⁵⁰	28 A ⁵¹					
December	01 A ⁵²	02 A ⁵³	03 A ⁵⁴	04 C ⁵⁵	05 A ⁵⁶	08 A ⁵⁷	09 A ⁵⁸	10 A ⁵⁹	11 A ⁶⁰	12 X ⁶¹	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Nick is 17 years of age and has been absent for fifteen (15) consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter “A” for each day of absence in Nick’s Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil’s attendance record.)
- The principal referred the case in writing to the attendance counsellor on Nick’s 16th consecutive day of absence. This referral allows Nick to remain on the register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). To indicate this referral, enter “C” in Nick’s Daily Attendance Record on the 16th day of absence (see October 8 = C¹⁶).
- Nick remains on the register from day 16 to day 30, because both of the following two conditions have been met:
 - The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact is made with Nick – see October 17 = C²².)
- Nick remains on the register from day 31 to day 45 and day 46 to day 60 because both of the following two conditions have been met within both 15-day periods:
 - The principal received a report from the attendance counsellor, at some point within each 15-day period, indicating that Nick’s file was still active (the reports must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact was made with Nick, within each of these 15-day periods (see November 12 = C⁴⁰ for days 31-45 and December 4 = C⁵⁵ for days 46-60).
- Although Nick has an active file, he is 17 and is only eligible to remain on the register for a maximum of 60 consecutive school days of absence. Nick must be removed from the register on the 61st day of absence (see Dec 12 = X⁶¹). (Note that the “X” is used in this sample only to indicate the date that Nick must be removed from the register. “X” is not entered in Nick’s Daily Attendance Record.)

6. Since Nick is 17 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of its schools.
7. The school or the board is expected to contact Nick, at a minimum, before the start of every semester to encourage him to return to school.

Sample 2: Prolonged Absence – Pupil whose File Becomes Inactive

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October			01 A ¹¹	02 A ¹²	03 A ¹³	06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 C ³¹	31 X ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Lloyd is 16 years of age and has been absent for 15 consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter "A" for each day of absence in Lloyd's Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil's attendance record.)
2. The principal referred the case in writing to the attendance counsellor on Lloyd's 16th consecutive day of absence. This referral allows Lloyd to remain on the register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). (To indicate this referral, enter "C" in Lloyd's Daily Attendance Record on the 16th day of absence – see October 8 = C¹⁶.)
3. Lloyd remains on the register from day 16 to 30, because both of the following two conditions have been met:
 - a. The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Lloyd's file).
 - b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact is made with Lloyd – see October = C²².)
4. Lloyd *may* remain on the register from day 31 to day 45 because both of the following two conditions have been met within this 15-day period:
 - a. The principal received a report from the attendance counsellor, at some point within this 15-day period, indicating that Lloyd's file was still active (the report must be retained in Lloyd's file).

- b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact was made with Lloyd, within this 15-day period. See October 30 = C³¹ for days 31-45.)
5. However, on November 10 = A³⁸, the attendance counsellor informed the principal that Lloyd's file became inactive (the document must be retained in Lloyd's file). Lloyd therefore must be removed from the register on the day after the last day on which successful contact occurred (see October 31 = X³²). (Note that the "X" is used in this sample only to indicate the date that Lloyd must be removed from the register. "X" is not entered in Lloyd's Daily Attendance Record.)
6. Since Lloyd is 16 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of its schools.
7. The school or the board is expected to contact Lloyd, at a minimum, before the start of every semester to encourage him to return to school.

Sample 3: Medical Absence

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 G ¹	18 G ²	19 G ³	22 G ⁴	23 G ⁵	24 G ⁶	25 G ⁷	26 G ⁸	29 G ⁹	30 G ¹⁰			
October			01 G ¹¹	02 G ¹²	03 G ¹³	06 G ¹⁴	07 G ¹⁵	08 G ¹⁶	09 G ¹⁷	10 G ¹⁸	13 H	14 G ¹⁹	15 G ²⁰	16 G ²¹	17	20	21	22	23	24	27	28	29	30	31
November	03	04	05	06	07	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Alice is 14 years of age and is unable to attend school on a regular basis for medical reasons.
2. There is appropriate supporting medical documentation on file that states that Alice will be unable to attend school from September 17th until October 16th. She is absent for 21 consecutive school days.
3. Since the school has not provided a study program for Alice, record her absence with "G" in her Daily Attendance Record for the period of medical absence.
4. Although Alice has exceeded 15 days of absence, her appropriate supporting medical documentation allows her name to remain on the register for the period of time specified in the documentation. If the date was no specified in her documentation, her name could remain on the register *only* up to the end of the current school year.
5. Alice's case does not need to be referred to the attendance counsellor.

6. Alice returned to school on October 17th and began to attend regularly. Record her subsequent attendance in the usual way.

Sample 4: Pupil of Non-compulsory School Age with Modified Schedule (“N” Days)

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September					01 H	04	05	06	07 N	08 N	11	12	13	14 N	15 N	18	19	20	21 N	22 N	25	26	27	28 N	29 N
October	02	03	04	05 N	06 N	09	10	11	12 N	13 H	16	17	18	19 N	20 N	23	24	25	26 N	27 N	28	29	30	31 N	
November	03	04	05	06 N	07 N	10	11	12	13 N	14 N	17	18	19	20 N	21 PA	24	25	26	27 N	28 N					
December	01	02	03	04 N	05 N	08	09	10	11 N	12 N	15	16	17	18 N	19 N	22	23 B	24 B	25 B	26 H	27 H	29 B	30 B	31 B	
January				01 H	02 B	05	06	07	08 N	09 N	12	13	14	15 N	16 N	19	20	21	22 N	23 N	26	27	28	29 N	30 PA
February	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17 PA	18	19 N	20 N	23	24	25	26 N	27 N					
March	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17 B	18 B	19 B	20 B	23	24	25	26 N	27 N	30	31 X			
April				01 N		04 A ¹	05 A ²	06 A ³	07 N	08 H	11 H	12 A ⁴	13 A ⁵	14 N	15 N	18 A ⁶	19 A ⁷	20 A ⁸	21 N	22 N	25 A ⁹	26 A ¹⁰	27 A ¹¹	28 N	29 N
May	02 A ¹²	03 A ¹³	04 A ¹⁴	05 N	06 N	09 A ¹⁵	10	11	12	13	16	17	18	19	20	23	24	25	26	27	28	29	30	31	
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Mary is in Junior Kindergarten and is attending her local public school 3 days a week on Monday, Tuesday, and Wednesday and is attending a private Montessori school on Thursday and Friday.
- Indicate that Mary is not scheduled for instruction on Thursday and Friday with “N” in her Daily Attendance Record.
- Mary is absent for 15 consecutive days (see April 4 = A¹ to May 9 = A¹⁵). Record these days of absence with “A” in her Daily Attendance Record (the 15th consecutive day of absence from scheduled instructional time is May 9th = A¹⁵).
- Since Mary is not of compulsory age, she must be removed from the register on the day following her last day of attendance (see March 31 = X). (Note that the “X” is used in this sample only to indicate the date that Mary must be removed from the register. “X” is not entered in Mary’s Daily Attendance Record.)
- Mary’s case does not need to be referred to the attendance counsellor.

Appendix C: Procedures for Excused Pupils

Procedures for recording an Excused Absence. See “Excused Pupils” for full details.

Excused absence – pupil absent 15 consecutive school days with supporting documentation.

Excused absence

Pupil attendance is excused by the principal, in accordance with subsection 23(3) of Regulation 298, “Operation of Schools – General.” The parent or guardian of the pupil or the pupil (if the pupil is an adult) has submitted a letter to the principal, requesting that the pupil be excused (i.e. vacation.). For the pupil to remain on the register the school must provide a program of study for the pupil. Appropriate supporting documentation (i.e. the letter) and the certification by the Principal that a program of study was assigned must be retained on file for audit purposes. A referral to the attendance counsellor is not required.

The pupil should be marked with a “G” on the register for the excusal period and the reason for the absence indicated

Medical Absence

In the case of a pupil who is unable to attend school for medical reasons, the pupil’s name will be retained on the register for the period of time specified on appropriate supporting medical documentation provided by a regulated health professional or only up to the end of the current school year, whichever is applicable. Appropriate supporting medical documentation must be retained on file. A referral to an attendance counsellor is not required.

The pupil should be marked with a “G” on the register for the period of medical absence. (See Sample 3.)

When the pupil returns to school on the date specified in the supporting documentation (letter or medical note) and begins to attend school regularly, mark their attendance as per usual.

If the pupil does not return to school on the date specified in the supporting documentation, mark their absence with an “A.” If the pupil is absent for fifteen (15) consecutive school days, follow the procedures required for prolonged absence.

Unexcused absence

Retire

If the school does not provide a program of study and the pupil has been excused from school for 15 or more consecutive school days, the pupil should be retired from the enrolment register on the day immediately after the last day of attendance.

Appendix D: Procedures for Prolonged Absences

Procedures for recording an Extended Absence. See "Prolonged Absence" for full details.

Unexcused absence - Pupil absent 15 consecutive school days without supporting documentation. Enter an "A" for each day of absence.

Compulsory age pupil (6-17).

Non-compulsory age pupil (under 6 or 18 and over).

15 consecutive days of absence

A referral is made to the attendance counsellor on the 16th day of absence which allows the pupil to remain on the register for the first 15 day period. Indicate the referral with a "C" on the 16th day. See Samples 1 or 2.

A referral is not made to the attendance counsellor.

Retire pupil from the register on the day after the last day of attendance.

16-30 consecutive days of absence

For the pupil to remain on the register for the 16 - 30 day period:

1. Attendance counsellor must take on the case; and
2. There must be successful two way contact between the attendance counsellor and the pupil/parent/ guardian. Enter "C" on actual day of contact. (See Samples 1 or 2.)

If either condition is not met, the pupil should be retired from the register on the 16th day of absence.

31-45 / 46-60 consecutive days of absence

For the pupil to remain on the register for the 31 - 45 / 46 - 60 day period:

1. Principal must receive report from attendance counsellor indicating pupil's file is active some time within each 15 day period; and
2. There must be successful two way contact between the attendance counsellor and the pupil /parent/guardian. Enter "C" on actual day of contact within each subsequent 15-day period. (See Sample 1.)

If the attendance counsellor indicates the file is inactive during a subsequent 15-day period, the pupil must be retired from the register on the day following the last day of successful contact. (See Sample 2.)

If either condition is not met, the pupil must be retired from the register on the day following the last 15-day period of non-attendance (the 31st, 46st, 61st day). (See Sample 1.)

Maximum period an absent pupil can remain on the register

Pupils with an active file may remain on the register if:

1. They are 14-17 years of age for a maximum of 60 consecutive school days; after which the pupil must be removed from the register on the 61st day of absence.
2. They are 6-13 years of age – remain on the register indefinitely provided the prolonged absence procedure is followed (i.e. successful two-way communication is maintained).

STUDENT INFORMATION AND ELIGIBILITY ATTESTATION FORM

School Student Enrolling At: _____

The following information will be used by school staff members to collect information in keeping with the Education Act. The principle purpose for the collection of this information is to provide confirmation of Pupil Eligibility for English as a Second Language (ESL)/Programme d'appui aux nouveaux arrivants (PANA), residency and the right to attend without paying tuition fees. This form will be retained in the student's Ontario Student Record (OSR).

Important: Any section of form which is not completed, will not be considered supporting documentation and will make the form null and void.

STUDENT INFORMATION	
PROVINCIAL OEN #: _____	STUDENT #: _____
Legal Last Name: _____	Usual Last Name: _____
Legal First Name: _____	Preferred First Name: _____
Legal Middle Name: _____	Date of Birth: _____ (DD-MMM-YYYY)
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Home Phone #: (____) _____ - _____	Unlisted <input type="checkbox"/> Yes <input type="checkbox"/> No
Enrolment Date: _____ (DD-MMM-YYYY)	For Grade: _____
Admission Status: <input type="checkbox"/> Pupil of the Board <input type="checkbox"/> Other Pupil	

STUDENT ADDRESS	
Home Address:	
Street #	Street Name
Apt. #	
City/Town/Municipality	Name of Township
Postal Code	
Mailing Address: <input type="checkbox"/> Same as Home Address	
Street #	Street Name
Apt. #	
City/Town/Municipality	Name of Township
Postal Code	
Proof of Date of Birth: <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Other: _____	Proof of Address: <input type="checkbox"/> Current Agreement of Purchase and Sale <input type="checkbox"/> Current Utility Bill <input type="checkbox"/> Current Property Tax Bill <input type="checkbox"/> Current Home Phone/Cable/Internet Bill <input type="checkbox"/> Other: please specify * _____ Note: * Driver's license is not acceptable for audit purposes.

PREVIOUS SCHOOL INFORMATION	
Previous School Board: _____	If outside of province , please indicate province or country and language of instruction:
Previous School: _____	
Address: _____	Province/Country: _____
Last Day of Attendance: _____ (DD-MMM-YYYY)	Language of Instruction: _____

CITIZENSHIP/IMMIGRATION INFORMATION

Parent must present proof of child’s entry into Canada. Date of entry is the date that the student enters Canada to live, not a short-term visit/vacation in Canada taken beforehand. Check off the document presented, and the date on the document (should match the date of entry). **Only one document is required.**

☐ **Canadian Citizenship (Child born in Canada):**

City of Birth:

Province:

Fee Paying Students

Student Study Permit for Visa Student:

Study Permit valid from: to

(DD-MMM-YYYY)(DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$

Fee Payment Date:

(DD-MMM-YYYY)

Visitor Record:

Visitor Record valid from: to

(DD-MMM-YYYY)(DD-MMM-YYYY)

☐ Visitor Visa

Total Tuition Fee Paid: \$

Fee Payment Date:

(DD-MMM-YYYY)

Exchange Student: Attending Host school

☐ Exchange Agreement

Agency:

Duration of Exchange: to

(DD-MMM-YYYY)(DD-MMM-YYYY)

Name of Reciprocal Student: Country of Reciprocal Student:

Permanent Resident (check one):

☐ Parent/Guardian ☐ Student (if an adult) Date became a permanent resident:

(DD-MMM-YYYY)

☐ Stage One Approval Letter Stage 1 Approval Letter Date:

(DD-MMM-YYYY)

☐ Equivalent Documentation from Immigration, Refugees and Citizenship Canada (IRCC) confirming approval in principle (specify below type of document with date)

Type of Document Reviewed:

Date:

(DD-MMM-YYYY)

Refugee Status:

☐ Documentation from IRCC confirming Refugee Status Date of Entry (stamped date on document):

(DD-MMM-YYYY)

☐ Consideration of Eligibility (Convention Refugee) Date of Entry (stamped date on document):

(DD-MMM-YYYY)

Parent's Study Permit:	
<input type="checkbox"/> Parent's Acceptance Letter confirming the parent will be a full-time student at a qualified university, college or institution in Ontario (retain copy in child's OSR)	
<input type="checkbox"/> Parent Study Permit	
Parent's Study Permit valid from: _____ to _____ (DD-MMM-YYYY) (DD-MMM-YYYY)	
Verify below that the parent is a full-time student enrolled in a degree, diploma, or certificate program that consists of a minimum of 2-3 semesters and 600+ hours of instruction (check one)	
<input type="checkbox"/> Degree <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate	
Parent's Work Permit	
<input type="checkbox"/> Documentation from IRCC confirming approval of Work Permit (i.e. actual work permit to be issued at a later date)	
<input type="checkbox"/> Parent Work Permit	
Work Permit valid from: _____ to _____ (DD-MMM-YYYY) (DD-MMM-YYYY)	
Student's Study Permit ***:	
<input type="checkbox"/> Student Study Permit (Parent's work permit to be issued at a later date)	
Study Permit valid from: _____ to _____ (DD-MMM-YYYY) (DD-MMM-YYYY)	
Note: ***This student study permit is given to a child accompanying their parent on a work permit to Ontario.	
Other:	
<input type="checkbox"/> Diplomat Status/Minister's Permit	
Valid from: _____ to _____ (DD-MMM-YYYY) (DD-MMM-YYYY)	

Confirmation of Documentation and Student Eligibility for ESL/PANA Funding	
Country of Birth: _____ Citizen of: _____	
Original Date of First Entry into Canada: _____ (DD-MMM-YYYY)	
<input type="checkbox"/> Verified Canadian Stamped Date of Entry on passport	

PARENT /LEGAL GUARDIAN INFORMATION			
Custody Information****: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Shared <input type="checkbox"/> Joint <input type="checkbox"/> Guardian <input type="checkbox"/> C.A.S.			
Living With: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Guardian <input type="checkbox"/> Other <input type="checkbox"/> C.A.S.			
Note: ****Written Custody Agreement or Court Order should be available upon request for audit purposes.			
Guardianship:			
<input type="checkbox"/> Custody Agreement reviewed			
If there is no Custody Agreement, then <u>all</u> the following criteria must be met (check Yes or No) in order for the child to attend school without the payment of a tuition fee:			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	1) The student is a Canadian citizen or a permanent resident of Canada.	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	2) The guardian is a member of the student's immediate family and resides in Ontario in the school board jurisdiction in which the student wants to attend school. Immediate Family Relationship (please specify): _____	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	3) The guardian is assuming full responsibility for the care and well-being of the student, and the student is residing with the guardian throughout the custody period.	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	4) A written agreement is in place between the parents of the student and the guardian that sets out all of the above, as well as the respective responsibilities of the parents and the guardian.	
Mother:			
Catholic <input type="checkbox"/> Emergency Contact <input type="checkbox"/> Living With <input type="checkbox"/> Correspondence <input type="checkbox"/> Access Denied <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Legal Custody <input type="checkbox"/> Volunteer <input type="checkbox"/> Migrant Worker <input type="checkbox"/>			
First Name _____		Last name _____	
Home Address (if different from student)			
(_____)		(_____)	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	
Father:			
Catholic <input type="checkbox"/> Emergency Contact <input type="checkbox"/> Living With <input type="checkbox"/> Correspondence <input type="checkbox"/> Access Denied <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Legal Custody <input type="checkbox"/> Volunteer <input type="checkbox"/> Migrant Worker <input type="checkbox"/>			
First Name _____		Last name _____	
Home Address (if different from student)			
(_____)		(_____)	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	
Other (please specify): _____			
Catholic <input type="checkbox"/> Emergency Contact <input type="checkbox"/> Living With <input type="checkbox"/> Correspondence <input type="checkbox"/> Access Denied <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Legal Custody <input type="checkbox"/> Volunteer <input type="checkbox"/> Migrant Worker <input type="checkbox"/>			
First Name _____		Last name _____	
Home Address (if different from student)			
(_____)		(_____)	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	

2019-20 Special Education Budget

Area of Focus	Explanation	Recommendation
Programs	A large majority of SEN students are particularly interested in computer skill based activities and are pathways planning towards the same but due to the many challenges that each exceptionality presents – they are often excluded from STEM/STEAM programs.	RECOMMENDATION: provide more opportunities for SEN students to participate in STEM/STEAM special programs and extra-curriculars with a focus on providing equity based skill learning based on their particular needs.
	There is a moderate to large achievement gap in Literacy and Numeracy for SEN students. Both of these fundamental skills are essential to succeed in post K-21, live safely and independently and to pursue post-secondary education, apprenticeship or a stable and ongoing career.	RECOMMENDATION: consider expanding the EMPOWER program both in number of locations and the entry criteria. The EMPOWER program has a proven track record for improving literacy skills but excludes many SEN students based on their exceptionality. RECOMMENDATION: that the board create and staff a remedial program model in each quadrant of the city that provides extra help and tutoring to SEN students in the areas of literacy, numeracy and study skills.
Services	Research shows that without the proper supports and structure during the K-12 education of a student with special education needs; the necessary skills and direction needed to provide equitable access to the same post secondary opportunities as typical students are reduced. Seeing also that the TCDSBs parent involvement committee and local school CSPCs do not have any focus on supporting the needs of special education students.	RECOMMENDATION: automatically provide each student with an IEP's parents with a comprehensive special education needs directed toolkit complete with regularly updated contact information, required educational milestones, roles and responsibilities, transition and pathway planning guide and options, etc.. Further to the toolkit, that each school host regular information nights to engage, inform and educate parents of students with special education needs on how to support the achievement of their child with special needs.
	Parents are concerned with the transition to post- secondary life for their children. It is daunting so knowledge is essential to reduce anxiety and improve	RECOMMENDATION: provide for parents information and visitations to the widest list of possible options (community programs, college courses, university) for their child given the exceptionality. They need first hand to see the program in action and discuss with the provider or educational institution to ensure the correct fit.
MOTION:		
Staffing	In anticipation of the influx of students with ASD with less to no community support; the current level of qualified school support is not adequately prepared and insufficient to ensure student success or student/staff safety.	RECOMMENDATION: Allocate funding to hire more registered Board Certified Behaviour Analysts (BCBA) to provide consultative services to schools and train and supervise the existing ASD consultants/ASD resource staff in data collection as part of the current services offered to classrooms to assist teachers with the development and implementation of IEPs for students with ASD.
	Educational Assistants are critical for the support of students in their learning. They implement the programming related to the IEP under the teacher's supervision are critical. They ensure that toileting is	RECOMMENDATION: At the very least Maintain the current level of educational assistants.

	facilitated and social skills are practiced.	RECOMMENDATION: At the very least maintain the current number of educational assistants and provide funding for EAs to obtain Registered Behaviour Training (RBT) certification on at least a voluntary basis, including the 40 hours of training and the examinations. These EAs are to be supervised by the BCBAs.
MOTION:		
System	Students with special education needs and their families are often not very well connected within the community or in their local parish due to the many barriers faced by their families. Educating the “whole child” in the case of SEN students would involve a multi-disciplinary approach in order to close the gap in their achieving their highest potential post K-21.	RECOMMENDATION: the board research and explore community based agencies that provide programs and services that support success and inclusivity for a nominal fee (payable by the board) or for free to SEN students. Programs and services to range from and not be limited to social groups, self care and life skill building, resume writing and searching for a job, financial literacy and self-advocacy.
		RECOMMENDATION: provide funding to in service school staff with new technology so it can be fully utilized.
	SEN students often require more support in pathways planning for post K-21. Their time spent at the TCDSB is the foundation for building on necessary skills and developing community connections in order to feel confident in their unique abilities and succeed to their fullest potential.	<p>RECOMMENDATION: the board review (in consultation with SEAC) and expand on the availability of options in co-op placements, skills development and pathways planning for SEN students.</p> <p>That monies be earmarked for the development of community partnerships and expansion of programs such as (and not limited to) college and university post-secondary transition programs, OYAP, and job placements/internships.</p> <p>That professional development be provided to staff and guidance councillors, at the elementary and secondary panel to equip them with the tools and strategies on how to monitor and support pathways planning for SEN students and how to best engage parents of SEN students in doing the same.</p>

Staff	8 Inclusion coaches	<ul style="list-style-type: none"> • One coach per TCDSB area (superintendent). • Provide training to the regular classroom teacher individually, at the school level and professional development days on best practices to accommodate children with special needs focusing on common areas of need found across multiple groups of special education. Eg. Behaviour, organizational skills, reading, writing, math etc... • Assist the regular class teacher regularly in setting short term realistic goals for special needs students in their class. • Direct observation and coaching of regular class teaching staff in the classroom when needed. • Connect classroom teachers with additional resources as needed. • Be an advocate at all meetings supporting Inclusive practices and decisions regarding students. • Provide feedback to their Superintendent and the Superintendent of Special Services on areas of need and successful practices through an Inclusive lens. <p>Success to be measured by the reduction in the number of students placed in ISP classes, Number of special needs student suspended, the number of special needs students who graduate Secondary School. The number of special needs students accepted into post secondary programs (University, College, Apprenticeships)</p>
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Organizational	Gifted Student	<ul style="list-style-type: none"> • Provide gifted programs to students identified as gifted at their home school using a model similar to what is currently used for withdrawal support students. • 3 to 6 hours a week of gifted programming in the withdrawal support classroom • Train the special education teacher on best practices for gifted students. • Regular classroom teachers include the needs of Gifted students when developing lessons using the principles of Universal Design and Differentiated Learning. • Allows gifted students to socialize with their peers during classroom and non-structured times. • Eliminate dedicated classrooms for gifted that can be used for regular classroom programs.
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Links for more information on Inclusion coaches.

<https://www.wolfcreek.ab.ca/inclusive-learning-services-staff/inclusion-coaches>

<https://us.corwin.com/en-us/nam/inclusion-coaching-for-collaborative-schools/book239767>

<https://www.emeraldinsight.com/doi/abs/10.1108/IJMCE-03-2017-0018?fullSc=1&journalCode=ijmce>

https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/COMM-196_Inclusion-Principals-Guide_2016-01.pdf

https://www.researchgate.net/publication/290841922_Moving_Toward_Inclusion_Inclusion_Coaches'_Reflections_and_Discussions_in_Supporting_Educators_in_Practice

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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
2	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"> • <i>An attendance support program for school board employees;</i> • <i>A performance management plan for non-academic staff;</i> • <i>A centralized database for employee behavior complaints; and</i> • <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i> 	Associate Director-Academic Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3	November 14, 2018	TBA	Governance & Policy	<p>The following recommendations be referred to the Governance & Policy Committee:</p> <ul style="list-style-type: none"> i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; ii. That the Board's Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document 	Superintendent of Governance & Policy

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4	January 23, 2019 SEAC	TBA	SEAC	<p>14b-#1 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 staff prepare a plan to increase the number of Principals and Vice Principals in the system with special education and professional development qualifications and successfully implement the inclusion of SEN students in regular classes as an educator; SO of Special Services will develop a plan to increase the number of administrators with SE qualifications and receiving professional development in SE.</p> <p><i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i></p>	Superintendent of Special Services & Superintendent of Human Resources

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	January 23, 2019 SEAC	TBA	SEAC	<p>7d) Former Chair, Marilyn Taylor, for her 18 Years of Service to SEAC and also to Former Committee Members that an appropriate recognition be made to Marilyn Taylor for her 18 years of service to SEAC.</p> <p><i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i></p>	Superintendent of Special Services
6	January 23, 2019 SEAC	TBA	SEAC	<p>14b-#3 Results of the Toronto Catholic District School Board (TCDSB) Parent Voice Survey (August 23, 2018 Regular Board Meeting) 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.</p> <p>SO of Special Services will investigate the possibility of a parent survey specifically for Parents of children with an IEP and report back to Board.</p>	Superintendent of Special Services & Senior Coordinator of Educational Research

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6				<i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i>	
7	February 20, 2019 SEAC	TBA	Student Achievement	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? <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director-Academic Affairs
8	February 20, 2019 SEAC	TBA	Corporate	SEAC recommend to Board that staff provide SEAC with a detailed and comprehensive special education “booklet” which includes and provides an overview with details of TCDSB operational revenues, instructional and non-instructional operation expenditures in relation to special education. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director-Academic Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9	February 20, 2019 SEAC	TBA	Student Achievement	Physically Disabled Students Identified in the Accountability Framework that SEAC recommend to Board that the number of students with physical disability either as their primary or secondary exceptionality be identified. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director- Academic Affairs
10	February 20, 2019 SEAC	TBA	Student Achievement	SEAC recommend to Board that a letter be written to the Ontario Ministry of Children, Community and Social Services relating to this particular concern, and that the draft letter be reviewed by SEAC prior to submission. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director- Academic Affairs
11	February 20, 2019 SEAC	TBA	Regular Board	SEAC recommends to Board that the Special Services Resource Fair be held in November 2019 and that SEAC members be available to assist. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director- Academic Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12	March 18, 2019 Special Board Meeting	May 2, 2019	Student Achievement & Well-Being	The SO of Special Services will prepare a report to Board to address the issues listed in the presentation from Sandra Mastronardi, representative for Autism Ontario and member of the Special Education Advisory Committee (SEAC), regarding Accountability Framework for Special Education (AFSE) <i>Motion carried at March 18, 2019 Special Board Meeting; approved at March 28, 2019 Board Meeting</i>	Superintendent of Special Services
13	March 18, 2019 Special Board Meeting	May 2, 2019	Student Achievement & Well-Being	The SO of Special Services will prepare a report to Board to address the issues listed in the presentation by Tyler Munro, representative for Integrated Action for Inclusion and member of the Special Education Advisory Committee (SEAC), regarding Accountability Framework. <i>Motion carried at March 18, 2019 Special Board Meeting; approved at March 28, 2019 Board Meeting</i>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 23, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
14	March 18, 2019 Special Board Meeting	May 2, 2019	Student Achievement & Well-Being	<p>The SO of Special Services will prepare a report to Board to address the issues listed in the presentation by <u>Louis</u> Busch regarding Suggestions for Supporting Students with Autism Transitioning to Schools.</p> <p><i>Motion carried at March 18, 2019 Special Board Meeting; approved at March 28, 2019 Board Meeting</i></p>	Superintendent of Special Services