

# STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

**AGENDA**  
**May 2, 2019**

**Garry Tanuan, Chair**  
Trustee Ward 8

**Markus De Domenico, Vice Chair**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Taylor Dallin**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

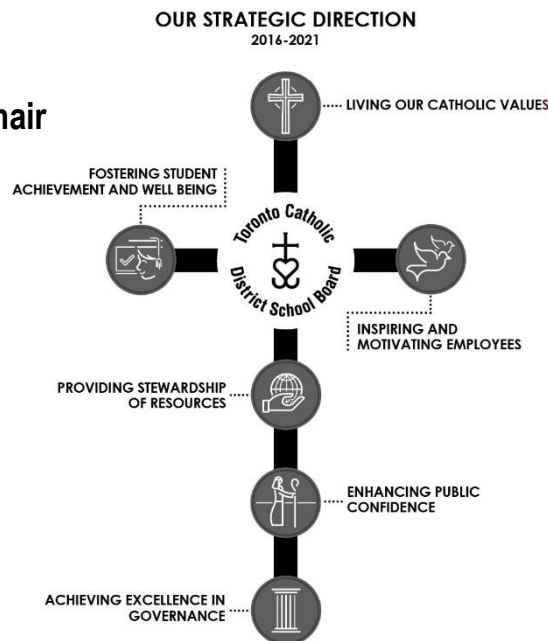
**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Joel Ndongmi**  
Student Trustee



## 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

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **OUR MISSION**

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## **OUR VISION**

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through witness, faith, innovation and action.*



# **AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **TRIPLE PRIVATE**

**Garry Tanuan, Chair**

**Markus de Domenico, Vice-Chair**

Thursday, May 2, 2019

7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held April 4, 2019 for Public Session 1 - 35
9. Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held March 26, 2019 (To Be Distributed)
10. Delegations
- 10.a Rebecca Cunningham regarding Supporting Student Success Through Literacy Intervention 36

10.b	Carolina Artiga regarding Positive Impact of the 5th Block Program	37
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<b>12.</b>	<b>Notices of Motion</b>	
<b>13.</b>	<b>Consideration of Motion</b>	
13.a	From Trustee de Domenico regarding Expansion of CPR Training for Toronto Catholic District School Board Staff	39 - 40
<b>14.</b>	<b>Consent and Review</b>	
<b>15.</b>	<b>Unfinished Business</b>	
<b>16.</b>	<b>Matters referred or deferred</b>	
<b>17.</b>	<b>Staff Reports</b>	
17.a	Request to Extend The Term Of The Mental Health Advisory Council Members (Recommendation)	41 - 43
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17.c	Parent Voice Survey regarding Students Receiving Special Education Programs and Services (Information)	59 - 61
17.d	Ratification of Student Trustees Nominations (To Be Distributed)	
<b>18.</b>	<b>Listing of Communications</b>	
<b>19.</b>	<b>Inquiries and Miscellaneous</b>	
<b>20.</b>	<b>Updating of Pending Lists</b>	
20.a	Annual Calendar of Reports and Policy Metrics	62 - 64
20.b	Monthly Pending List - Nil	

21. Closing Prayer

22. Adjournment

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through witness, faith, innovation and action.*



**MINUTES OF THE REGULAR MEETING OF THE STUDENT  
ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
PUBLIC SESSION**

**HELD THURSDAY, APRIL 4, 2019**

**PRESENT:****Trustees:**

G. Tanuan, Chair  
M. de Domenico, Vice-Chair  
N. Crawford  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
M. Rizzo

**Student Trustees:**

T. Dallin  
J. Ndongmi

**Staff:**

D. Koenig  
A. Della Mora  
L. Noronha  
P. Matthews  
P. Aguiar  
M. Caccamo  
S. Campbell  
F. Cifelli

P. De Cock  
N. D'Avella  
L. Di Marco  
G. Iuliano Marrello  
M. Loberto  
K. Malcolm  
L. Maselli-Jackman  
J. Shanahan  
S. Vlahos  
J. Wujek  
D. Yack

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

**External Guest:** A. Robertson, Parliamentarian

**4. Roll Call and Apologies**

An apology was extended on behalf of Trustee D'Amico.

**5. Approval of the Agenda**

MOVED by Trustee Lubinski, seconded by Trustee Rizzo, that the Agenda, as amended to include the Addendum; reorder Items 11a) Presentation: Isabel Andrews regarding Brain Cancer Awareness Day and 12a) Notice of Motion from Teresa Lubinski regarding Brain Cancer Awareness Day, May 24, 2019 after Item 8) Approval and Signing of the Minutes of the Meeting; and add Item 18a) Miscellaneous from Trustee Rizzo regarding the One-Year Commemoration of the Van Attack on Yonge Street on April 23, 2018, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

Trustee de Domenico reported that the following matters were discussed in PRIVATE Session:

- a. Approved Minutes of March 7, 2019;
- b. Approved a report regarding St. Anselm Catholic Elementary School Admission Inquiry; and
- c. Received an inquiry regarding a labour relations matter

## 7. **Declarations of Interest**

Trustee Del Grande declared an Interest in Item 16b) Forms of Acceleration for Gifted and Talented Students, due to a family relationship. Trustee Del Grande indicated that he would neither vote nor participate in any discussion regarding the Item.

## 8. **Approval & Signing of the Minutes of the Meeting**

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the Minutes of the Regular Meeting held March 7, 2019 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

## 11. Presentations

MOVED by Trustee Lubinski, seconded by Trustee de Domenico, that Item 11a) be adopted as follows:

- 11a) Isabel Andrews regarding Brain Cancer Awareness Day** received and referred to staff.

Results of the Vote taken, as follows:

### In Favour

### Opposed

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

## **12. Notices of Motion**

### **12a) From Teresa Lubinski regarding Brain Cancer Awareness Day, May 24, 2019 noted.**

Will be considered at the April 11, 2019 Corporate Services, Strategic Planning and Property Committee meeting.

## **9. Approval of Minutes of Previous Sub-Committee Meetings**

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

### **9a) Approved Revised Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held March 6, 2019 and Recommendations from the March 26, 2019 Meeting received Minutes and:**

- 1) That this Committee bring forward and recommend current and future issues in Catholic Education items that can affect the perception of Catholic Church Teachings in our Board;
- 2) That this Sub-Committee meet on a monthly basis, approximately 10 days before each month's Student Achievement and Well-Being, Catholic Education and Human Resources Committee (SAWBCEHR) Meeting, and also on an as needed basis in the event of emergencies, and that cancellation of meetings be at the discretion of the Chair and lead Staff;
- 3) That when the Catholic Education and Living Our Catholic Values Sub-Committee is formulating or drafting a Policy, that it consult with Nurturing Our Catholic Community;
- 4) That the following Terms of Reference be adopted:

Be it resolved that the SAWBCEHR Committee establish a Sub-Committee under Section 5.9 of the Board's Operating By-law 175, to consider matters pertaining to the relevant terms of reference of the SAWBCEHR Committee, such as, but not limited to:

- a) The living our Catholic Values Pillar of the Multi-Year Strategic Plan;
- b) Program alignment with the Ontario Catholic School Graduate Expectations;
- c) Building Catholic school communities and strong relationships between school, home and church;
- d) Programs and services lead by Nurturing Our Catholic Community;
- e) The achievement of the aims and objectives of the Board in Catholic Education;
- f) Deployment of Board resources for Catholic Education;
- g) Policy development and revision in the area of Catholic Education;
- h) Enhance Faith Development for all Staff and Students and Trustees; and
- i) Other matters of Catholicity as referred from SAWBCEHR from time to time and;

Be it further resolved that this Sub-Committee be comprised of no more than one third of the Board of Trustees and the Chair and Vice-Chair as ex-officio members and that additional committee membership shall include Toronto Catholic District School Board (TCDSB) staff and stakeholders as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time; and:

Be it further resolved that this Sub-Committee report monthly to the SAWBCEHR Committee;

- 5) That the Catholic Education and Living Our Catholic Values Sub-Committee review the Religious Education Department Budget prior to the next Sub-Committee meeting to be held March 26, 2019;

- 6) That Staff provide an update to the Sub-Committee at either the March 26, 2019 Sub-Committee Meeting, or the following meeting, on the progress of the Repository; and
- 7) That Trustee Tanuan distribute to the Sub-Committee members and Trustees an outline of the Back to Our Catholic Faith Program.

Recommendations from the March 26, 2019 Meeting:

- 1) That the Catholic Education and Living our Catholic Values Sub-Committee has strong concerns surrounding Denominational rights regarding the course content, courses and introduction of e-Learning courses;
- 2) That the Catholic Education and Living our Catholic Values Sub-Committee has concerns about e-Courses being taught by teachers not employed by an Ontario Catholic School Board;
- 3) That the Board write a letter to Ontario Catholic School Trustees' Association (OCSTA), the Association of Catholic Bishops of Ontario and the Ontario Ministry of Education outlining the above noted concerns; and
- 4) That SAWBCEHR refer to the Governance and Policy Committee that staff develop a policy on Catholic Curriculum in all subjects taught in all Toronto Catholic Schools. In addition, we recommend that OCSTA encourage all Catholic Boards in Ontario to develop their own Catholic Curriculum policy.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that Recommendations 2 and 4 of the March 6, 2019 meeting be revised as follows:

- 2) That this Sub-Committee meet on a monthly basis, approximately 10 days before each month's SAWBCEHR Committee Meeting, and also on an as-needed basis in the event of emergencies, and that

cancellation of meetings be at the discretion of the Chair and lead Staff, *and that Staff be consulted about the agenda items and the date prior to establishing the date for the meeting;*

4) That a new 4h) and 4j) be added to the Terms of Reference as follows:

*4h) Responsible for policies and that Nurturing our Catholic Community is responsible for programs; and*

*4j) All recommendations made at the Catholic Education and Living Our Values Sub-Committee meeting should be forwarded to the SAWBCEHR meeting;*

with the existing 4h) and 4i) Terms of Reference being reordered as 4i) and 4k) accordingly.

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Rizzo  
Tanuan

Lubinski

The Amendment was declared

**CARRIED**

Student Trustee Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Rizzo  
Tanuan

Lubinski

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

**12. Notices of Motion**

**12b) From Trustee de Domenico regarding Expansion of CPR Training for Toronto Catholic District School Board Staff noted.**

Will be considered at the May 2, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting.

### 13. Consent and Review

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

- 15a) Trustee Del Grande;
- 16a) Trustee de Domenico;
- 16c) Trustee Kennedy;
- 16e) Trustee de Domenico;
- 16f) Trustee Rizzo; and
- 16g) Trustees Del Grande and Li Preti

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Items 16b) and 16d) not held be received and that the staff recommendations be approved.

Trustee Del Grande declared an interest in Item 16b) Forms of Acceleration for Gifted and Talented Students, as earlier indicated, and asked that the Votes be split.

- 16d) Toronto Catholic District School Board Workforce Census: We Belong, We Are Toronto Catholic** that the Board endorse the workforce survey instrument (Appendix A) for the implementation of the TCDSB Workforce Census: We Belong; We Are Toronto as described in this report.

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy

Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Del Grande left the horseshoe at 8:46 pm due to a Declaration of Interest, as earlier indicated, in Item 16b).

- 16b) Forms of Acceleration for Gifted and Talented Students** there is not currently any policy on acceleration or retention. Therefore, it is recommended that a task force, chaired by the Superintendent of Special Services, be formed to document current TCDSB practices and to develop a policy in the areas of acceleration and retention. Furthermore, it is recommended that staff create a draft policy, and that it be presented to the Governance and Policy (GAP) Committee for consideration

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Di Giorgio  
Di Pasquale

Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Del Grande returned to the horseshoe at 8:47 pm.

## **15. Matters Referred or Deferred**

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that Item 15a) be adopted as follows:

From the March 28, 2019 Regular Board Meeting

### **15a) For the Ontario Catholic School Trustees' Association (OCSTA) 2019 Annual General Meeting Resolution:**

*A-19 Amendment to the "Amended and Restated By-law Number 2016-1, A By-law Relating Generally to the Conduct of Its Affairs" ("OCSTA By-Law") approve and that the Members confirm the amendments to the OCSTA By-Law as set out in Schedule 1 to this Achievement and Well Being, Catholic Education and Human Resources Committee.*

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the Item be referred to the April 11, 2019 Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**16. Staff Reports**

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

- 16a) Non-Resident Visa Student Fees for September 2019** that the fee structure be amended.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Martino  
Rizzo  
Tanuan

Li Preti

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that our fees match our Coterminous Board.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico

Li Preti

Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 16c) be adopted as follows:

**16c) St. Brigid Catholic School Admissions Inquiry: Junior Kindergarten French Immersion** received;

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale:

Whereas French Immersion program at St. Brigid Catholic School is a regional program;

Whereas admission to a regional program should be fair and equitable; and

Whereas all students should have the same access to French Immersion programming.

- 1) Be it resolved that the Toronto Catholic District School Board (TCDSB) implement another Junior Kindergarten French Immersion program in a neighbourhood school either at Canadian Martyrs or Holy Cross to accommodate the high demand for French immersion programming;
- 2) Further be it resolved that the policy and the regulations governing Admissions and French Programming be sent to the Governance and Policy Committee for revisions that more accurately reflect the delivery and availability of regional programs with equity in mind;
- 3) Further be it resolved that TCDSB administration will try to accommodate this student in a French Immersion program for this September; and
- 4) Further be it resolved that the students who have been accepted into the program be assessed to ensure that they in fact are eligible.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo:

- 5) That the viability of future French immersion programs in our elementary schools be reviewed on an annual basis based on the availability of qualified French teachers.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that Part 1 be revised as follows:

1. That the TCDSB implement another Junior Kindergarten French Immersion program in a neighbourhood school either *at* Canadian Martyrs or Holy Cross to accommodate the high demand for French immersion programming, *if possible*;

Results of the Vote taken on the Amendment to the Amendment (Part 1), as follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Pasquale
de Domenico	Martino
Del Grande	
Di Giorgio	
Kennedy	
Li Preti	
Lubinski	
Rizzo	
Tanuan	

The Amendment to the Amendment (Part 1) was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Kennedy requested that the Question be split.

Results of the Vote taken on the Amendment (Part 5), as follows:

**In Favour**

**Opposed**

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti

Lubinski  
Martino  
Rizzo  
Tanuan

The Amendment (Part 5) was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on Part 4 of the Motion, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Del Grande
de Domenico	Di Pasquale
Di Giorgio	Lubinski
Kennedy	
Li Preti	
Martino	
Rizzo	
Tanuan	

Part 4 of the Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as not voted in favour.

Results of the Vote taken on Part 3 of the Motion, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

Part 3 of the Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on Part 2 of the Motion, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio

Di Pasquale  
 Kennedy  
 Li Preti  
 Lubinski  
 Martino  
 Rizzo  
 Tanuan

Part 2 of the Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on the Motion, as amended, follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Pasquale
de Domenico	Li Preti
Del Grande	Martino
Di Giorgio	
Kennedy	
Lubinski	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

Trustee Martino challenged the Chair's ruling on a point of order regarding the voting.

Results of the Vote taken on the Ruling of the Chair, as follows:

<b><u>In favour</u></b>	<b><u>Opposed</u></b>
Trustees Crawford	Di Giorgio
de Domenico	Li Preti
Del Grande	Martino
Di Pasquale	
Kennedy	
Lubinski	
Rizzo	
Tanuan	

The Ruling of the Chair was upheld.

The Chair declared a five-minute recess.

The meeting resumed with Trustee Tanuan in the Chair.

The attendance list remained unchanged.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that Item 16e) be adopted as follows:

**16e) Perception of Gender Inequity at the Senior Management Level**  
received.

Results of the Vote taken, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Crawford	
de Domenico	
Del Grande	
Di Giorgio	

Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 16f) be adopted as follows:

**16f) Library Technician Recruitment Strategy** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that Item 16g) be adopted as follows:

- 16g) 2019 Cursive Writing Update** received and that the Board create a Policy that cursive writing will have direct instruction in Grade 3.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that a one-year pilot of cursive writing begin in Junior Kindergarten (JK) / Senior Kindergarten (SK).

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Giorgio
de Domenico	Kennedy
Del Grande	
Di Pasquale	
Li Preti	
Lubinski	
Martino	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

Time for business expired and was extended by 15 minutes by majority consent, as per Article 12.6, as follows to complete the debate on the Item:

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees de Domenico	Crawford
Del Grande	
Di Giorgio	
Di Pasquale	
Kennedy	
Li Preti	
Lubinski	
Martino	
Rizzo	
Tanuan	

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Di Giorgio left the horseshoe at 11:14 pm. and returned at 11:15 pm.

Trustee Martino requested that the Votes be split.

Results of the Vote taken on the Main Motion, as follows:

**In Favour**

**Opposed**

Trustees de Domenico	Crawford
Del Grande	Di Giorgio
Kennedy	Di Pasquale
Lubinski	Li Preti
Rizzo	Martino
Tanuan	

The Main Motion was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Giorgio
de Domenico	Kennedy
Del Grande	
Di Pasquale	
Li Preti	
Lubinski	
Martino	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that the meeting be extended to complete the Agenda.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees de Domenico	Crawford
Del Grande	
Di Giorgio	
Di Pasquale	
Kennedy	
Li Preti	
Lubinski	
Martino	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

**18. Inquiries and Miscellaneous**

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 18a) be adopted as follows:

- 18a) From Trustee Rizzo regarding the One-year Commemoration of the Van Attack on Yonge Street, April 23, 2018 received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

**20. Recommendations of Ad Hoc Committee Meetings**

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that Item 20a) be adopted as follows:

**20a) From the April 3, 2019 Political Action Ad Hoc Committee Meeting:**

Whereas: St. Simon Catholic Elementary School (St. Simon) is situated in the flight path and near Pearson International Airport, St Simon students deal with airport noise and student achievement is greatly affected;

Whereas: As part of the Greater Toronto Airport Authority's (GTAA) noise management action plan, they have initiated a pilot to add air conditioning to local schools to mitigate the impact of airport noise;

Whereas: The GTAA determined arbitrarily that St. Simon did not qualify despite being in their designated pilot area;

Whereas: Toronto Catholic District School Board (TCDSB) has incurred substantial additional costs for windows at St. Simon as the City of Toronto approval prior to construction;

Whereas St. Simon has partial air conditioning to mitigate airport noise (paid by the TCDSB) and sacrificing other amenities;

Whereas: In fairness to equity between Boards, the Catholic School Board should not be discriminated against and children are children regardless of what school they attend; and

Whereas: The TCDSB has schools approximately 100 metres outside of the pilot area that deal daily with the effect of noise on student achievement including St. Maurice, St. Clement, Transfiguration of our Lord and Mother Cabrini Catholic Schools;

Be It Resolved That: TCDSB send a communication to the GTAA requesting funding for all additional costs incurred at St Simon Catholic Elementary School and complete the air conditioning for the entire school; and

Further, request that the GTAA consider St. Maurice, Mother Cabrini, Transfiguration of our Lord and St. Clement Catholic Schools be included for funding of air conditioning in this pilot.

MOVED in AMENDMENT by Trustee Martino, seconded by Trustee Di Pasquale, that we as a Board request the final outcome of decisions made.

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Amendment was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski

Martino  
Rizzo  
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that we send a communication to the Mayor of Toronto requesting that, on behalf of children in the City of Toronto living with Autism, a letter be sent to the Ministry of Children, Community and Social Services and the Ministry of Education encouraging them to better support children with Autism by making enhancements to the Ontario Autism Plan.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

Kennedy

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that a letter be sent on behalf of the Board to the Minister of Children, Community and Social Services, the Minister of Education and the Minister of Health and Long-term Care acknowledging that their announcement was a positive step towards making the necessary enhancements to the Ontario Autism Program.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that staff remove international languages from the Budget consultation survey 2019-2020 and that *Religion and family life education resources* be added to Questions III Resources, IV Programs and Services, and V Materials of the Budget Survey.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Giorgio
de Domenico	Kennedy
Del Grande	Li Preti
Di Pasquale	Martino
Lubinski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the meeting resolve into Full Board to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford	
D'Amico	
de Domenico	
Del Grande	
Di Giorgio	
Di Pasquale	

Kennedy  
 Lubinski  
 Martino  
 Rizzo  
 Tanuan

The Motion was declared

CARRIED

## 20. Adjournment

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the meeting be adjourned.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
 D'Amico  
 de Domenico  
 Del Grande  
 Di Giorgio  
 Di Pasquale  
 Kennedy  
 Lubinski  
 Martino  
 Rizzo  
 Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

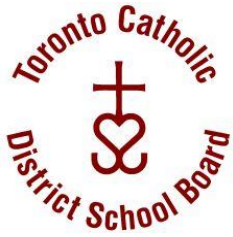
**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3)  
 Minutes

Name	Rebecca Cunningham	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	5/2/2019	
Topic of Presentation	A Board with a Difference	
Topic or Issue	Supporting Student Success Through Literacy Intervention	
Details	I am concerned about the decisions that are being made that have a direct impact on our most vulnerable students in terms of literacy acquisition.	
Action Requested	I wish to be put on the list of delegate speakers to address the Trustees on May 2nd.	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	4/23/2019	



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3)  
 Minutes

Name	Carolina Artiga	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	5/2/2019	
Topic of Presentation	Memories that Matter	
Topic or Issue	I wish to speak to the positive impact that the 5th Block Literacy Intervention Program has had on my life and career.	
Details	I am currently a teacher with the TCDSB and was a participant in the 5th Block program in 2002. The program has had a great impact and I wish to share this with the committee and my concerns about the future of the program.	
Action Requested	I wish to have the opportunity to speak to the trustees and to encourage them to ensure that this program is available for future students at the TCDSB.	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	4/24/2019	



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3)  
 Minutes

Name	Siobhan Mulcahy	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	5/2/2019	
Topic of Presentation	Supporting 5th Block is a Necessity	
Topic or Issue	I am concerned about the budget decisions at The TCDSB that have cut this very important program.	
Details	I am a parent and Catholic School supporter. Two of my children have been supported by the program and I believe other children should benefit from it in the future.	
Action Requested	I wish to make a delegation to the trustees to ensure that they hear my opinion and take action to support the 5th Block program.	
I am here as a delegate to speak only on my own behalf	<input type="checkbox"/> { 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)	<input type="checkbox"/>	
I am an official representative of student government	<input type="checkbox"/>	
I am here as a spokesperson for another group or organization	<input type="checkbox"/>	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	<input checked="" type="checkbox"/> I Agree	
Submittal Date	4/24/2019	



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Student Achievement and Well-Being Committee Meeting , May 2, 2019

**From:** Markus de Domenico, Trustee Ward 2

**Subject: Consideration of Motion – Expansion of CPR Training for TCDSB Staff**

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**MOVED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** Ontario's First Aid regulation requires that a school, as a workplace, have at least one staff member trained in standard first aid with CPR and or an Automated External Defibrillator (AED);

**WHEREAS:** The TCDSB, as a best practice has a minimum of two staff members trained in CPR in each school

**WHEREAS:** all secondary physical education teachers receive mandatory first aid training with CPR/AED;

**WHEREAS:** In an emergency every second of delay until CPR is delivered can affect the chance of survival;

**BE IT RESOLVED THAT:** that the Toronto Catholic District School Board examine best practices of other school boards and large institutions concerning first aid training with CPR/AED;

**BE IT RESOLVED THAT:** that the Toronto Catholic District School Board increase the ratio of staff receiving first aid training with CPR/AED.

**Markus de Domenico**





## REPORT TO

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

### REQUEST TO EXTEND THE TERM OF THE MENTAL HEALTH ADVISORY COUNCIL MEMBERS

*"Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received."*  
1 Peter 4:10 NRSV

Created, Draft	First Tabling	Review
April 23, 2019	May 2, 2019	<a href="#">Click here to enter a date.</a>

Marie-Josée Gendron, Chief of Mental Health Strategy and Staff Well-Being  
Linda Maselli-Jackman, Superintendent of Education, Special Services

### RECOMMENDATION 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**

The term duration of the members of the Mental Health Advisory Council is currently one school year. Council members felt that the work of the committee would be more efficient and effective if the term duration was extended to two school years.

*The cumulative staff time required to prepare this report was 2 hours*

## **B. PURPOSE**

1. By extending the term of the members of the Council to two school years, they will benefit from more time to observe the work of the mental health team of the Special Services Department. This will allow the members to be better informed and provide more meaningful advice to the team on their proposed action plan and strategy implementation.

## **C. BACKGROUND**

1. The topic of the duration of the term was discussed at the Council meeting of December 18, 2018. A motion was proposed to have the term extended to two academic years to allow members to contribute more meaningfully to the Council's work.

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

1. It is customary for most Advisory councils or committees to have term durations of about two to three years. Terms that are longer than this period are not recommended to allow for a healthy rotation of membership, thus increasing the probability of new ideas. Terms that are shorter than one year are also discouraged because committee members do not benefit from enough exposure to the work of the committee to contribute to it in a meaningful manner.
2. The policy that governs the term of the Mental Health Advisory Council is the terms of reference as published on the TCDSB website.
3. Similar Advisory committees from other school boards have terms of two years (e.g., TDSB).

4. A survey of Council members did reveal that all members were in favour of extending the term to two academic years.

## **E. METRICS AND ACCOUNTABILITY**

The recommendation of the board, if approved, for an extension of an additional year for committee members will be implemented.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. A request is made to extend the term of the Mental Health Advisory Council from one school year to two academic years.
2. If the Board decides to extend the term, it will be communicated on the TCDSB website and announced at the next Council meeting.
3. Council Members will be informed of this change. Information to this effect will also appear on the TCDSB website. No other stakeholders will need to be informed.

## **G. STAFF RECOMMENDATION**

Staff recommends that the Board approve the extension of the term of the Mental Advisory Council members from the current one-year period to a term of two years.



REPORT TO

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

### RESPONSES TO CONCERNS RAISED BY DELEGATIONS TO THE MARCH 18, 2019 SPECIAL BOARD MEETING ON SPECIAL EDUCATION

*"I cry aloud to the Lord, and he answers me from his holy hill." Psalm 3:4*

Created, Draft	First Tabling	Review
April 23, 2019	May 2, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services

#### INFORMATION REPORT

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Rory McGuckin  
Director of Education

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

## A. EXECUTIVE SUMMARY

This report summarizes responses to concerns raised by three delegations/presentations to the March 18, 2019 Special Board meeting on Special Education.

Their concerns pertain to the following areas of focus:

i) **Autism Ontario:** the statistics regarding achievement by students with ASD (Autism Spectrum Disorder) that have been referenced in the Accountability Frameworks for Special Education (AFSE) 2018 Annual Report; and the efficacy of the PAST (Program to Assist Social Thinking), and Empower and Lexia reading programs for the development of skills in a broad range of TCDSB students with ASD;

ii) **TCDSB Parent and Behaviour Analyst:** action by the Board is needed to formulate creative and collaborative transition plans in view of recent governmental budget cuts to Ontario Autism Programs (OAPs); and

iii) **The Integrated Action for Inclusion (IAI):** the concept of inclusion is not promoted in the AFSE report; and students with special needs should not be subject to progressive discipline.

*The cumulative staff time required to prepare this report was 10 hours*

## B. PURPOSE

1. This report is on the Order Paper of the Student Achievement Committee May 2, 2019 meeting as a result of three motions passed by Trustees at the March 18, 2019 Special Board meeting on Special Education.
2. The two delegations and one presentation were received by Trustees and referred to staff for a report.
3. Three focus areas of concern raised by the delegations and presentation at this Special Board Meeting include: the accuracy of accountability for TCDSB Autism programs and services as outlined in the 2018 AFSE report; a call for the TCDSB to formulate creative and collaborative transition plans for students returning to schools following governmental budget cuts to OAPs; and perceived limitations to the promotion of student inclusion (in the

pedagogical mainstream) given the structure of the Special Education Accountability Frameworks.

## **C. BACKGROUND**

1. The Accountability Framework for Special Education 2018 Annual Report was presented at the February 7, 2019 Student Achievement Meeting. At that meeting there was considerable discussion about the relevance of the current goals of the Accountability Framework for Special Education Committees (AFSEs), the format for the descriptions of the progress of the Framework Committees as outlined in the 2018 Annual AFSE Report, and whether or not the content of that report adequately addressed the work of *all* disciplines within the Special Services Department.
2. Given the congruence of the timing of the Special Board Meeting with the Ontario Government's Autism Funding announcement, deep concerns were raised also about TCDSB's budget planning process and the potential impacts on Special Education programs and services, as well as the Board's plans to reintegrate into full-time education students with ASD who are currently receiving outside-agency programs and services during the school day.

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

1. Autism Ontario's Concern Regarding the Reported Achievement Statistics of Students with ASD

### **i) Students with Special Education Needs (SEN) without a formal identification**

Autism Ontario indicates that half of the total number of SEN students are without a formal identification through an IPRC (not specific to TCDSB). The total number of SEN students was reduced by 8.8% but the unidentified student numbers have increased by 3.64%. The current overall population rate for ASD is 1 in 66. There is potential for a much higher percentage of ASD students.

### **Staff Response**

There is a significant number of students who receive Special Education programs and/or services, who have an Individual Education Plan (IEP), but who are not formally identified as Exceptional. The following are possible

reasons for students' non-identification as Exceptional, while still receiving Special Education supports:

a) A student has come from another Board and is in queue for a TCDSB Psycho-educational assessment, but is receiving Special Education supports given an exceptionality that has been previously identified by either a medical professional or education professional from another Board;

b) An existing TCDSB student is in queue for a Psycho-educational assessment given conclusions made by the School Based Support Learning Team about the need for such an assessment to potentially identify the student within one of the five categories of exceptionality;

c) A Psycho-Educational assessment has been administered, but the student did not meet criteria for any exceptionality. However, the student continues to experience some needs and therefore receives Special Education supports;

d) A Psycho-Educational is not required for all identifications, such as: Language Impairment (LI), or Deaf or Hard of Hearing (D/HH). However, such students are receiving Special Education services and/or have an Individual Education Plan (IEP).

d) An IEP was created for a student in anticipation of an EQAO test administration in either Gr. 3 or Gr. 6 in order to enable the student to have access to specific accommodations. (However, with the updated EQAO universal design for learning protocols for granting accommodations during EQAO testing, there will no longer be the need to put students on an IEP in order to have access to required accommodations). Although the IEP had been implemented, it was never "end-dated" following its creation for the specific purpose/duration of said EQAO testing.

## **ii) PAST Program Service to A Minimal Number of Students**

Autism Ontario indicated that the PAST Program serves a maximum of six high-functioning ASD/Asperger's students in six school locations (total of 36). There are 1,789 students formally identified as ASD and the PAST program serves 2% of ASD students at TCDSB. Not a large enough baseline. The PAST program is staffed daily by one Special Education Teacher and one Child/Youth Worker, and many times with the addition of the individual students' EA/teaching staff from the home school. The mainstream does not offer the same programming or level of support so the positive report on the

status of the goal is not a realistic or sustainable goal for ASD students in the mainstream without the same level of staff support and transition planning/support.

### **Staff Response**

There are six schools with seven PAST programs. (St. Louis has two programs). These programs are three-year, evidence-based supports which house students as follows: six different students on each of the three days per week that the programs are run. Tuesdays are for Year One students, Wednesdays are for Year Two, and Thursdays are for Year Three students. Therefore, 7 programs x 6 students x 3 days = 126 total students served. As such, 126 students/1789 total TCDSB ASD students = 7% of TCDSB ASD students served.

Furthermore, regarding staff support, the program is staffed with one teacher and one Support Staff (CYW or EA). Staff from a student's home school, who work most closely with the student, are invited for a ½-day professional activity session during which the following information is provided: overviews of the program and diagnosis of Autism, along with Applied Behaviour Analysis (ABA) strategies. This session usually takes place at the beginning of the school year.

**iii) Goal noted as “on target” in this intensively supported small classroom:** how effectively would ASD students accomplish these targets in a mainstream class? What SMART goals are set and monitored on a system-wide basis for all ASD students, including those in the mainstream? We already know that the intervention and resource support is optimal for the acquisition of self-regulation skills in students with ASD. How does this goal translate to the mainstream for a framework built on equity for all ASD students?

### **Staff Response**

Students with ASD in the mainstream are supported in a number of ways as are students with any other exceptionality within mainstream classrooms: with an IEP; by School Learning Improvement Plan (SLIP) SMART goals developed by School Improvement Planning Teams (SITs) for the benefit of all students and staff at the school, in accordance with a particular school's identified areas of critical need; and by engagement with required Special Education services intended to augment classroom accommodations and or modifications implemented in accordance with a student's IEP. Service

provision to students with exceptional needs is based on equity, with the caveat that equity and equality do not mean “sameness.”

**iv) Note that there are several math errors in the data readings in the various EQAO charts** i.e. Appendix L – OSSLT PE – not successful: 336 is not 74% of 997 (should be 33% - just one of the errors). The calculation errors are reflected in the body of the AFSE report and show inaccurate gains where there are instead greater gaps. EQAO section and reference to EQAO percentages in AFSE report should be read with caution. AFSEs prior to last year’s document focussed on decreasing the exemption rate and closing the large achievement gap between ASD students and all students. Exemption rates in previous EQAO report for ASD students ranged between 29-35% whereas the exemption rate for all SEN students was only 6-9%. What is the status of those goals? Were they met before moving onto the current goals? The EQAO website indicates a number of purposes for its assessments...Keeping in mind the EQAO accountability outcomes [*listed in the presentation and on the EQAO website*], the EQAO scores for students on the spectrum don’t create a very positive reflection on the quality of learning that is being provided to these students in TCDSB schools. Why aren’t there any SMART goals for ASD students to improve achievement in literacy/numeracy?

### **Staff Response**

Autism Ontario’s misunderstanding about the statistics used in the AFSE report stems from their potential overlooking of the notation provided at the end of Appendix L which reads as, *successful and not successful percentages are based on those students who were “fully participating.”* The statistical relevance of this notation is that 336 ASD/452 fully participating = 74%.

### **Background Information**

In 2017-18 TCDSB (n=146 students with ASD). Exempt from Gr. 3 EQAO were the following: Reading = 53 students (36%), Writing = 52 students (36%); and Math = 52 students (36%). Therefore,  $53/146 = 36\%$  TCSB students. (Ontario students = 33%).

The following information will help to clarify why the TCDSB figures are higher than those of the province. As has been done for the last three years, a study of individual students/schools in 2017-18 has revealed the following about the students who were exempted from writing the EQAO assessment: 32 students = in an ME/DD Intensive Support Program (ISP); 2 students were

“future placed” in an ME/DD ISP (meaning a placement in this ISP was immanent). Therefore, 34/53 (64%) ASD students were exempt since they were/about to be in an ME/DD ISP. Furthermore, it would be inappropriate for them to write the EQAO standardized assessment. Of the remainder of the students, 19/53 who were exempt were not in an ME/DD ISP, but in a Regular Class with either Indirect Support or a Withdrawal Assistance placement. This figure warrants further future study.

The statistical concern for further consideration is the 19/146 (13%) of the total TCDSB students with ASD who did not write (Province = 33%). However, when comparing this total of 19 students with ASD who were exempt with the total of TCDSB students with special needs (1,064), then the total of 19/1064 = only 2% of all TCDSB students with special needs who did not write the EQAO assessment. All things considered, this figure is minimal.

In 2016-17 TCDSB (n=132 students with ASD). 46/132 (35%) students were exempt: 34/46 (74%) exempt students were in an ME/DD ISP and 12/46 (26%) were in a Regular Class placement. Of the 12 students, 1 was in Intensive Behavioural Intervention (IBI) therapy 4 days/week; 2 had pending Psycho-educational assessments; 3 left the TCDSB (around the time of the assessment).

Therefore, the statistically relevant concern that warrants further future study is the 12/132 (9%) students with ASD who did not write.

In 2017-18 TCDSB (n=109 students with ASD). Exempt from Gr. 6 EQAO were the following: 39 students (36%) from Reading, Writing, and Math. (Ontario students = 26%).

The following information will help to clarify why the TCDSB figures are higher than those of the province. As has been done for the last three years, a study of individual students/schools in 2017-18 has revealed the following about the students exempted from writing the EQAO assessment: 31 students were in an ME/DD ISP class; 1 student was future-placed (meaning placement was pending) in the ME/DD ISP class; 7 students (6 in a placement of Regular Class with Withdrawal Assistance and 1 in a Language Impairment ISP Class) were in a position to write the EQAO assessment. Therefore, the statistic of 7/109 exemptions amounts to a 6% exemption rate (Ontario students = 26%).

In 2016-17 TCDSB (n=130 students with ASD). 38/130 (29%) students were exempt. 32/38 (84%) exempt students were in an ME/DD ISP; 1/38 exempt students was in an Autism ISP class. 6/38 exempt students were in a Regular Class placement. Of the 6 students, 1 student's IEP addressed an alternative curriculum including functional language and mathematics expectations. Therefore, the statistically relevant figure that warrants further future consideration is 7/132 (5%) students who were eligible to participate but who did not.

In 2015-16 EQAO assessments for Grades 3 and 6 were not written.

There were no other specific references made to math errors in the AFSE Report.

When taking into consideration the perceived value of EQAO assessments for TCDSB students including those Special Education needs, careful consideration must be given to the fact that such accountability outcomes can be valid only for those students whose achievement outcomes can be appropriately indicated by a standardized measure (such as EQAO). Students whose individualized outcomes are most appropriately measured in accordance with goals as established in the IEP cannot be justly measured using standardized norms. Therefore, a call to use standardized norms for many students with Special Education needs stands in contradiction to concurrent calls to treat individually the needs of these same students.

**v) Empower and Lexia [reading programs] would provide a platform to help close those gaps in achievement.** Students with ASD are categorically excluded from these programs due to their identification, limited entry criteria, and availability even if ASD is accompanied by LD which is often the case in dual diagnoses. What is being done to improve student achievement and success for ASD students in the field of literacy (or numeracy)? What framework of programs and services is in place and what system SMART goals are you setting in order to foster and sustain opportunities for ASD students to gain access to equitable pathway choices and independence beyond K-12?

### **Staff Response**

It is incorrect to conclude that ASD are categorically excluded from Empower programs. Students can be considered for Empower and, alternatively, Lexia reading program training. But like any other student, students with ASD must

meet the criteria for those. In the process, the School Based Support Learning Team (SBSLT) and Empower team would both look at students' behaviour (self-regulation); how students might transition to another school, if attending a HUB (regional) program; and how they measure up to all other Empower (or Lexia) program criteria.

An SBSLT is required to meet in order to assess student's ability to meet eligibility requirements, and to recommend to the IPRC (committee) the placement of candidates into the Empower program. (It is not necessary to convene an IPRC when considering the use of the Lexia Reading Program).

Empower eligibility criteria include the following:

- a) appropriate age for entering the program;
- b) the student is formally identified as Learning Disabled (LD) or Language Impaired (LI), or has been assessed/tracked for LD/LI difficulties;
- c) the primary presenting concern is difficulty with decoding and or word identification or text comprehension;
- d) the student has an IEP;
- e) the student has demonstrated consistent attendance in past and is able to participate in the program regularly;
- f) the student is able to participate appropriately in a group setting and has no disruptive behaviours that might impact on the delivery of the program.

**vi) Advocacy for the delivery of ABA (Applied Behavioural Analysis) in the school setting:** How can ABA help in the school setting? It incorporates strategies, methods, techniques, and principles to improve students' abilities and quality of life (PPM 140).

### **Staff Response**

This query is a segue to a similar query (below) made by the Louis Busch delegation on the need for TCDSB schools to formulate creative and collaborative transition plans in view of changes to the Ontario Autism Program (OAP).

2. A Call for the TCDSB to Formulate Creative and Collaborative Transition Plans for Students Returning to Schools Following Governmental Budget Cuts to OAPs

**As a result of the changes to OAPs, many children who are receiving part and full-time supports in specialized treatment clinics will be forced to enrol in school full time or their families will have to find alternative ways to support them...**

Behaviour Analysts work with children, youth, and adults with Autism, developmental disabilities, acquired brain injuries, and mental health issues.

To the knowledge of this delegation, the TCDSB does not employ any Board Certified Behaviour Analysts (BCBAs)...

Third party policies have been a barrier to effective collaboration in many instances. But, by opening doors to BCBAs in the community, transitions are sure to be smoother.

### **Staff Response**

Included in Ministry funding allocated to the Ministry pilot for dedicated spaces on school sites for the delivery of ABA services was also that for the hiring of a BCBA for this school year. It was the TCDSB's intent to capitalize on this unique opportunity to enlist this specialized support for students with ASD to complement the existing multi-disciplinary ASD team. As a result, efforts were made to hire a Board Certified Behaviour Analyst. Interviews had taken place and the position offered to two different successful candidates, both of whom declined the offer. It is important to note that since Ministry funding for the BCBA is guaranteed only until the end of this school year, the window of opportunity to hire anyone at this point has virtually closed. Any future action in this regard will be dependent upon the provision of any future funding for BCBAs.

The TCDSB Third Party Protocol does not preclude school staffs' ability to collaborate with outside agency providers. In fact, it is quite possible to collaborate with Board approved agency providers within the school context, as well as, in some cases, to receive direct service support to students. With other non-board approved outside agency providers, it remains possible to collaborate with those through exchanges of information that take place with school personnel to complement and support students' classroom learning.

Other creative means to support students with ASD engaged in by the TCDSB during the 2018-19 school year are the following online certificate courses

offered for educators by the Geneva Centre and funded by the Ministry of Education:

- a) Functional Behaviour Assessment (FBA) Course (January 2019);
- b) Charting a Path to Success in Your Classroom: An Introductory Autism Course for Educators (December 2018);
- c) Applied Behaviour Analysis Certificate Course for Educators Level 1 (December 2018);
- d) ABA for Educators Level 2: Practical Applications for Reinforcement and Prompting in the Classroom (December 2018); and
- e) Special Topic for Educators: Supporting Children with ASD in an Inquiry and Play-based Learning Environment Using ABA.

Other forms of support include:

- f) Providing direct instruction, program, and resource support from the Multidisciplinary Autism Team;
- g) Providing interventions to students on a referral basis which include a professional activities component in order to build capacity;
- h) Providing focused professional activities for Support Staff during professional activity (PA) days – including regarding ABA strategies;
- i) Providing professional activities to schools, as requested, focusing on ASD and ABA strategies.

3. Integrated Action for Inclusion (IAI)'s Perceived Limitations to the Promotion of Student Inclusion (In the Pedagogical Mainstream) Given the Structure of the Special Education Accountability Frameworks

**i) IAI indicated that inclusion is mentioned only twice in the Accountability Framework report:** once on the first page as part of the TCSB Mission Statement and the second for the goals for the students of the Board with Blindness/Low Vision. They stated that there is no reference for inclusion as a goal for any of the other 15,503 students with special needs.

A summary of the reasons stated by IAI for why inclusion matters is: better academic results for all students because teachers develop better teaching skills and students learn from each other; students learn social acceptance of those who are different; students with special needs are more successful at school and after; and lower costs [such as for bussing] are incurred when delivering services to students with special needs.

### **Staff Response**

IAI's focus on two overt mentions of the word "inclusion" runs the risk of overlooking the TCDSB's overarching goal of inclusion for all students, including those with Special Education needs, and its intended academic and social benefits for all TCDSB students. The IAI's use of the term "segregated" for congregated learning settings is a misnomer of the intended function of congregated Special Education Placement settings. The two Special Education settings of, "Partial Integration," and "Full Time" continue to exist within the TCDSB's philosophy of integration since inclusion is achieved in many different permutations and combinations of the school day and settings.

To have a congregated setting within a broader landscape of inclusion does not diminish a Board's focus on inclusion. To the contrary, the existence of congregated settings allows for staff to consider the most appropriate placements and learning opportunities for students of a wide variety of exceptionalities, in order to help them to experience academic, social, physical, and spiritual development within the least restrictive, or better stated, the most enabling environment. Such congregated environments help educators to address the individual and sometimes highly specialized education needs of students. Then, inclusion in a wide variety of other school settings can be achieved at various other times during the school day.

**ii) Where there is a causal relationship between a student's disability and the behaviour in question the student should not be subject to discipline.** Suspensions and expulsions are governed by the Education Act. There are multiple allowances to not suspend or expel a student with special needs under the mitigating and other factors provisions.

### **Staff Response**

Staff agrees that there should be a focus on preventative action and the creation of a school climate that helps to avoid conflict and the need for escalating consequences for inappropriate student behaviours. In fact, such a

focus exists and is accompanied by continuous efforts to help staff engage in positive classroom strategies and interpersonal interactions with students of all abilities/needs. Additionally, continuous learning opportunities for all educators are offered and engaged in to address their understanding of mitigating factors and disciplinary strategies to be used in response to inappropriate behaviours. It must be noted, however, that an understanding of mitigating and other factors helps educators to better assess mitigating as well as aggravating factors when determining appropriate discipline. It is not to be understood as something that precludes staff from administering discipline in the first place.

**iii) IAI suggests that staff focus on creating a positive relationship with students whose behaviour is concerning.** Do not deny and ignore the relationship between disability, behaviour, and effective accommodations.

#### **Staff Response**

Staff agrees that creating positive relationships between staff and students is an effective preventative action against inappropriate and/or escalating student behaviours. In this Board's efforts to promote Universal Design for Learning (UDL) and inclusion for students of all abilities/needs, it understands the need to continuously provide learning opportunities for staff in all workgroups for all types of learner.

**iv) SMART goals are specific, measurable, accountable, relevant, and timely...**there is often a disconnect in the AFSE [report] between goals and how they will benefit the student or meet the Board's mission statement or other priorities...goals [are] buried in strategies and outcomes.

#### **Staff Response**

For as long as the AFSE Report has been in place, it has summarized the learning goals and strategies that have been designed by the various Accountability Framework committees to improve learning environments for students with a wide variety of learning needs.

Accountability Framework committees have long existed for most exceptionalities within the five categories of exceptionality, excluding MID (Mild Intellectual Disability) which has gotten underway only during this 2018-19 school year as a result of changes in the Ministry exceptionality

criteria (to Intellectual Disability); and Physical Disability (PD) (due to very low student numbers in this category). Following a Board motion to have it included, the PD exceptionality will be included (along with the ID exceptionality) in future.

Accountability Framework committees are comprised of a wide variety of TCDSB educators including: Subject Teachers (Secondary) curriculum Department Heads, Psychologists, Social workers, Speech/Language Pathologists, Programming and Assessment Teachers (Elementary), Assessment and Programming Teachers (Secondary), TCDSB Research Department specialists, and Special Services Chiefs.

These specialists have long met in committees that focus on the various exceptionalities and teaching/learning goal-setting for the benefit of students who fall under the various categories of exceptionality. Goals established by these committees have been a collaborative effort and intended as iterations of the most appropriate measures of progress by students with those exceptionalities. As such, it has been determined that SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals per se, have not always been the most ideal form of measurement of student progress. The teams' rationale for this conclusion has been that while efforts are made to address the individual needs of students with special needs, it would be incongruous for those same teams to endeavour to measure growth and progress using standardized means such as EQAO or even SMART goals in which specific percentages are identified for changes in output. The use of percentages to identify change would be arbitrary or meaningless captures of potential growth and development.

In any event, concerns that have been expressed about a lack of the use of SMART goals by the various Accountability Framework Committees are being reviewed by the AFSE committees for additional consideration about the viability of the use of SMART goals to ensure comprehensibly measurable goals for teaching of/learning by students with the various exceptionalities.

Trust continues to be placed in the professional judgment of the various members of the AFSE Committees to determine the most appropriate teaching/learning goals and outcomes for students with Special Education Needs.

## **E. METRICS AND ACCOUNTABILITY**

1. Information in this report will be monitored by the various Accountability Framework Committees and assessed in the next Accountability Frameworks for Special Education Report (regarding the 2018-19 school year) due in November 2019.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

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

### PARENT VOICE SURVEY REGARDING STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND SERVICES

*"Be strong and of good courage, and act. Do not be afraid or dismayed; for the Lord God, my God, is with you."  
1 Chronicles 28:20*

Created, Draft	First Tabling	Review
April 23, 2019	May 2, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services

#### INFORMATION REPORT

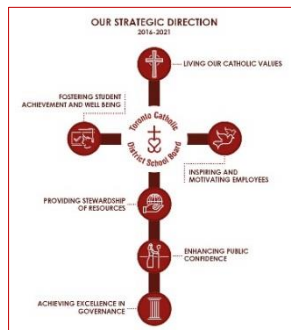
##### **Vision:**

*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 will provide an update on the status of the creation of a Parent Voice survey regarding students who receive Special Education programs and/or services.

*The cumulative staff time required to prepare this report was 4 hours*

## **B. PURPOSE**

1. Arising from a recommendation made by SEAC at the 23 January, 2019 meeting, a motion was passed at the 21 February, 2019 Board, regarding the creation of a Parent/Guardian Voice Survey with specific content pertaining to students who receive Special Education programs and/or services.
2. This report will provide an update on the status of the creation of the recommended survey which includes: a determination regarding its scope as either a stand-alone survey or as part of the existing Parent Voice Survey format; the mechanism for its creation; and the timeline for its implementation.

## **C. BACKGROUND**

1. SEAC members reviewed the current format of the Parent/Guardian Voice Survey 2019 whose administration is planned for the month of May. The intent was to determine the number and type of questions that could be added to make the survey relevant also for parents/guardians of students receiving Special Education programs and/or services.
2. From that committee meeting discussion, the SEAC committee endeavoured to determine two things: the viability of having updates made to this year's survey in time for the May administration; or whether or not a completely separate survey needs to be generated for parents of students receiving Special Education programs and/or services, and administered next year.

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

1. Notwithstanding the SEAC committee's efforts to decide on the appropriate type/number of questions for the existing Parent/Guardian voice survey, it was unable to conclude on any action to be taken regarding this year's survey.
2. Therefore, a working committee will need to be struck in anticipation of next year's survey administration, and a decision made regarding whether Special Education content questions will be included with the existing Parent/Guardian Voice survey format, or if a separate, content-specific survey will be created.

## **E. METRICS AND ACCOUNTABILITY**

1. An update to the Board will take place pending further action by SEAC.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
13	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
16	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
19	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>20</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
<b>21</b>	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
<b>22</b>	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services