

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA September 18, 2019

Trustee Angela Kennedy, 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

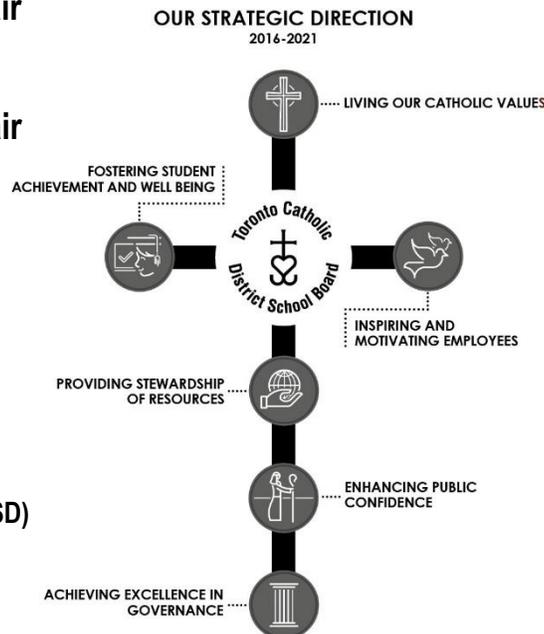
Gizelle Paine
LD Toronto Chapter Representative

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



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: TBC, 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

Wednesday, September 18, 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 June 12, 2019 for Public Session	1 - 10
6. Delegations	
7. Presentations	
8. Unfinished Business	
8.a Parent Voice Survey Working Committee Formation (Verbal Report)	
9. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
10. Consent and Review	
11. Communications	

11.a	SEAC Monthly Calendar Review	11 - 12
11.b	Special Education Superintendent Update	13
11.c	Letters from Greater Essex County District School Board	14 - 17
11.c.1	Support of Bill 64, Noah and Gregory's Law	
11.c.2	Special Education Funding	
11.c.3	Class Size Funding Model	
11.c.4	Bill 44-Education Act Amendment for Fetal Alcohol Syndrome Disorder (FASD)	
11.d	Special Services Education Parent Fair – Saturday, November 9, 2019 (Verbal Report)	
11.e	Special Education Program Map Update (Verbal Report)	
11.f	Service Animal Policy (Verbal Report)	
12.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
	<u>From the Special Education Advisory Committee Meeting Held June 12, 2019</u>	
12.a	Responses to Concerns Raised by Delegations to the March 18, 2019 Special Board Meeting on Special Education	18 - 32
	Referred to SEAC for the consideration of the responses from staff.	
12.b	Inquiry from Tyler Munro regarding Classroom Windows	
12.c	Inquiry from George Wedge regarding Temporary Accessibility Device and Process to Convert it to a Permanent Fixture	
	<u>From Regular Board Meeting Held August 22, 2019</u>	
12.d	Staff Responses to Various SEAC Recommendations Pertaining to Programming and Supports for Students with Special Education Needs	33 - 55

13. **Reports of Officials, and Special and Permanent Committees Requiring Action**
14. **Reports of Officials for Information**
15. **Inquiries and Miscellaneous**
 - 15.a Inquiry from Superintendent Linda Maselli-Jackman regarding Selection of SEAC Safe Schools Representative for 2019-2020
16. **Association Reports**
 - 16.a Learning Disabilities Association of Ontario (LDAO) June Circular
17. **Update from Trustees on resolutions recommended to the Board by the Committee**
18. **Pending List** 56 - 61
19. **Adjournment**

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

HELD WEDNESDAY, JUNE 12, 2019

PRESENT:

Trustees: N. Crawford, Acting Chair
D. Di Giorgio

External

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

Staff:

D. Koenig
L. Maselli-Jackman
P. De Cock (for Item 6a)
V. Cocco
A. Coke
M. J. Gendron
M. Hanlon
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

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

External A. Robertson, Parliamentarian

The meeting commenced with Sandra Mastronardi in the Chair.

Sandra Mastronardi relinquished the Chair to Trustee Crawford.

1. Roll Call & Apologies

Apologies were extended on behalf of Trustee Kennedy, Gizelle Paine and Glenn Webster.

2. Approval of the Agenda

MOVED by Sandra Mastronardi, seconded by George Wedge, that the Agenda, as amended to include Inquiries: Items 13a) From Sandra Mastronardi regarding Courtesy Seating in Transportation; 13b) From Tyler Munro regarding Graduation Rates for Secondary Special Education Students; and 13c) From George Wedge regarding Temporary Accessibility Device and Process to Convert it to a Permanent Fixture, and to reorder Items 10c) Inquiry from Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019; and 10g) Parent Voice Survey regarding Students Receiving Special Education Programs and Services prior to Item 10a) Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims, be approved.

On the Vote taken, the Motion was declared

CARRIED

3. Declarations of Interest

There were none.

4. Approval & Signing of the Minutes of the Meeting

MOVED by Melanie Battaglia, seconded by Lori Mastrogiuseppe, that the Minutes of the Regular Meeting held May 15, 2019 be approved.

Mary Pugh disconnected via Teleconference at 7:21 pm.

On the Vote taken, the Motion was declared

CARRIED

Mary Pugh reconnected via Teleconference at 7:22 pm.

6. Presentations

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 6a) be adopted as follows:

6a) 2019-20 Budget Estimates received.

Trustee Di Giorgio left the table at 7:35 pm and returned at 7:37 pm.

Trustee Di Giorgio left the table at 7:56 pm and returned at 7:57 pm.

Time for business expired and was extended by 15 minutes by unanimous consent, as per Article 12.6.

George Wedge left the table at 8:15 pm and returned at 8:17 pm.

Time for business expired and was extended by an additional 15 minutes by unanimous consent, as per Article 12.6.

On the Vote taken, the Motion of Receipt was declared

CARRIED

MOVED by George Wedge, seconded by Tyler Munro, that Item 6b) be adopted as follows:

6b) Mental Health Strategy received.

Time for business expired and was extended by 15 minutes by unanimous consent, as per Article 12.6.9x

Mary Pugh disconnected from the meeting via Teleconference at 9:06 pm.

On the Vote taken, the Motion of Receipt was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting continued with Trustee Crawford in the Chair.

The attendance list remained unchanged.

Consent and Review

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

- 9f) Sandra Mastronardi;
- 9g) Sandra Mastronardi;
- 9h) Tyler Munro;
- 9i) Melanie Battaglia;
- 10c) Melanie Battaglia;
- 10g) Sandra Mastronardi;
- 10a) Tyler Munro;
- 10b) Tyler Munro;
- 10d) Tyler Munro;
- 10e) Tyler Munro;
- 10f) Tyler Munro;
- 13a) Sandra Mastronardi;
- 13b) Tyler Munro;
- 13c) George Wedge; and
- 14a) Tyler Munro

MOVED by Tyler Munro, seconded by George Wedge, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 9a) SEAC Monthly Calendar Review;
- 9b) Special Education Superintendent Update;
- 9c) District School Board Ontario North East Letter to Minister Lisa Thompson on Autism Funding Model;
- 9d) Peel District School Board Letter to Minister Lisa Thompson on Special Education Funding; and
- 9e) Durham Catholic School Board Letter to Minister Lisa Thompson on Special Education Funding

9. Communications

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

- 9f) Award Presentation to Marilyn Taylor at Year-End Mass, June 26, 2019 at 11:00 am (Verbal) received.**

On the Vote taken, the Motion was declared

CARRIED

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

- 9g) Special Education Checklist (Verbal) that SEAC recommend to Board that a process be laid out for a module-by-module consultation of the Special Education plan with SEAC, beginning at the start of the new 2019-20 school year and leading up to the completion of the checklist in 2020.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Sandra Mastronardi, that Item 9h) be adopted as follows:

- 9h) Special Education Plan (Verbal)** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 9i) be adopted as follows:

- 9i) Update to the SEAC Policy A.23 from the GAP Committee** received with the following amendments:

Page 180, Regulation 6, 2nd line: add a space between *process* and *for*;

Page 179, Add Regulation 4b): *that Alternate Members will receive Agendas*;

Page 181, Regulation 11: add *and Vice-Chair* after *Chair* and add at the end: *at the December SEAC meeting*;

Page 183, iii, 2: add */organic brain injury*; and

Page 185, Physical, add *c) Deaf and Hard of Hearing*.

On the Vote taken, the Motion was declared

CARRIED

Sandra Mastronardi left the table at 10:42 pm and returned at 10:45 pm.

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

From the May 15, 2019 SEAC Meeting

MOVED by Melanie Battaglia, seconded by Tyler Munro, that Item 10c) be adopted as follows:

- 10c) Inquiry From Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Sandra Mastronardi, that Item 10g) be adopted as follows:

- 10g) Parent Voice Survey regarding Students Receiving Special Education Programs and Services** that the recommendation from Board to form a working Committee for the Parent Voice Survey regarding Special Education Programs and Services be adopted, and that the Committee be struck at the September 18, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that the following Items be deferred to the September 18, 2019 meeting:

- 10b) Inquiry from Tyler Munro regarding Classroom Windows;
- 10f) Responses to Concerns Raised by Delegations to the March 19, 2019 Special Board Meeting on Special Education;
- 13c) Inquiry from George Wedge regarding Temporary Accessibility Device and Process to Convert it to a Permanent Fixture; and
- 14a) Learning Disabilities Association of Ontario (LDAO) June Circular

With the consent of the Committee, the following Items were withdrawn:

- 10a) Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims;
- 10d) Inquiry from Tyler Munro regarding Special Needs Advanced Program;
- 10e) Inquiry from Tyler Munro regarding the gap in the IEP Process;
- 13a) Inquiry From Sandra Mastronardi regarding Courtesy Seating in Transportation; and
- 13b) Inquiry from Tyler Munro regarding Graduation Rates for Secondary Special Education Students

17. Adjournment

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

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

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) - Special Education Plan Review 	<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 Plan Review 	<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 - Special Education Plan Review 	<p>Ontario Secondary School Literacy Test (OSSLT) takes place</p>
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 - Special Education Plan Review 	<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 - Special Education Plan Review 	<p>Budget Consultation continues</p> <p>EQAO Assessment</p>

SEAC Annual Calendar

June	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Budget approval update - Status of PRO Grant application - Special Education Plan Review 	<i>EQAO Grade 3 and 6 Testing</i>
July		<ul style="list-style-type: none"> - School Board Submits balanced Budget for the following year to the Ministry - Special Education Report Checklist submitted to the Ministry of Education
August		
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Association Reports (if any) - Special Education Plan Review 	
October	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Special Education Plan Review 	<ul style="list-style-type: none"> - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - AFSE Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate) - Continue to Review elements of the Special Education Plan - Engagement and Governance Supports Discussion - Professional Learning Plan - Mental Health Annual Report - Special Education Fair - Special Education Plan Review 	<ul style="list-style-type: none"> -EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT) -Engagement and Governance Supports Discussion Guide -ONSIS report on identified students -Year End for School Board Financial Statements
December	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - SEAC Elections - SEAC Mass and Social 	<i>Independent review of assessment and reporting</i>



Special Education Superintendent Update September 2019

June 26, 2019

Celebrating year-end and great contributions to the TCDSB Community Mass and BBQ.

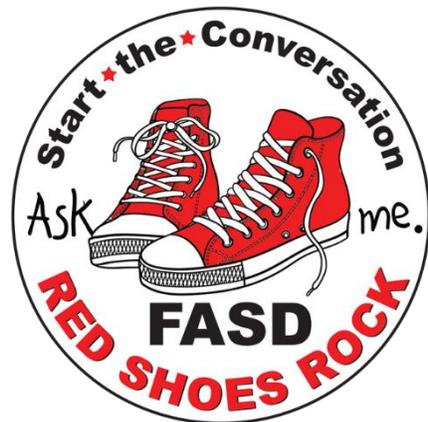
Kudos and heartfelt thanks to Marilyn Taylor, Past Chair of SEAC, for her 18 years of service to SEAC.



September 9, 2019

Fetal Alcohol Spectrum Disorder (FASD) Awareness Day

<https://www.tcdsb.org/News/othernews/2019/Pages/FASD.aspx>



Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

Honorable Lisa M. Thompson
Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2



Dear Minister Thompson,

The Special Education Advisory Committee (SEAC) of the Greater Essex County District School Board is writing in support of Bill 64, **Noah and Gregory's Law, Transition to Adult Developmental Services and Supports**. The Act recently passed its second reading and has been referred to the Standing Committee on Regulations and Private Bills. We ask that you strongly and actively support this Bill to ensure its passage to a third reading as soon as possible.

Students with developmental disabilities, along with their families, already face many challenges regarding crucial services and the cessation of these supports at age 18 causes increased and unnecessary burdens. We ask that you support the implementation of Bill 64 to improve their transition to adult services.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees
CC: GECSB Board of Trustees

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

Hon. Lisa M. Thompson, Minister of Education
Ministry of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes 8 Parent Associations, who represent thousands of the families in the Essex County Region.

In the fall of 2018, the members of our SEAC were made aware of the changes to funding that were announced by the Deputy Minister of Education in August of 2018. As a group whose responsibility includes advocating for the rights of all children with special needs in our region, we were disheartened and deeply disappointed by the Ministry of Education's decision to reduce the increase to the Special Incidence Portion that was previously announced for the 2018-2019 school year. Schools have a legal obligation to accommodate every child with a disability. When a student requires full time 2:1 staffing, how to pay for it should never have to be the board's primary concern. It should be the safety and dignity of that child, and the safety of staff and other students. The claw back of the additional funding for the boards who mostly already operate in a negative special education budget is unconscionable. And the lack of flexibility around the rules of the SIP grants often prevents them from being sought.

The GECDSB already has to use more funding than provided by the Ministry of Education through Special Education Grants to offset the costs associated with Special Education Services. The claw back of the SIP increase announced for the 2018-2019 school year only serves to increase the Special Education deficit. With this deficit, more children will be affected. As a SEAC, we are deeply concerned by the direction that this government is taking regarding funding for our most vulnerable students. As the Auditor General's Report highlights, the Ministry of Education's "funding formula uses out-of-date benchmarks and is due for an external review."

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: GECDSB Board of Trustees

CC: Chairs of Ontario Special Education Advisory Committees

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July 5, 2019

Hon. Lisa M. Thompson, Minister of Education
Ministry of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight Parent Associations, who represent thousands of the families in the Essex County Region.

We are very concerned about the recent changes to the provincial funding model for class size averages and with the announcement of mandatory e-learning courses. The impact that these changes will have on students with special education needs will be devastating. Students with special education needs require significant in-class support to have meaningful and equitable access to education. Mandatory e-learning courses removes the critical component to success, a physical teacher who provides support and allows for meaningful connections, which are important to student well-being and resiliency. Furthermore, placing the burden of access to technology and the internet for these courses is inequitable. Students who live in remote areas of Windsor-Essex County or those without access to the necessary technology will be disadvantaged.

The drastic increase to class-size average will provide less support to students with special education needs and those identified as at-risk for learning difficulties. The increase to class sizes is likely to reduce course options, sections, and specialized courses that support students with learning needs. More students will equate to less time that teachers have to assist students identified as at-risk or those with Individual Education Plans.

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: GECDSB Board of Trustees
CC: Chairs of Ontario Special Education Advisory Committees

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July 5, 2019

Honourable Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lisa Thompson:

The Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC) would like to acknowledge and support Bill 44 to amend the Education Act to provide for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD. Currently, the GECDSB provides an annual professional development session each fall for teachers who have students in their classrooms identified with FASD. However, any additional professional development supports or awareness initiatives from the Ontario Ministry of Education would be beneficial to our educators who work diligently to support all students on a daily basis.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees



REPORT TO

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

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

“I cry aloud to the Lord, and he answers me from his holy bill.” Psalm 3:4

Created, Draft	First Tabling	Review
April 23, 2019	May 2, 2019	
Linda Maselli-Jackman, Superintendent of Education, Special Services		

INFORMATION REPORT

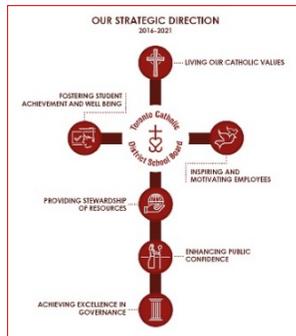
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Rory McGuckin
 Director of Education

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 summarizes responses to concerns raised by three delegations/presentations to the 18 March 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) thereapy 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

REGULAR BOARD

STAFF RESPONSES TO VARIOUS SEAC RECOMMENDATIONS PERTAINING TO PROGRAMMING AND SUPPORTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

“There will, however, be no one in need among you, because the Lord is sure to bless you in the land that the Lord your God is giving you... (Deuteronomy 15:4)”

Created, Draft	First Tabling	Review
June 3, 2019	June 13, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

RECOMMENDATION REPORT

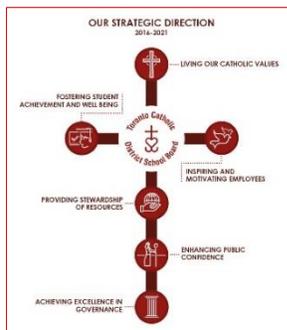
Vision:

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

Provided within this report are staff responses to various recommendations made by SEAC to Board regarding suggested adjustments to programming and supports for students with Special Education needs.

The cumulative staff time required to prepare this report was 12 hours

B. PURPOSE

1. This information report is on the order paper for the 13th June, 2019 Regular Board as a result of motions passed at the 16th May and 28th March, Regular Board meetings. It is intended to address questions on various topics that were recommended by SEAC and passed at Board.

C. BACKGROUND

1. The following SEAC recommended motions have been passed by Board for a staff report:

Regarding 2019-2020 Special Education Budget:

1) That more opportunities be provided for Special Education Needs (SEN) Students to participate in Science, Technology, Engineering, and Math (STEM) / Science, Technology, Engineering, Art and Math (STEAM) special programs and extra-curriculars with a focus on providing equity-based skill learning based on their particular needs;

2) That funding be allocated to hire a Board Certified Behaviour Analyst (BCBA) to provide consultative services to schools, and to train and supervise resource staff in data collection as part of the current services offered to classrooms to assist teachers;

3) That at the very least, the Board maintain the current level of support staff and provide funding for them to obtain Registered Behaviour Training (RBT) certification on, at least, a voluntary basis, including the 40 hours of training and the examinations. These support staff are to be supported by the BCBA;

4) That an Inclusion Coach position be created to further support our Mission Statement, and the hiring/promotion of eight persons to the Inclusion Coach Position, focused on accommodating special education students in classrooms.

Regarding the Annual Report on the Accessibility Standards Policy (A.35):

5) That a representative from SEAC be included in the Members of Accessibility Working Group;

Regarding the need for an Emergency Plan for accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School:

6) That the existing resources be trained and utilized more effectively in preemptive de-escalation to prevent behavioral based exclusions;

7) That the school Board provide assistance for alternate arrangements instead of calling parents/caregivers; and

8) That accurate data be collected to better assess the current impact and create a plan to move forward.

Regarding the bringing forward of students to the Identification, Placement, and Review Committee (IPRC):

9) How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting an IPRC to move the student to the appropriate program?

D. EVIDENCE/RESEARCH/ANALYSIS

1. Opportunities for SEN students to participate in STEM/STEAM

The STEAM/STEM-related groups/clubs in various schools are open to any student who is interested. These include Robotics, etc. Students are admitted

to the STEAM or STEM program courses based on a set of criteria including an admissions assessment and interview. Students may be accepted into the program regardless of their IEP status as long they meet the eligibility criteria. A copy of the program application is attached as **Appendix A**.

In consultation with the Special Education Teacher and/or Guidance Teacher, students and Parents/Guardians have the opportunity to indicate a student's interest in any curricular or extra-curricular activity. Through ongoing communication with the school staff who support students with Special Education Needs, plans can be made to assist SEN students with engaging in desired programs to the best of their ability. Appropriate accommodations will be made as required given that the need for those is indicated to the program or activity's organizers. Curriculum staff that supports STEAM programs will look at providing programming suggestions that would make the extra-curricular activity more inclusive and share that information with principals and teaching staff.

2. **Funding for BCBA**

Ministry funding for the Behaviour Expertise Amount (BEA) 2019-2020 has virtually doubled (98.9%) from \$488,937 in 2018-19 to \$972,538 in 2019-2020. The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA.

The 2019–20 BEA allocation will have two components: Applied Behaviour Analysis (ABA) Expertise Professionals Amount and the ABA Training Amount.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding for school boards to hire professionals with an expertise in ABA, including Board Certified Behaviour Analysts (BCBAs). The use of ABA instructional approaches is intended for both students with Autism Spectrum Disorder (ASD) and other students with Special Education needs. ABA expertise professionals are intended to 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 supporting the Connections for Students model.

During this school year, a posting and interview process was conducted to hire one BCBA professional. This process remains incomplete as a result of the candidates having taken employment elsewhere. This process will be engaged once again for the 2019-2020 school year.

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA.

3. **Maintain the current level of Support Staff and that the Board provide funding for them to receive Registered Behaviour Training (RBT)**

In order to demonstrate its support for the continuation of the current level Special Education programs and services needed to address the requirement of SEN students, the Board of Trustees has passed a motion to preserve the current support staffing complement. However, current budget projections indicate the requirement to reduce the protected complement by 28 EAs and 2 CYWs based on the loss of the Ministry Priority Funding amount. Given the Board's responsibility to pass a balanced budget, it will be required to find efficiencies in other aspects of spending if it intends for there to be no change in the current support staffing complement.

In accordance with current Board professional development offerings and their collective agreement, support staff are invited to engage in a variety of professional learning opportunities that are intended to enhance their work-life experience and ability to support students with Special Education Needs.

Registered Behaviour Therapy (RBT) is a qualification that is external to training/certification requirements for an Education Assistant (EA) or Child and Youth Worker (CYW). It requires 40 hours of training that is supervised by a Board Certified Behaviour Analyst (BCBA), a Board Certified Assistant Behaviour Analyst (BCaBA), or a Board Certified Behaviour Analyst with a Doctoral Designation (with completed dissertation) (BCBA-D). This external, additional qualification, as with any other additional qualifications (for

employees in any work group) are not mandated. It is up to individual employees whether or not they choose to pursue additional qualifications during the course of their employment with the TCDSB.

Should one choose to engage this form of professional development, the supervision that is required would need to be from a professional (in the categories indicated above) that has no professional or collective agreement jurisdiction over EAs or CYWs. Therefore, RBT training for current support staff would be voluntary and would require staff's attention to the coursework outside of the purview of their current work environment. However, RBT training appears to be more applicable to the role of the BCBA for which the Board is in the process of seeking qualified candidates to fill this role.

4. **Inclusion Coach**

The philosophy of the proposed Inclusion Coach is one that currently exists in a very explicit way in the TCDSB. It is made apparent not only in the Mission of the TCDSB, but it is thus also in the Board's and Special Service Department's philosophy. In a particular way as well, this philosophy is evident in the tenets of the specialized roles of Assessment and Programming Teachers in Elementary, and Programming and Assessment Teachers (PATs) in Secondary. These long-standing roles of teachers with added responsibility within the TCDSB Special Services Department were initially designed to achieve exactly what is described in the proposed role of the Inclusion Coach.

As is evidenced in the TCDSB Parent Guide to Special Education (p.1), the Mission of "[t]he TCDSB is an inclusive learning community uniting home, parish, and school and [is] rooted in the love of Christ." The philosophy of the TCDSB indicates that, "[o]ur commitment is to every student. This means...[ensuring] that we develop strategies to help every student learn, no matter their personal circumstance."

"In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal and intensive support programs if needed".

The TCDSB Special Services Team, including our APTs and PATs, strives for inclusion and the provision of a quality education in the most enabling

environment in their daily work with the students. The APTs and PATs are an example of the very inclusion coaches being sought. Below is an illustration of the complexity of the roles of the APT/PAT whose responsibilities may include:

- a. Completion of educational assessments using standardized and informal assessment measures;
- b. Assistance in the development of Individual Educational Plans;
- c. Use assessments in conjunction with classroom experience, knowledge of curriculum and of research-based materials to help program for students;
- d. Administering the OLSAT 8 screening to grade 4 students (APT);
- e. Supporting and assisting the transition plan for students with special needs from elementary to secondary school (PAT);
- f. Supporting teachers and administrators in understanding and interpreting formal assessment reports and their recommendations to assist with programming strategies;
- g. Conducting and facilitating intake visits and reports for students with high needs transitioning into school;
- h. Liaising between TCDSB and outside agencies;
- i. Supporting and assisting the transition plan for students with special needs from daycare/home to school, from grade to grade, from elementary to secondary school;
- j. Work collaboratively with member of the School Based Support Learning team;
- k. Consultations with school/staff with respect to programming suggestions, supports and intervention strategies as well as the implementation of differentiated instructional approach and strategies;
- l. intervention strategies as well as the implementation of differentiated instructional approach and strategies;
- m. Supporting and facilitating parent visits to Intensive Support Programs;
- n. Supporting administrators and teachers with the IPRC process and presentations to initial and/or Annual IPRC meetings;
- o. Supporting schools in the preparation of an individual student's Specialized Equipment Amount (SEA) claim;
- p. Assisting schools in the preparation of Ministry of Education Special Education Funding Claims, that is, Special Incidence Portion (SIP).

5. **Member of SEAC on Accessibility Working Group**

The Superintendent of Special Services has communicated with the

Superintendent of Area 1 who oversees the AODA Accessibility Working group regarding the request by SEAC to have one of its members sit on the AODA Accessibility Working group (committee). A commitment has been made to honour this request and the item will be placed on an upcoming SEAC agenda for a volunteer from SEAC to sit on the AODA committee.

6. **Emergency Plan for SEN students excused from school:**

i) Existing resources be trained and utilized more effectively in pre-emptive de-escalation:

Highly specialized supports for students and staff regarding behaviour regulation are provided by the Social Work, Behaviour Support, and Autism teams. However, all Special Services staff have the expertise within their various disciplines to provide students, staff, and parents ongoing supports to prevent or mitigate behaviour dysregulation.

The Autism team engages with schools on a referral basis in order to address the needs of students. Higher needs are given priority supports. A Behaviour Support/Safety plan, as needed, is developed with the intention of providing proactive supports and strategies for students and staff before behaviour escalates to the point of becoming disruptive to one's own or others' learning.

The focus for professional development over the last two years has been on Support staff during PA days. Next year there will be a focus on training of Administrators. Currently, Autism Support Teachers go into schools to work with staff who are working directly with the students who need support. Professional development is also done at the school level to address the needs of a specific school. A *Lunch and Learn* session with staff is an ideal way to offer this learning opportunity.

For the Social Work/Behaviour Support Team the *Crisis Prevention Institute* (CPI) is a well-used training provider of de-escalation strategies for TCDSB staff. Training is conducted in a variety of settings including direct instruction to staff at specific schools. In addition to the CPI training opportunities, there are de-escalation workshops offered twice a year. Programs such as *Zones of Regulation* and *Stop Now and Plan (SNAP)* have built-in supports which staff and students can utilize in order to prevent escalation. Registration for the various workshops is managed on a voluntary basis and can be done through the Board's on-line registration platform, *PAL*.

ii) School Board to provide assistance for alternative arrangements instead of calling parents/caregivers:

School staff, including Support Staff, Teachers, and Administrators take seriously their duty of care as educators. In the normal course of their daily responsibilities, they will utilize their professional knowledge and training in order to maximize opportunities for student success. Staff recognize their responsibility to provide for all students, particularly those with Special Education Needs, appropriate accommodations and differentiated instruction in order to enable students to access the curriculum to the best of their ability.

Students' readiness to learn on any given day is also a crucial factor in determining their success. The successful use of self-regulation strategies helps to promote student engagement with the curriculum and to maximize their learning in the school environment. In situations where students are challenged to successfully engage personal strategies for self-regulation, staff resources are either temporarily or more extendedly dedicated to provide needed supports for calming and attention so that students can resume their focus on learning.

In the event of exigent circumstances such as a student's personal illness or complex dysregulation, the Principal might be required to contact the parent/guardian to take the child home. A child's ensuing absence from school would be only as long as necessary for the child to return to a state of readiness to learn. While it is the school's intent to keep every child in school, there are sometimes unavoidable circumstances that would interrupt a student's school attendance. Regarding exigent circumstances that might arise for students during the school day, school staff will endeavour to do all that it can to care for the student while at school; but will call home for Parental/Guardian assistance only if remaining at school becomes detrimental for the student's wellbeing.

iii) Accurate data to be collected to better assess the current impact and create a plan moving forward:

Student attendance is taken on a daily basis and absences for any reason are recorded along with the reasons for absence. Student attendance is regularly

monitored by school staff and interruptions to attendance are monitored for potential patterns that might negatively impact a student's ability to access the curriculum and achieve academic success. Teachers and Administrators validate that good attendance contributes to success and poor attendance detracts from it. Therefore, the home-school partnership that is exemplified by ongoing communication among students, teachers, and parents/guardians is a critical contributor to student success.

7. **Accommodating a child in a regular class before going to IPRC**

The Education Act defines an exceptional student as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a Special Education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program. A Special Education program is defined as an educational program that:

- a. is based on and modified by the results of continuous assessment and evaluation;
- b. includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

All children learn differently. Therefore, program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- a. specific educational expectations;
- b. an outline of the special education program and services that will be received;
- c. a statement about the methods by which the student's progress is reviewed;

- d. for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

If a formalized assessment and/or additional information is needed, a variety of Special Services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek assessments from private sources outside the Board at their own cost.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology.

All of these assessments are carried out by qualified professional staff employed by the Board with the provision of informed parental consent.

In the event that programming in the mainstream classroom is not the most enabling environment for a student, consideration is given to proceed to the Identification, Placement, and Review Committee for consideration of a Special Education program and/or services.

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- a. to determine the strengths and needs of a student;
- b. to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education;
- c. to recommend program placement to be followed by the development/modification of the Individual Education Plan.

An IPRC meeting can be requested by either the Principal or the Parent/Guardian. The principal may, with written notice to the parent, refer the student to an IPRC when the principal and the teacher(s) believe that the student may benefit from a Special Education program. A Parent/Guardian can request an IPRC meeting by providing the Principal with a written request.

Once the IPRC meeting is convened, Parents/Guardians and students age 16 and older are entitled to attend. Others who may attend are:

- a. the Principal or designate;
- b. other professionals such as the student's teacher, Special Education teacher and/or Board support staff;
- c. students under 16 years of age with parent's consent;
- d. an interpreter (requested through the Principal of the student's school);
- e. a person to support or speak on the Parent/Guardian's and student's behalf;
- f. Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

At an IPRC Meeting, the chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- a. consider an educational assessment;
- b. consider other assessments as needed;
- c. interview the student (with parental consent if the student is less than 16 years of age) if required;
- d. consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision. As soon as possible after the meeting, the Principal will forward for the Parent's consideration and signature, the IPRC's written statement.

Before the IPRC can consider placing a student in a Special Education class, it must consider whether placement in a regular class with appropriate Special Education services will:

- a. meet the student's needs;
- b. be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend

placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a Special Education class, it must state the reasons for the decision in its written statement of decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available at some school locations:

- a. Autism
- b. Behaviour
- c. Deaf and Hard-of-Hearing
- d. Developmental Delays
- e. Gifted Congregate
- f. Kindergarten Language Program (KLP)
- g. Learning Disability
- h. Language Impairment
- i. Multiple Exceptionalities

The student's home school will be considered first for providing an appropriate program. For an overview of the Special Education process please refer to **Appendix B**.

E. METRICS AND ACCOUNTABILITY

1. Information and recommendations in this report will be monitored by Special Services staff, Senior staff, and members of the Board.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.

STEAM APPLICATION FORM

STEAM incorporates all components of the STEM program with an additional focus on creativity within technology.



Surname: _____ First Name: _____

Home Address: _____

Apt #: _____ City: _____

Province: _____ Postal Code: _____

Home Telephone: _____ Present Grade: _____

Date of Birth: _____
Month Day Year

Current School: _____

School Phone: _____

Parent/Guardian Name: _____

Parent Work #: _____ Parent Cell #: _____

Parent/Guardian Email Address: _____

STUDENT QUESTIONNAIRE (Page 2)



3. Describe your academic abilities, personal characteristics, and any other quality that would make you a successful candidate for the STEAM program.

4. What activities are you involved in this year at your school? What are you involved in (e.g. clubs, hobbies, interests etc.) outside of school?

STEAM STUDENT SELF-EVALUATION FORM



Name of Student: _____

HOW I SEE MYSELF

Scoring: 1 for Never 2 for Seldom 3 for Frequently 4 for Always

Quality Producer

I work successfully as a team member	1	2	3	4
I produce quality projects, assignments or performances	1	2	3	4
I use materials effectively and appropriately	1	2	3	4
I meet due dates/deadlines	1	2	3	4
I go above and beyond expectations	1	2	3	4

Effective Communicator

I effectively communicate thoughts and ideas	1	2	3	4
I make positive contributions to lessons/discussions	1	2	3	4
I deal with problems, arguments or fights in a positive way	1	2	3	4

Life-Long Learner

I know who to ask for help and information	1	2	3	4
I know how to find and use a variety of resources	1	2	3	4
I am flexible and creative when necessary	1	2	3	4

Responsible Citizen

I demonstrate personal responsibility for attitude, actions, words and work	1	2	3	4
I follow rules and directions	1	2	3	4
I have a co-operative, positive attitude	1	2	3	4
I am on time for class	1	2	3	4
I have a perfect attendance record	1	2	3	4
I make a positive contribution to the classroom and community	1	2	3	4
I demonstrate respect and understanding for self and others	1	2	3	4

Perceptive Thinker

I demonstrate knowledge and interest in the world and current events	1	2	3	4
I use knowledge and creativity to solve problems	1	2	3	4
I think beyond the obvious	1	2	3	4

Self-Directed Individual

I show maturity and responsibility by making healthy, safe and wise choices	1	2	3	4
I set goals and follow through with them	1	2	3	4
I work up to my potential and show maximum effort	1	2	3	4
I start work, stay on task and complete the assignment without being reminded or prompted	1	2	3	4

Grade 7/8 Teacher School Referral Form (Page 1)

***Teachers are to send this form directly to Mr. Pitterson either in person or by e-mail: Clarence.Pitterson@tcdsb.org

Applicant's Surname: _____ First Name: _____

Current School: _____ School Phone: _____

School Referral Form Completed by: _____ Position: _____

1. Please rate the student in the following areas:

Attributes	Level 1	Level 2	Level 3	Level 4
Is curious and inquisitive				
Works successfully independently				
Works successfully as a team member				
Has a co-operative, positive attitude				
Effectively communicates ideas				
Makes positive contributions to lessons/discussions				
Is a flexible and creative problem solver				
Thinks beyond the obvious				
Knows how to find and use a variety of resources				
Demonstrates respect and understanding for self and others				
Sets goals and follows through with them				
Self-advocates				
Starts work, stays on task, and completes assignments without being reminded or prompted				

2. Do you believe the student possesses the academic ability, work habits and interpersonal skills needed to be successful in an enriched academic Science, Technology, Engineering and Mathematics program? Explain.

STEAM APPLICATION FORM - Checklist

Checklist

- STEAM Application
- Student Questionnaire/Reflections
- Elementary School Referral Form
- Photocopy of Grade 7 Final Report

Dates To Remember

- Application Due Date: Tuesday, November 6, 2018
- Program Testing: Thursday, November 15, 2018 (library)
- Acceptance Letters Sent: Monday, December 10, 2018

Final Acceptance Criteria

- Questionnaire/Self-Reflection
- Screening Assessments - based on grade 7 curriculum
- Teacher Recommendation
- Academic Report Card (June 2018)
- Standardized Test Data – EQAO, CAT-4
- Some schools may include an Interview

Contact Information

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Overview of the Special Education Process

Classroom Teacher identifies student needs. The Classroom Teacher provides instruction to support student needs as per **Learning for All, 2013**.

Parents are involved at each level of the process.

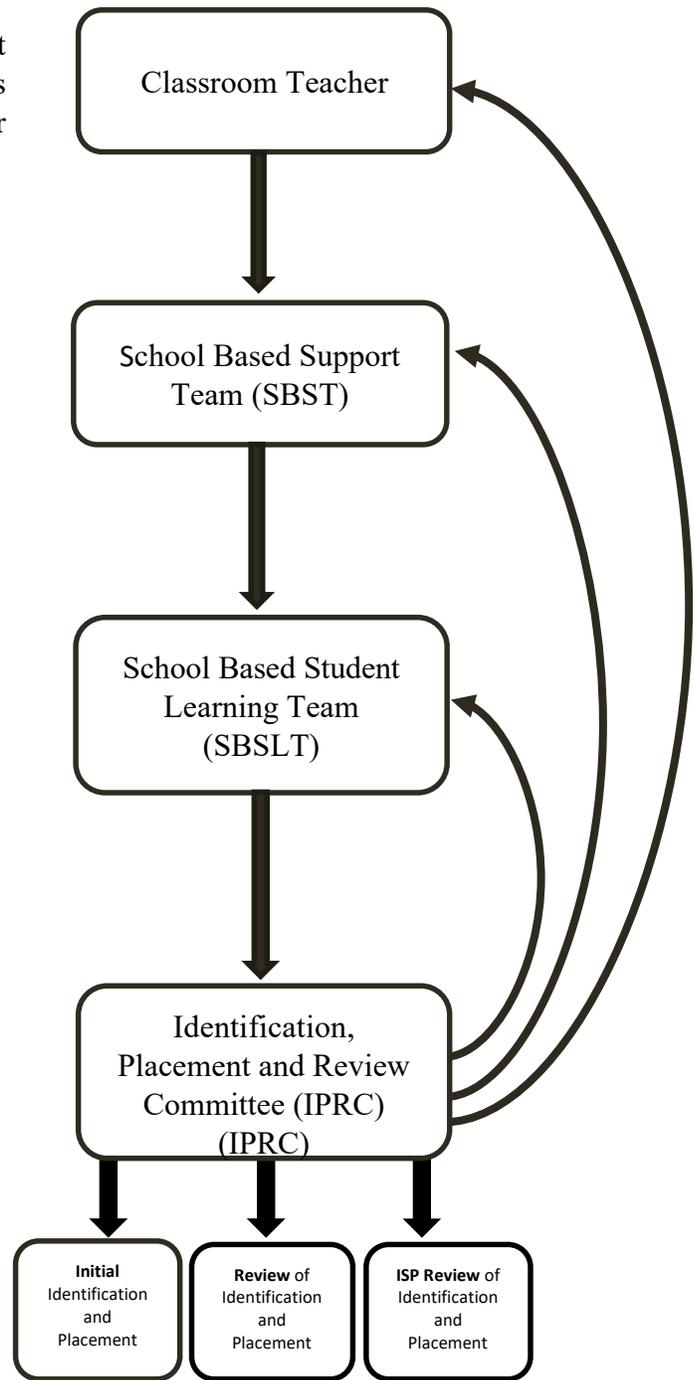
Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). He/She implements suggested strategies and observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. The Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to school staff to support student learning at an SBSLT.

An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, a student assessment may be requested.

Assessment results may indicate the need to identify a student. An IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO SEPTEMBER 18, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	February 21, 2018 SEAC	TBA	Regular 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- Academc Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO SEPTEMBER 18, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
2	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 SEPTEMBER 18, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3	February 20, 2019 SEAC	November 2019 TBC	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
4	March 27, 2019 SEAC	TBA	Regular 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 (Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions)	Superintendent of Special Services (with Legal & Safe Schools Department)
5	March 27, 2019 SEAC	TBC	Regular Board	That the Board direct staff to provide a report with respect to the following Items and report back to Board: *Whether the exclusions listed were documented as "safety" exclusions or	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO SEPTEMBER 18, 2019**

			<p>"disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"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);</i></p> <p>*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;</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO SEPTEMBER 18, 2019**

			<p>*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;</p> <p>*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;</p> <p>*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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO SEPTEMBER 18, 2019**

			<p>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;</p> <p>*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;</p> <p>*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</p> <p>*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.</p>	
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