

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA November 20, 2019

**Trustee Angela Kennedy, Chair**

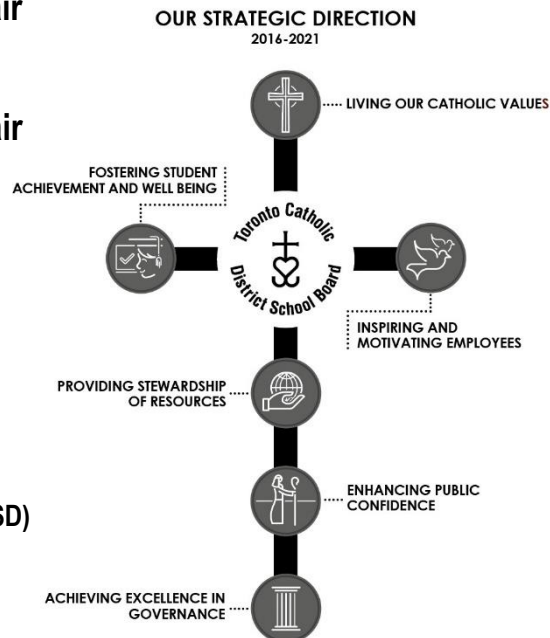
**Sandra Mastronardi, Vice Chair**  
Autism Ontario

**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: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Maria Rizzo**  
Chair of the Board

## **Terms of Reference for the Special Education Advisory Committee (SEAC)**

**The Special Education Advisory Committee (SEAC) shall have responsibility for advising on matters pertaining to the following:**

- (a) annual SEAC planning calendar;**
- (b) annual SEAC goals and committee evaluation;**
- (c) development and delivery of TCDSB Special Education programs and services;**
- (d) TCDSB Special Education Plan;**
- (e) Board Learning and Improvement Plan (BLIP) as it relates to Special Education programs, Services, and student achievement;**
- (f) TCDSB budget process as it relates to Special Education; and**
- (g) public access and consultation regarding matters related to Special Education programs and services.**

**SEAC shall also make recommendations to Board pertaining to these matters, in order to improve the lives of students with Special Education Needs and their families.**

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# AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

## PUBLIC SESSION

Wednesday, November 20, 2019  
7:00 P.M.

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

**HELD WEDNESDAY, OCTOBER 16, 2019**

**PRESENT:**

**Trustees:** A. Kennedy, Chair  
N. Crawford

**External**

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

**Staff:** D. Koenig  
M. Caccamo  
N. Adragna  
V. Cocco  
R. Macchia  
J. Mirabella  
D. Reid  
P. Stachiw

S. Harris, Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**2. Roll Call & Apologies**

An apology was extended on behalf of Trustee Di Giorgio.

Absent was Gizelle Paine.

**3. Approval of the Agenda**

MOVED by Tyler Munro, seconded by George Wedge, that the Agenda, as amended to include Inquiries: Items 15c), 15d) and 15e) From Sandra Mastronardi regarding Update on November Resource Fair; Loss of Special Education Staff and Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes; and Tracking Report Card or Organizational Skills; and 15f) From Tyler Munro regarding Agenda Process and Setting, and that Item 16a) Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19 be reordered after Item 7c) Safe Schools Annual Report – Superintendent Michael Caccamo, be approved.

On the Vote taken, the Motion was declared

CARRIED

**4. Declarations of Interest**

There were none.

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

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that the Minutes of the Regular Meeting held September 18, 2019 be approved with the following amendment:

Page 8 – Replace *OADA* with *AODA*.

On the Vote taken, the Motion was declared

CARRIED

**7. Presentations**

MOVED by Mary Pugh, seconded by Tyler Munro, that Items 7a) and 7b) be adopted as follows:

**7a) Fetal Alcohol Spectrum Disorder (FASD) Education and Awareness to the Curriculum - Irene Rodaro (Former Delegate); and**

**7b) Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate) received.**

MOVED in AMENDMENT by Trustee Crawford, seconded by Mary Pugh, that SEAC recommend to the Board of Trustees that staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students.

On the Vote taken, the Amendment was declared

CARRIED

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

CARRIED

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that Item 7c) be adopted as follows:

- 7c) Safe Schools Annual Report – Superintendent Michael Caccamo** received.

MOVED in AMENDMENT by George Wedge, seconded by Trustee Crawford, that SEAC recommend to Board that staff provide a presentation to SEAC on the exclusion process.

On the Vote taken, the Amendment was declared

CARRIED

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

CARRIED

## **16. Association Reports**

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 16a) be adopted as follows:

- 16a) Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19** received and that the chart (on pages 202-203 of the agenda) be attached to the SEAC Minutes to the Board of Trustees.

On the Vote taken, the Motion was declared

CARRIED

## **9. Notices of Motion**

The following Notices of Motions will be considered at the November 20, 2019 SEAC meeting:

- 9a) From Tyler Munro regarding Special Needs Children’s Participation in Advanced Programs;**
- 9b) From Tyler Munro regarding Special Equipment Amount Processing Time;**
- 9c) From Tyler Munro regarding Gap in Individual Education Plan Process;**
- 9d) From Tyler Munro regarding Special Education Graduation Rate;**
- 9e) From Tyler Munro regarding New Member Recruitment for SEAC (Community and Association Reps);**
- 9f) From Tyler Munro regarding New Member Recruitment for SEAC (Association Reps);**
- 9g) From Melanie Battaglia regarding Third Party Protocol; and**
- 9h) From Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility**

## **10. Consent and Review**

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

- 11c) Tyler Munro and Melanie Battaglia;
- 14a) Sandra Mastronardi;
- 15a) Melanie Battaglia;
- 15b) Melanie Battaglia;
- 15c) Sandra Mastronardi;
- 15d) Sandra Mastronardi;
- 15e) Sandra Mastronardi; and

15f) Tyler Munro

MOVED by Trustee Lori Mastrogiuseppe, seconded by Lori Ciccolini, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

**ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION**

11a) SEAC Monthly Calendar Review; and

11b) Special Education Superintendent Update

**11. Communications**

MOVED by Tyler Munro, seconded by Lori Ciccolini, that Item 11c) be adopted as follows:

**11c) 2019-2020 TCDSB Special Education Plan Review** that this Item be tabled until the November 20, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Melanie Battaglia, that the meeting recess for five minutes.

**PRESENT:** (Following Recess)

**Trustees:** A. Kennedy, Chair  
N. Crawford

**External**

**Members:** Sandra Mastronardi, Vice-Chair  
Melanie Battaglia  
Lori Ciccolini  
Lori Mastrogiuseppe  
Tyler Munro  
Glenn Webster  
George Wedge

**15. Inquiries and Miscellaneous**

MOVED by Melanie Battaglia, seconded by Tyler Munro, that Items 15a) and 15b) be adopted as follows:

- 15a) Inquiry from Melanie Battaglia and Tyler Munro regarding Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry; and**
- 15b) Inquiry from Melanie Battaglia and Tyler Munro regarding Status of TCDSB 5th Block Programs received.**

On the Vote taken, the Motion was declared

**CARRIED**

MOVED by Trustee Crawford, seconded by Glenn Webster, that Item 15c) be adopted as follows:

- 15c) Inquiry from Sandra Mastronardi regarding Update on November Resource Fair received.**



On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Lori Ciccolini, that Items 15d) and 15e) be adopted as follows:

- 15d) Inquiry from Sandra Mastronardi regarding Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes;**
- 15e) Inquiry from Sandra Mastronardi regarding Tracking Report Card or Organizational Skills** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 15f) be adopted as follows:

- 15f) Inquiry from Tyler Munro regarding Processing and Agenda Setting** received and referred to staff for a presentation by Legal Council at a SEAC meeting regarding the review of the By-Laws relating to SEAC's Agenda Setting, and that staff bring supporting documents.

On the Vote taken, the Motion was declared

CARRIED

**19. Adjournment**

MOVED by Glenn Webster, seconded by Lori Mastrogiuseppe, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# Terms of Reference

## Introduction to the Special Education Advisory Committee (SEAC)

Ontario Regulation 464/97 of the Education Act directs that each Board of Education establish a Special Education Advisory Committee, or SEAC. The Committee may make recommendations to the Board in respect of any matter affecting the establishment and development of special education programs and services for exceptional pupils of the Board.

SEAC membership includes three Elected Officials of the Board, up to twelve Members of Local Associations and one or more additional members from the community. The Superintendent of Special Education serves as the Secretary to SEAC and is supported by Program Principal Coordinators and Chiefs of the Board. SEAC meets monthly throughout the school year and its meetings are open to the public. SEAC meetings start at 7:00 p.m. at the Catholic Education Centre, 80 Sheppard Avenue East in Toronto. The members of SEAC have a strong interest and commitment in assisting other parents who have children with special needs or abilities.

## Resources

I Have Something to Say Project

Ontario Ministry of Education Website on Special Education

Ontario Special Needs Strategy website

## Education Act

### ONTARIO REGULATION 464/97 SPECIAL EDUCATION ADVISORY COMMITTEES

**Consolidation Period:** From January 1, 1998 to the [e-Laws currency date](#).

No amendments.

*This is the English version of a bilingual regulation.*

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.

2. (1) Every district school board shall establish a special education advisory committee that shall consist of,

- (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
- (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
- (f) one or more additional members appointed under subsection (5).

(2) The board shall not appoint more than 12 representatives under clause (1) (a).

(3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.

(4) The number to be appointed by the board under clause (1) (c) shall be the lesser of,

- (a) three; and
- (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

(5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board. O. Reg. 464/97, s. 2.

3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,

- (a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;
- (c) one member from among the board’s own members, as appointed by the board;
- (d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4.

(2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board. O. Reg. 464/97, s. 3.

4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.

- (2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.
- (3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).
- (4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.
- (5) The board shall appoint the persons nominated under subsection (4). O. Reg. 464/97, s. 4.
- 5.** (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.
- (2) Subsection (1) does not apply in respect of persons appointed under section 4.
- (3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board. O. Reg. 464/97, s. 5.
- 6.** Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized. O. Reg. 464/97, s. 6.
- 7.** (1) A member of a special education advisory committee vacates his or her seat if he or she,
- is convicted of an indictable offence;
  - absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
  - ceases to hold the qualifications to be appointed to the committee.
- (2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,
- is convicted of an indictable offence;
  - absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or
  - ceases to hold the qualifications to be appointed as an alternate.
- (3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.
- (4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated. O. Reg. 464/97, s. 7.
- 8.** (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.
- (2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.
- (3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation. O. Reg. 464/97, s. 8.
- 9.** (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.
- (2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.
- (3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.
- (4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.
- (5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.
- (6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.
- (7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.
- (8) The committee shall meet at least 10 times in each school year.
- (9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.
- (10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place. O. Reg. 464/97, s. 9.

**10.** (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.

(2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

- (a) the role of the committee and of the board in relation to special education; and
- (b) Ministry and board policies relating to special education. O. Reg. 464/97, s. 10.

**11.** (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred. O. Reg. 464/97, s. 11.

**12.** (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education. O. Reg. 464/97, s. 12.

**13.** OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION). O. Reg. 464/97, s. 13.

Français

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**TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD**

**THE BOARD'S OPERATING  
BY-LAW NUMBER 175**

**(as amended at April 21, 2016)**



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## ARTICLE 1. INTERPRETATION

### 1.1 Meaning of Terms

For this By-law and all other By-laws of the Board unless the context otherwise requires:

- 1.1.1 the singular includes the plural and vice versa;
- 1.1.2 words importing gender shall include all genders;
- 1.1.3 a reference to a statute, refers to that statute, and any regulations or rules issued thereunder, as amended, supplemented or replaced from time to time;
- 1.1.4 “Board of Trustees” means the Board of Trustees of the Toronto Catholic District School Board;
- 1.1.5 "Committee" includes any committee or subcommittee of the Board of Trustees established under this By-law;
- 1.1.6 “Deputy Minister” means the Ontario Deputy Minister of Education;
- 1.1.7 “Director” means the Director of Education;
- 1.1.8 "Education Act" and “Act” means the *Education Act*, R.S.O. 1990, c.E.2, and includes, where the context requires, the Regulations enacted thereunder;
- 1.1.9 “Inaugural Meeting” means the regular meeting at which the Chair of the Board of Trustees and the Vice-Chair of the Board of Trustees are elected and members of Committees are appointed in each year;
- 1.1.10 "Meeting" includes a meeting of the Board of Trustees and a meeting of a Committee;
- 1.1.11 “Member” when used in Article 10.8, Article 12, and Article 13, means a person who is a member of the Board of Trustees or a committee, as the case requires, who is entitled to vote at the relevant Meeting;
- 1.1.12 “Minister” means the Ontario Minister of Education;
- 1.1.13 “Multi-Year Plan” means the plan developed by the Board of Trustees in accordance with Article 2.1.6;
- 1.1.14 “Municipal Elections Act” means the *Municipal Elections Act*, 1996, S.O. 1996, c.32 and includes, where the context requires, the Regulations enacted thereunder;

- 1.1.15 “Presiding Officer means the person determined to be the presiding officer in accordance with Article 3.5;
- 1.1.16 "Private Session" means a meeting from which the public has been excluded in accordance with Article 4.16;
- 1.1.17 "Public Session" means a meeting which is open to the public in accordance with Article 4.14;
- 1.1.18 “Roll Call” means taking attendance by the Chair of the meeting by way of calling out the names of the Trustees;
- 1.1.19 "Senior Staff" means an employee of the Board of Trustees at or above the level of Superintendent;
- 1.1.20 "Statutory Committee" means any committee that, by law, the TCDSB is required to establish;
- 1.1.21 “Student Trustee” means a Roman Catholic secondary school student, elected by a student body, to represent the interest of students in the last two years of the intermediate division and students in the senior division of the Toronto Catholic District School Board;
- 1.1.22 “TCDSB” means the Toronto Catholic District School Board;
- 1.1.23 "Trustee" means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*;
- 1.1.24 “Urgent Matter” means any matter of a time-sensitive nature which may result in financial loss or other harm to the TCDSB and to the Board of Trustees of the TCDSB, an employee, or student, if the matter is not dealt with before the next scheduled meeting; and
- 1.1.25 "Year" means, unless qualified by the word “calendar”, the period commencing on the first day of December, and ending on the last day of the next November.

## 1.2 Committee of the Whole Board

For the purposes of this By-Law references in the Act to a committee of the whole board shall be deemed to be references to the Board of Trustees.

### 1.3 Inadvertent Omission

If and whenever there is an inadvertent error or omission to give or deliver any notice, report or agenda, such inadvertent error or omission shall not affect the validity of any action or thing thereafter undertaken by the Board of Trustees or its Committees.

## **ARTICLE 2. DUTIES OF THE BOARD OF TRUSTEES AND OFFICERS**

### 2.1 The Board of Trustees

In addition to any other duties under the Act or this By-law or otherwise, the Board of Trustees shall:

- 2.1.1 promote student achievement and well-being;
- 2.1.2 effectively use and ensure effective stewardship of the resources entrusted to it for the purposes of delivering effective and appropriate education;
- 2.1.3 ensure the delivery of effective and appropriate education programs to TCDSB's students;
- 2.1.4 develop and maintain policies and organizational structures that,
  - 2.1.4.1 promote the goals referred to in Articles 2.1.1 to 2.1.3, and
  - 2.1.4.2 encourage students to pursue their educational goals;
- 2.1.5 monitor and evaluate the effectiveness of policies developed by the Board of Trustees under Article 2.1.4 in achieving the Board of Trustees' goals and the efficiency of the implementation of those policies;
- 2.1.6 develop a multi-year plan (the "Multi-Year Plan") for three or more school years aimed at achieving the goals referred to in Articles 2.1.1 to 2.1.3;
- 2.1.7 ensure that the Multi-Year Plan includes measures respecting the allocation of resources to improve student outcomes that fall below outcomes specified in regulations under the Education Act;
- 2.1.8 annually review the Multi-Year Plan with the Director;
- 2.1.9 have responsibility for hiring of the Director and shall ensure that the employment contract with the Director includes a conflict resolution

mechanism for dealing with any potential conflict between the Director and the Board of Trustees;

2.1.10 monitor and evaluate the performance of the Director, or the supervisory officer acting as the Director, in meeting,

2.1.10.1 his or her duties under the Act or any policy, guideline, or regulation made under this Act, including duties under the Multi-Year Plan referred to in Article 2.1.6, and

2.1.10.2 any other duties assigned by the Board of Trustees;

2.1.11 respond to any request by the Director regarding the criteria and process for the appointment of any associate or deputy Directors or supervisory officers; and

2.1.12 manage the resources entrusted to it in a manner that upholds public confidence.

## 2.2 Trustees

In addition to any other duties under the Act or this By-law or otherwise, each Trustee shall:

2.2.1 carry out his or her responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under the Act, the regulations, and the guidelines issued under the Act;

2.2.2 attend and participate in meetings of the Board of Trustees, including meetings of Committees of which he or she is a member;

2.2.3 consult with parents, students, and supporters of the TCDSB on the Multi-Year Plan;

2.2.4 bring concerns of parents, students, and supporters of the TCDSB to the attention of the Board of Trustees;

2.2.5 uphold the implementation of any resolution of the Board of Trustees after it is passed by the Board of Trustees;

2.2.6 entrust the day to day management of the TCDSB to its staff through the Director;

2.2.7 maintain focus on student achievement and well-being; and

2.2.8 comply with the Board of Trustees' code of conduct.

## 2.3 Duties of the Director

In addition to any other duties under the Act or the By-laws or otherwise, the Director shall;

- 2.3.1 annually review with the Board of Trustees the Multi-Year Plan;
- 2.3.2 ensure that the Multi-Year Plan establishes the TCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the Act, in particular, its responsibility for student achievement;
- 2.3.3 implement and monitor the implementation of the Multi-Year Plan;
- 2.3.4 report quarterly to the Board of Trustees on the implementation of the Multi-Year Plan;
- 2.3.5 act as Secretary;
- 2.3.6 oversee the day to day management of the TCDSB;
- 2.3.7 have sole responsibility, either directly or indirectly through a designate or designates, for all hiring, monitoring, evaluation, and termination, other than the hiring, monitoring, evaluation, and termination of the Director including the responsibility to determine what positions are required;
- 2.3.8 establish a process for the hiring of any associate or deputy Director, which process shall include participation of the Chair of the Board of Trustees and up to two other Trustees chosen by the Board of Trustees;
- 2.3.9 collaborate with the Board of Trustees in setting the criteria and process for the appointment of supervisory officers, which criteria shall ensure that the TCDSB's values and vision are reflected;
- 2.3.10 immediately upon discovery bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director may result in, or has resulted in, a contravention of the Act or any policy, guideline, or regulation made under the Act; and
- 2.3.11 if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Article 2.3.10 advise the Deputy Minister or Minister of the act or omission.

## 2.4 Duties of other Senior Staff and other TCDSB Employees

Senior Staff and other persons employed or retained by the TCDSB shall have such duties as may be assigned to them by law, contract, the By-laws of the Board of Trustees, or the Director.

## 2.5 Officers Named

The officers of the TCDSB shall be:

- 2.5.1 the Chair of the Board of Trustees, who shall be a Trustee;
- 2.5.2 the Vice-Chair of the Board of Trustees, who shall be a Trustee;
- 2.5.3 the Secretary, who shall be the Director;
- 2.5.4 the Treasurer, who shall be the Associate Director, Business Services; and
- 2.5.5 the Honorary Director of Education, who shall be the Archbishop of Toronto.

## 2.6 Duties of the Chair of the Board of Trustees

In addition to any other duties under the Act or the By-laws or otherwise, the Chair of the Board of Trustees shall:

- 2.6.1 preside over meetings of the Board of Trustees;
- 2.6.2 conduct the meetings in accordance with the Board of Trustees' procedures and practices for the conduct of Board of Trustees meetings;
- 2.6.3 establish agendas for Board of Trustees meetings, in consultation with the Director or his or her designate acting as the Director;
- 2.6.4 ensure that members of the Board of Trustees have the information needed for informed discussion of the agenda items;
- 2.6.5 act as spokesperson to the public on behalf of the Board of Trustees, in consultation with the Director, unless otherwise determined by the Board of Trustees, provided, however, that when there is doubt as to the interpretation of policy, or there is no established policy, the Chair of the Board of Trustees shall seek direction from the Board of Trustees regarding the substance and manner in which the matter is to be expressed;



- 2.6.6 convey the decisions of the Board of Trustees to the Director or the supervisory officer acting as the Director;
- 2.6.7 provide leadership to the Board of Trustees in maintaining the Board of Trustees' focus on its Multi-Year Plan;
- 2.6.8 provide leadership to the Board of Trustees in maintaining the Board of Trustees' focus on the Board of Trustees' mission and vision;
- 2.6.9 provide leadership to the Board of Trustees in adhering to the Board of Trustees' Code of Conduct; and
- 2.6.10 assume such other responsibilities as may be specified by the Board of Trustees.

## 2.7 Duties of the Vice-Chair of the Board of Trustees

In addition to any other duties assigned under the Act, or the By-laws, or otherwise, the Vice-Chair of the Board of Trustees shall:

- 2.7.1 in the absence of the Chair of the Board of Trustees, or in the event of the inability of the Chair of the Board of Trustees to act, assume any or all of the duties of the Chair of the Board of Trustees, except those which are precluded by law, By-law, or regulation;
- 2.7.2 perform such other duties as may be prescribed by the Board of Trustees from time to time.

## 2.8 Duties of the Secretary

In addition to any other duties assigned under the Act or the By-laws or otherwise, the Secretary, who shall be the Director, shall:

- 2.8.1 attend in person all Meetings of the Board of Trustees and, in person or by delegated representative, Meetings of all Committees;
- 2.8.2 prepare or arrange to have prepared by a delegated representative minutes of all Meetings;
- 2.8.3 keep records or arrange to have kept records as required by law and subject to the directions of the Board of Trustees;
- 2.8.4 conduct the official correspondence on behalf of the Board of Trustees;
- 2.8.5 receive and pass on to the Board of Trustees or the relevant Committee all

- correspondence, petitions, and reports of other officials;
- 2.8.6 prepare, in consultation with the appropriate Chair, the draft agenda of all Board of Trustees and Committee Meetings;
  - 2.8.7 maintain an up-to-date policy register;
  - 2.8.8 have charge of all correspondence, reports, and other documents;
  - 2.8.9 promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of the law;
  - 2.8.10 bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board of Trustees to be aware; and
  - 2.8.11 perform such other duties as may be prescribed by the Board of Trustees from time to time.

## 2.9 Duties of the Treasurer

In addition to any other duties assigned under the Act or the By-laws or otherwise, the Treasurer shall:

- 2.9.1 submit to the Board of Trustees annually, and quarterly, a statement of estimated revenue and expenditures;
- 2.9.2 have prepared for submission to the Board of Trustees the annual financial statements and the auditor's report;
- 2.9.3 report annually to the Board of Trustees particulars of existing insurance and fidelity bonds expiring during such year with recommendations for renewal;
- 2.9.4 report to the Board of Trustees from time to time and as requested by the Board of Trustees on all financial matters; and
- 2.9.5 perform such other duties as may be prescribed by the Board of Trustees from time to time.

## 2.10 Code of Conduct

- 2.10.1 The Board of Trustees shall adopt a code of conduct.
- 2.10.2 A member of the Board of Trustees who has reasonable grounds to believe that

- a member of the Board of Trustees has breached the Board of Trustees' code of conduct may bring the alleged breach to the attention of the Board of Trustees.
- 2.10.3 If an alleged breach is brought to the attention of the Board of Trustees under Article 2.10.2, the Board of Trustees shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the Board of Trustees' code of conduct.
- 2.10.4 If the Board of Trustees determines under Article 2.10.3 that the member has breached the Board of Trustees' code of conduct, the Board of Trustees may impose one or more of the following sanctions:
- 2.10.4.1 censure of the member;
- 2.10.4.2 barring the member from attending all or part of a meeting of the Board of Trustees or a meeting of a Committee of the Board of Trustees, which, for the sake of certainty, shall be deemed to be an authorized absence by the member; or
- 2.10.4.3 barring the member from sitting on one or more Committees of the Board of Trustees, for the period of time specified by the Board of Trustees.
- 2.10.5 A member of a Board of Trustees who is barred from attending all or part of a meeting of the Board of Trustees or a meeting of a Committee of the Board of Trustees under Article 2.10.4 is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- 2.10.6 If a Board of Trustees determines that a member has breached the Board of Trustees' code of conduct under Article 2.10.3,
- 2.10.6.1 the Board of Trustees shall give the member written notice of the determination and of any sanction imposed by the Board of Trustees;
- 2.10.6.2 the notice shall inform the member that he or she may make written submissions to the Board of Trustees in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and
- 2.10.6.3 the Board of Trustees shall consider any submissions made by the member in accordance with Article 2.10.6.2 and shall confirm or revoke the determination within 14 days after the submissions are received.
- 2.10.7 If the Board of Trustees revokes a determination under Article 2.10.6.3, any sanction imposed by the Board of Trustees is revoked.

- 2.10.8 If the Board of Trustees confirms a determination under Article 2.10.6.3, the Board of Trustees shall, within the time referred to in that Article, confirm, vary, or revoke the sanction.
- 2.10.9 Despite Article 2.10.2 but subject to Article 2.10.10, the part of a meeting of the Board of Trustees during which a breach or alleged breach of the Board of Trustees' code of conduct is considered may be closed to the public when the breach or alleged breach involves any of the following matters:
- 2.10.9.1 the security of the property of the TCDSB;
  - 2.10.9.2 the disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees or Committee, an employee or prospective employee of the TCDSB, or a student or his or her parent or guardian;
  - 2.10.9.3 the acquisition or disposal of a school site;
  - 2.10.9.4 decisions in respect of negotiations with employees of the TCDSB; or
  - 2.10.9.5 litigation affecting the TCDSB.
- 2.10.10 A Board of Trustees shall do the following things by resolution at a meeting of the Board of Trustees, and the vote on the resolution shall be open to the public:
- 2.10.10.1 make determination under Article 2.10.3 that a member has breached the Board of Trustees code of conduct;
  - 2.10.10.2 impose a sanction under Article 2.10.4;
  - 2.10.10.3 confirm or revoke a determination under Article 2.10.6.3;
  - 2.10.10.4 confirm, vary, or revoke a sanction under Article 2.10.8.
- 2.10.11 A member who is alleged to have breached the Board of Trustees' code of conduct shall not vote on a resolution to do any of the things described in paragraphs 1 to 4 of Article 2.10.10.
- 2.10.12 The passage of a resolution to do any of the things described in paragraphs 1 to 4 of Article 2.10.10 shall be recorded in the minutes of the meeting.
- 2.10.13 *The Statutory Powers Procedure Act*, R.S.O. 1990, C.S. 22, does not apply to anything done under this Article.

### **ARTICLE 3. INAUGURAL MEETING**

#### **3.1 Date of Inaugural Meeting**

Subject to any statutory requirement, the Board of Trustees shall, at or before the last regular meeting in November in each calendar year that is not an election year and in October in an election year, fix a day and time for an Inaugural Meeting of the Board of Trustees for the following Year, provided however that the Inaugural Meeting to be held in the calendar year in which all Trustees are elected at the regular election or acclaimed under the Municipal Elections Act shall be held not later than the 8th day of December. The Director will plan the Inaugural Meeting in consultation with the Chair of the Board of Trustees. The Inaugural Meeting is a regular Meeting of the Board of Trustees.

#### **3.2 Orientation**

Each Trustee is expected to participate in an orientation program which generally will commence after the final results of the election and prior to the Inaugural Meeting.

#### **3.3 Service of Dedication of the Roman Catholic Trustee**

At or immediately before the commencement of each Inaugural Meeting of the Board of Trustees, all Trustees shall participate in the Service of Dedication of the Roman Catholic Trustee:

- 3.3.1 in the calendar year in which all Trustees are elected, the Service of Dedication shall take place at the Inaugural Meeting, and shall be, unless and until otherwise provided by resolution, the "Commissioning of Catholic Trustees"; and
- 3.3.2 in the calendar year other than that in which all Trustees are elected, the Service of Dedication shall take place at the Inaugural Meeting and shall be, unless and until otherwise provided by resolution, the "Rite of Renewal of Trustees".

#### **3.4 Procedure at Inaugural Meeting**

The procedure at the Inaugural Meeting of the Board of Trustees in each year, subject to other By-laws, shall be as set out in Article 3.5 through Article 3.12.

### 3.5 Presiding Officer at Inaugural Meeting

The Presiding Officer at the Inaugural Meeting shall be:

- 3.5.1 the Director until the first of the persons below who is present is elected;
- 3.5.2 the Chair of the Board of Trustees upon election to office, if present;
- 3.5.3 in the absence of the Chair of the Board of Trustees, the Vice-Chair of the Board of Trustees upon election to office, if present; and
- 3.5.4 in the absence of the Chair of the Board of Trustees and the Vice-Chair of the Board of Trustees, the Trustee present who shall have been elected by the Trustees present to be chair of the Inaugural Meeting.

### 3.6 Preliminary Proceedings

The Presiding Officer shall,

- 3.6.1 open the meeting with a prayer and read memorials;
- 3.6.2 in a year in which Trustees are elected, read the returns of any elections, following which the newly elected Trustees shall take their places.
- 3.6.3 ensure each Trustee takes the Declaration of Office and Oath of Allegiance, as required by the Education Act;
- 3.6.4 read apologies and call the Roll; and
- 3.6.5 in a year in which Trustees are elected, declare the Board of Trustees legally constituted.

### 3.7 Election of Chair of the Board of Trustees

The Presiding Officer shall then proceed with the election of the Chair of the Board of Trustees, which shall be conducted in accordance with the provisions of Article 3.12.

### 3.8 Election of Other Officials

The Presiding Officer shall proceed with the election of the Vice-Chair of the Board of Trustees and any other officers being elected, which shall be conducted in accordance with the provisions of Article 3.12.

### 3.9 Election of Chair and Vice-Chair of Committees

The Presiding Officer shall then proceed with the election of the Chair and Vice-Chair of each Committee, as necessary. The election shall be conducted in the manner set out in Article 3.12.

- 3.9.1 The Director shall convene the initial meeting of the Committee within seven days of the adoption of the resolution establishing the Committee. The first matter considered by the Committee shall be the Election of the Chair at the first scheduled meeting of the Committee.

### 3.10 Other Appointments

The Presiding Officer shall then proceed with the election of persons who are to be appointed to local boards and other organizations, which elections shall be conducted in accordance with the provisions of Article 3.12.

- 3.10.1 The Presiding Officer shall then proceed with the election of Trustees who will be appointed to the Board's Internal Standing, Statutory, *Ad-hoc*, or other Committees.

### 3.11 Further Business

The Presiding Officer shall then deal with any other urgent business of the Board of Trustees.

### 3.12 Elections

The election of Trustees and others to positions required to be filled by the Board of Trustees shall be conducted by the Presiding Officer as follows:

- 3.12.1 Nominations shall be sought, each of which shall be moved and seconded;
- 3.12.2 After the nominations for the position have been closed and before the vote is taken, each candidate who has not already so declared, and in the sequence nominated, shall declare whether or not he or she will accept the nomination;
- 3.12.3 If there are two or more nominations for any position, the vote shall be conducted by secret ballot, provided that, with the agreement of a majority of Trustees, a recorded vote may be used pursuant to which the identity of both the Trustee voting and the name of the candidate are recorded and announced;
- 3.12.4 With the approval of the Board of Trustees, two returning officers shall be

appointed, the duties of whom shall include the distribution and counting of the ballots; and

- 3.12.5 After each ballot has been counted in any round of balloting, the name of every candidate receiving no votes, and the name of the candidate otherwise receiving the lowest number of votes shall be dropped, and the balloting shall so continue until a candidate has received a majority of the votes of the Trustees present;
- 3.12.6 At any time that there are three or more names remaining on a ballot and two or more nominees are tied with the least number of votes, a vote shall be taken to decide which of such tied nominees shall remain on the list of names to be voted upon in the next round of voting; and
- 3.12.7 In the case of an equality of votes between two, or among three or more, candidates for any office or position, during three consecutive ballots, the candidates shall draw lots to fill the office or position.

#### **ARTICLE 4. MEETINGS**

##### **4.1 Seating**

As for as practicable, for all meetings the Chair of the Board or Committee shall be seated at the mid-point of the Boardroom table with the Vice-Chair of the Board or Committee to the immediate right.

- 4.1.1 The remaining Trustees shall be seated in sequence of Ward numbers.
- 4.1.2 The Director and other support staff shall sit in close proximity and visible to the Trustees and Public.
- 4.1.3 The Student Trustees shall be seated in the Ward seats vacated by the Chair and Vice-Chair of the Board or Committee.

##### **4.2 Regular Meetings of the Board of Trustees**

Unless otherwise ordered by special motion, the regular Meeting of the Board of Trustees shall be held at the business office of the TCDSB commencing at 6:00 p.m. (with respect to matters to be considered in private) and 7:00 p.m. (with respect to all other matters) on the third Thursday in each month and if any such Thursday falls on a statutory or civic holiday, such meeting shall be held commencing at the same hour within eight (8) days on a date to be determined by the Director and Chair.

The Board will resolve into Private Session no later than 10:00 p.m. to address all private matters.



Attendance at meetings shall be as prescribed by the Education Act.

- 4.2.1 A Trustee vacates his or her seat if he or she absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board of Trustees.

A Trustee must be physically present in the meeting room of the Board of Trustees for at least three regular meetings of the Board of Trustees in each 12-month period beginning December 1.

#### 4.3 Special Meetings of the Board of Trustees

Special Meetings of the Board of Trustees shall be held only to consider matters of urgency:

- 4.3.1 at the call of the Director;
- 4.3.2 at the call of the Chair of the Board of Trustees;
- 4.3.3 at the written request to the Director from five Trustees on a date fixed by the director that is within seven days of receipt of the request; and
- 4.3.4 where the Chair of the Board of Trustees and the Director are in agreement such meeting may be held with twenty-four (24) hours' prior notice delivered to each Trustee.

#### 4.4 Meetings of Committees

Unless otherwise ordered by special motion of the Board of Trustees, Meetings of Standing or Statutory Committees:

- 4.4.1 shall be held at the business office of the Board of Trustees;
- 4.4.2 the Private session shall be held at 6:00 p.m.; and
- 4.4.3 the Public session shall be held commencing at 7:00 p.m.; or such other time as approved by a majority of members of the committee assuming required staff is available.

#### 4.5 Notice of Other Than Required Regular Monthly Meetings

Subject to the provisions of Article 4.3 and Article 10, written or electronic notice of every special Meeting of the Board of Trustees and of every Meeting of every Committee shall:

- 4.5.1 be communicated to each Trustee at least one-hundred-and-twenty (120) hours prior to the time of the Meeting;
- 4.5.2 state all business to be considered; and
- 4.5.3 for Special meetings a matter that is not included on the agenda may be considered at a Special Meeting of the Board only if all members of the Board are present at the meeting and if all members of the Board unanimously agree to consider the matter.

#### 4.6 Cancellation of Meetings

A Meeting for which a notice is required may be cancelled:

- 4.6.1 in the case of a Special Meeting of the Board of Trustees called by the Director under Article 4.3.1 or 4.3.3, or by the Chair of the Board of Trustees under Article 4.3.2., if the Director or Chair of the Board of Trustees, respectively, deems that the need for such Special Meeting no longer exists;
- 4.6.2 in the case of a Meeting called under Article 4.3.3, if not less than half of the Trustees at whose request the Special Meeting was called, give a further written request that such Special Meeting be cancelled; or
- 4.6.3 in the case of any other regular or Special Meeting of the Board or Committee, where a polling of Trustees indicates that quorum will not be reached at the scheduled time or in extraordinary circumstances, such as inclement weather, the Director in consultation with the Chair of the Board of Trustees or Chair of the Committee.

#### 4.7 Automatic Cancellation by Inaugural Meeting

Unless otherwise ordered by special motion of the Board of Trustees, the holding of the Inaugural Meeting of the Board of Trustees as prescribed in Article 3 shall automatically cancel any Meeting that is not fixed in the By-laws of the Board of Trustees.

#### 4.8 Quorum for Meetings of All Trustees

Subject to the *Municipal Conflict of Interest Act* (R.S.O. 1990 c. M.50) (hereinafter, the “Municipal Conflict of Interest Act”), a majority of the Trustees of the Board of Trustees eligible to vote shall constitute a quorum for Meetings of the Board of Trustees and of a Committee where a Committee is composed of all Trustees.

#### 4.9 How Quorum Is To Be Counted

Whenever the quorum is or must be counted at a Meeting of the Board of Trustees, and of a Committee where a Committee is composed of all Trustees, the presence of only those Trustees who are in the room where the Meeting is being held shall be included provided, however, that where a Trustee is participating electronically, their attendance will be included for as long as they remain electronically connected to the meeting.

- 4.9.1 Where quorum as defined in Article 4.8 or Article 4.10 is not possible due to Trustees declaring a conflict under the Municipal Conflict of Interest Act, the remaining Trustees who have not declared a conflict, will constitute quorum where that number is at least two Trustees

#### 4.10 Quorum for Meetings of Committees

Subject to the provisions of Article 4.8, a majority of Trustees who are members of the Committee eligible to vote shall constitute a quorum for Meetings of that Committee.

#### 4.11 Call to Order

Every Meeting shall be called to order at the scheduled start time or as soon thereafter as a quorum is present.

#### 4.12 Lack of Quorum

If a quorum is not present within thirty minutes after the time appointed for any Meeting, the Recording Secretary shall record the names of the Trustees and officials of the Board of Trustees who are present and the Meeting shall stand adjourned.

#### 4.13 Quorum Lost

Subsequent to a meeting being called to order as provided in Article 4.11, whenever a motion is to be discussed or a vote called, the Chair shall ensure there is quorum, and to the extent quorum is no longer present the Chair shall note that fact and the Recording Secretary shall record in the Minutes of the Meeting the names of the Trustees who are present and the Meeting shall stand adjourned.

#### 4.14 Meetings Open to the Public (Public Session)

Subject to the provisions of Article 4.16 and subject to legislation governing Statutory Committees each Meeting of the Board of Trustees and of a Committee of the Board shall be open to the public, and no person shall be excluded except for improper conduct.

#### 4.15 Conduct at Meetings

No person shall at any Meeting, refer to any other person, by name, title, position or other means of personal identification in a negative, critical, or derogatory manner. In the event any person engages in behaviour contrary to this Article, it shall be the duty of the Chair of the Board of Trustees to advise such person to cease such behaviour, failing which the person shall be evicted from such Meeting.

#### 4.16 Meetings Closed to the Public (Private Session)

A Meeting of the Board of Trustees and of a Committee of the Board of Trustees may be closed to the public, as may be determined from time to time by the Committee or the Board of Trustees, when the subject matter under consideration involves:

- 4.16.1 the security of the property of the TCDSB;
- 4.16.2 the disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees or Committee, an employee or prospective employee of the TCDSB, or a student, or the parent or guardian of the student;
- 4.16.3 the acquisition or disposal of a school site;
- 4.16.4 decisions in respect of negotiations with employees of the TCDSB; or
- 4.16.5 litigation affecting the TCDSB.

Meetings closed to the public may have individuals in attendance other than Trustees.

#### 4.17 Recess of Meeting by the Chair

At any time, except during a vote, the Chair may recess a Meeting for any purpose, including for the purpose of solidifying quorum, for a period of not more than twenty (20) minutes, and for this purpose, may interrupt a speaker. No meeting shall continue in Session for more than 3 hours without a recess.

4.17.1 The Chair shall call the roll call following a recess;

#### 4.18 Maximum Length of Meeting

No Meeting shall continue in session for more than four hours provided that in the case of a regular Meeting of the Board of Trustees, the beginning of the Meeting for the purposes of this Article shall be the beginning of the public session of the Meeting.

#### 4.19 Extension of Length

Notwithstanding Article 4.18 and subject to maintaining a quorum, upon the consent of a majority of members eligible to vote, a meeting may be extended without limit beyond the maximum length otherwise provided in order to complete an item currently on the floor or to deal with a matter on the agenda deemed to be urgent.

Notwithstanding Article 4.18 upon the unanimous consent of all members eligible to vote who are present, a meeting may be extended without limit to deal with any item or items on the agenda.

#### 4.20 Agenda Review

4.20.1 Every meeting shall at 9: 00 p.m. or as soon thereafter as practical, review the outstanding items remaining on the Meeting agenda to determine urgent business requiring action in the current monthly cycle.

4.20.2 At a Meeting of a Committee, the Committee will determine, without debate, which outstanding items should be deferred, or referred to the next Regular Board of Trustees Meeting, or dealt with that evening.

4.20.3 At a Meeting of the Board of Trustees, the Board of Trustees will determine which outstanding items should be deferred or dealt with at that meeting.

#### 4.21 Minutes of Meetings To Be Kept

A full and correct account of the proceedings of every Meeting shall be kept. Minutes of Meetings shall contain the following information:

- 4.21.1 the date of the Meeting;
- 4.21.2 whether the Meeting was a regular or special Meeting;
- 4.21.3 the names of attendees:
  - 4.21.3.1 the Trustees/members and their arrival and departure time,
  - 4.21.3.2 Senior Staff (or delegate, if applicable),
  - 4.21.3.3 external consultants,
  - 4.21.3.4 the TCDSB auditors and TCDSB solicitors,
  - 4.21.3.5 the Recording Secretary, and
  - 4.21.3.6 any other individuals invited to attend who were present;
- 4.21.4 a list of those Trustees who were absent; and
- 4.21.5 under the heading "Disclosure of Interest",
  - 4.21.5.1 the name of each Trustee who disclosed an interest in any matter on the Agenda of such Meeting,
  - 4.21.5.2 an identification of the matter in which the Trustee disclosed the interest,
  - 4.21.5.3 if the public was not excluded from the Meeting, the general nature of the interest so disclosed,

and to the extent an interest is declared later in the Meeting, the matters set out in Articles 4.21.5.1, 4.21.5.2 and 4.21.5.3 shall be recorded as well at the point in the minutes when the declaration was made;

- 4.21.6 all motions, and
- 4.21.7 the particulars of all matters that were placed upon the Agenda, and the disposition thereof.

#### 4.22 Monthly Special Meetings of the Board

A Special Meeting of the Board shall be held immediately following the conclusion of the regular meetings of all standing committees solely for the purpose of permitting the standing committee to rise and report to the Board on matters considered at such meeting of the standing committee provided that:

- 4.22.1 all matters, for which a clear majority of the full Board was not received, questioned by a minimum of at least three (3) Trustees at such Special Meeting of the Board shall, without debate, stand referred to the next regular meeting of the Board provided in 4.2.
- 4.22.2 at any time during a standing committee meeting, any matter may be identified for questioning and such will be noted without debate.

### **ARTICLE 5. COMMITTEES**

#### 5.1 Statutory Committees

The following Statutory Committees shall be established as prescribed by the *Education Act* and its Regulations:

- 5.1.1 Audit Committee;
- 5.1.2 Special Education Advisory Committee (SEAC);
- 5.1.3 Catholic Parent Involvement Committee (CPIC);
- 5.1.4 Suspension and Expulsion Committee; and
- 5.1.5 Supervised Learning Committee.

The composition and terms of reference for Statutory Committees shall be as prescribed by the Education Act and its Regulations.

#### 5.2 Standing Committees

Standing Committees of the Board of Trustees may, by resolution of the Board of Trustees, be established consistent with the Board of Trustees' obligations under the Education Act and these By-Laws to consider policy issues for the Board of Trustees; such resolution shall define in detail the terms of reference of such Committee, which terms of reference shall not include dealing with the day to day management of the TCDSB.

### 5.3 Composition of Standing Committees

Membership of two (2) of the Standing Committees: Corporate Services and Student Achievement, shall include all members of the Board of Trustees. Membership of the Governance and Policy Committee shall include five (5) members of the Board of Trustees.

### 5.4 Terms of Reference of Committees

To the extent prescribed by the Education Act or its Regulations, the terms of reference of each Standing Committee shall be as prescribed and otherwise shall be as determined by the Board of Trustees from time to time. Terms of reference for Committees shall be published on the TCDSB website in conjunction with the By-laws and shall appear on the agenda of Committees.

### 5.5 Establishment of *Ad-Hoc* Committees

*Ad-Hoc* Committees of the Board of Trustees may be established consistent with the Board of Trustees' obligations under the Education Act and these By-laws by resolution of the Board of Trustees; such resolution shall define in detail the terms of reference of such Committee, which terms of reference shall not include dealing with the day to day management of the TCDSB.

### 5.6 Composition of *Ad-Hoc* Committees

Membership of *Ad-Hoc* Committees shall be a fixed number of Trustees, being no more than one-third of the Board of Trustees. To the extent possible the Board of Trustees shall ensure equitable distribution of Trustees on Committees and each Trustee shall sit on a maximum of three *Ad-Hoc* Committees. Committee membership shall include TCDSB staff as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time. Trustees will be appointed by the Board when the *Ad-Hoc* Committee is established or may be appointed at a later time.

### 5.7 Functions of *Ad-Hoc* Committees

Unless otherwise provided by resolution, where an *Ad-Hoc* Committee has been established:

- 5.7.1 if relevant and permitted by law, matters within its terms of reference are removed from the terms of reference of the appropriate Standing Committee until the *Ad-Hoc* Committee is dissolved; and
- 5.7.2 it shall report, as required, directly to the Board of Trustees.



## 5.8 Dissolution of *Ad-Hoc* Committees

An *Ad-Hoc* Committee shall be dissolved:

- 5.8.1 upon the delivery of its final report to the Board of Trustees;
- 5.8.2 at any time upon a resolution of the Board of Trustees; or
- 5.8.3 at the end of the Year,

whichever first occurs;

provided however that any such *Ad-Hoc* Committee may be reconstituted in a subsequent year.

## 5.9 Establishment of Sub-Committees

Sub-committees may be established by any Committee to consider any matter within the terms of reference of that Committee.

## 5.10 Composition of Sub-Committees

Membership of a Sub-committee shall be determined by the appointing Committee and may include persons who are not members of the Committee.

## 5.11 Dissolution of Sub-Committees

A Sub-committee shall be dissolved:

- 5.11.1 upon the delivery of its final report to the Committee; or
- 5.11.2 at any time upon a resolution of the Board or of the appointing Committee;
- 5.11.3 at the end of the year,

whichever occurs first.

## 5.12 Right of the Chair of the Board of Trustees

If eligible by law to vote on a matter, the Chair of the Board of Trustees, when present, shall:

5.12.1 be counted in determining quorum; and

5.12.2 have the right to vote,

at all Committee Meetings;

5.12.3 provided, however, that in the case of a Statutory Committee, the provisions of this Article shall only apply when the Chair of the Board of Trustees is a member of such Committee.

### 5.13 Right of the Vice-Chair of the Board of Trustees

If eligible by law to vote on a matter, the Vice-Chair of the Board of Trustees, when present, shall:

5.13.1 be counted in determining quorum; and

5.13.2 have the right to vote,

at all Committee Meetings.

5.13.3 provided, however, that in the case of a Statutory Committee, the provisions of this Article shall only apply when the Vice-Chair of the Board of Trustees is a member of such Committee.

### 5.14 Chairs of Committees

Chairs and Vice-Chairs of Committees shall be determined in accordance with Article 3.9.

### 5.15 Voting at Meetings of Committees

Members who are eligible to vote, including Trustees, may vote at Meetings at which they are present, as follows:

5.15.1 in the case of the Chair of the Board of Trustees and Vice-Chair of the Board of Trustees, in accordance with what is provided in Article 5.12 and Article 5.13; and

5.15.2 in the case of a Trustee appointed or elected to a Committee, at all Meetings of such Committee.

## 5.16 Resignation from Committees

A member may resign from any Committee at any time by notice in writing to the Chair of the Committee.

## 5.17 Vacancies on Committees

A vacancy, however caused, on a Committee, or in the office of the Chair or Vice-Chair of any Committee, shall be filled by election by the Board of Trustees at the earliest practicable time but in any event not later than the second Meeting after the vacancy occurs.

## 5.18 Referral Power of the Board of Trustees

Notwithstanding anything contained in the By-laws, the Board of Trustees, upon the majority vote of all Trustees eligible to vote on the matter, shall have the power to refer any matter to any Committee, regardless of the terms of reference of any Committee.

## 5.19 Committee Procedures

Each Committee may:

- 5.19.1 subject to the approval of the Board of Trustees, and subject to the other relevant provisions of the by-laws, establish procedures for the efficient operation of the Committee;
- 5.19.2 request from the Director reports concerning matters within its terms of reference; provided that, in the case of Statutory Committees, advance approval of the Board of Trustees shall be required before the Director acts upon the request;
- 5.19.3 receive reports from any officer of the Toronto Catholic District School Board concerning matters within its terms of reference;
- 5.19.4 hear delegations concerning matters within its terms of reference; and
- 5.19.5 receive and consider communications and petitions addressed to the Board of Trustees on any subject within the terms of reference of such Committee, without first being referred to the Board of Trustees.

## ARTICLE 6. COMMITTEE REPORTS TO THE BOARD

6.1 Every Committee (excluding the Standing Committees) shall report to the Board of Trustees after each of its Meetings, by way of written reports containing recommendations for action.

### 6.2 Information to be Included

A full and correct account of the proceedings of every Meeting shall be kept. Minutes of Meetings shall contain the following information:

- 6.2.1 the name of the Committee;
- 6.2.2 the date of the Meeting;
- 6.2.3 whether the Meeting was a regular or special Meeting;
- 6.2.4 the names of:
  - 6.2.4.1 the Trustees and, where applicable, other members and their arrival and departure time;
  - 6.2.4.2 Senior Staff (or delegate, if applicable);
  - 6.2.4.3 external consultants;
  - 6.2.4.4 the TCDSB auditors and TCDSB solicitors;
  - 6.2.4.5 the Recording Secretary; and
  - 6.2.4.6 any other individuals invited to attend who were present;
- 6.2.5 under the heading “Disclosure of Interest”,
  - 6.2.5.1 the name of each Trustee who disclosed an interest in any matter on the Agenda of such Meeting;
  - 6.2.5.2 an identification of the matter in which the Trustee disclosed the interest; and
  - 6.2.5.3 if the public was not excluded from the Meeting, the general nature of the interest so disclosed,

and to the extent an interest is declared later in the Meeting, the matters set out in Articles 6.2.5.1, 6.2.5.2 and 6.2.5.3 shall be recorded as well at the point in the minutes when the declaration was made;

6.2.6 all motions; and

6.2.7 the particulars of all matters that were placed upon the Agenda of the Committee and the disposition thereof.

### 6.3 Committee Reports and Minutes

6.3.1 The Committee shall transmit its recommendations to the Board in a written report in the format to be established by a procedure adopted by the Board from time to time.

## **ARTICLE 7. FINANCE**

### 7.1 Expenditures Limited to Approved Budget

Subject to the provisions of Article 7.5, all expenditures and orders issued committing expenditures shall be made within current budget estimates in accordance with: current purchasing policies, prevailing contracts, agreements, schedules, and employment policies with teaching and non-teaching staff.

### 7.2 Source of Funding to be Specified

No By-law or Resolution of the Board of Trustees that authorizes the expenditure of funds that have not been included in the approved estimates of the TCDSB shall be enacted or passed unless there is contained therein the specific identification of the source (or sources, as the case requires) of funding from:

7.2.1 Provincial grants;

7.2.2 Other grants and revenue sources;

7.2.3 TCDSB reserves; or

7.2.4 borrowed funds

in any combination, for both the current and subsequent years.

### 7.3 When Debt Incurred

Whenever it shall be necessary to borrow funds in order to finance any expenditure:

- 7.3.1 the Board of Trustees shall have previously considered a report from the Treasurer as to the then total annual debt charges for principal and interest and sinking fund charges in respect of all outstanding borrowings of the TCDSB, set out for each year, including the last year in which debt is projected to be outstanding;
- 7.3.2 the affirmative vote of a majority of all Trustees entitled to vote shall be required; and
- 7.3.3 the vote on the By-law or resolution shall be conducted by means of a Recorded Vote as described in Section 13.6.4.

### 7.4 Maximum Debt Charges

The Board of Trustees may by resolution authorize the Treasurer and the Chair or Vice-Chair of the Board of Trustees to borrow from time to time the sums that the Board considers necessary to meet the current expenditures of the Board, until the current revenue has been received.

- 7.4.1 The Board may borrow the sums that the Board considers necessary to meet the debt charges payable in any fiscal year until the cash has been received; and
- 7.4.2 The amounts that the Board may borrow at any one time for the purposes referred to in Articles 7.4 and 7.4.1, together with the total of any similar borrowings that have not been repaid and any accrued interest on those borrowings, shall not exceed the un-received balance of the estimated current revenues of the Board.

### 7.5 Emergency Expenditures

Notwithstanding Article 7.1, in the event of emergencies which require the immediate expenditure of funds for the continued operation of any part of the school system, the Director of Education may authorize the expenditure in accordance with the policy of the TCDSB current at the time;

- 7.5.1 provided, however, that such expenditure shall be reported at the next regular Meeting of the Board of Trustees.

## 7.6 Bonding

The TCDSB shall provide for the bonding of officers and employees, as necessary.

## **ARTICLE 8. RULES OF ORDER**

### 8.1 Rules at Meetings of the Board of Trustees

The rules of order to be observed at Meetings of the Board of Trustees shall be in accordance with the provisions of these By-laws.

### 8.2 Rules at Meetings of Committees

The rules of the Board of Trustees shall be observed at Meetings of all Committees.

### 8.3 Robert's Rules of Order

In all cases for which no specific provision is made in these By-laws, the rules and practice of the most recent version of *Robert's Rules of Order, Newly Revised* ("RONR") shall govern so far as applicable. The edition of Robert's Rules to be used may be changed from time to time by a resolution of the Board of Trustees.

## **ARTICLE 9. PRESIDING OFFICER AT BOARD AND COMMITTEE MEETINGS**

### 9.1 Presiding Officer at Inaugural Meeting

Notwithstanding anything set out in this Article 9, the Presiding Officer at the Inaugural Meeting shall be determined in accordance with what is set out in Article 3.

### 9.2 Chair to Preside

The Chair (of the Board of Trustees, or a Committee, as the case may be) shall preside at all meetings at which the Chair is present.

### 9.3 When Vice-Chair to Preside

The Vice-Chair (of the Board of Trustees, or a Committee, as the case may be) shall preside in the absence of the Chair. The Vice-Chair will vacate the Chair upon arrival of the Chair after the disposition of the main motion then being debated.

#### 9.4 When Other Trustee to Preside

If at any Meeting the Chair and Vice-Chair (of the Board of Trustees, or a Committee, as the case may be) are absent, the Trustees present may elect one of themselves to be Chair for that meeting. The Trustee will vacate the chair upon the arrival of the Chair or Vice-Chair and the disposition of the main motion then being debated.

#### 9.5 Chair Permitted to Speak

In the interest of facilitating the discussion of a motion before the Board of Trustees, the Chair may frame the context or background of the motion and the parameters of the discussion around the motion. In the event the Chair wishes to express a personal opinion on any main or subsidiary motion on the floor, the Chair shall leave the chair in order to participate in the discussion.

#### 9.6 Chair Pro Tem

If the Chair of a Meeting elects to vacate the chair for any reason, the Chair shall call upon a member who is not the mover or seconder of any motion, or subsidiary motion, on the floor (and preferably though not necessarily a member who has not spoken) to fill the place of the Chair until the main motion is disposed of, in the following sequence:

- 9.6.1 Vice-Chair if that person has not spoken;
- 9.6.2 another member present if that person has not spoken;
- 9.6.3 Vice-Chair even if that person has spoken; and
- 9.6.4 another member present even if that person has spoken.

### **ARTICLE 10. AGENDA AND ORDER PAPER**

#### 10.1 Delivery of Draft Meeting Agenda to Trustees

The Chair of the Board of Trustees, or a Committee, as the case may be, in consultation with the Director, shall establish the agenda for every Meeting. The draft Agenda and related materials for Standing Committees and Regular Board shall, subject to Article 4.3.4, be delivered to each Trustee one-hundred-and-twenty (120) hours (5 days) prior to the Meeting.

- 10.1.1 The Agenda and supporting materials may be delivered electronically.



## 10.2 Delivery of Draft Meeting Agenda to non-Trustees

Where a Committee includes persons who are not Trustees, the draft Agenda for every Meeting that is not closed to the public, and every Meeting of the Committee of which the person is a member, together with notice or reminder of such Meeting (as the case may be), shall be delivered to each such person one-hundred-and-twenty (120) hours (5 days) in advance of such Meeting.

## 10.3 Posting of Agendas

The Draft agendas of any regular meeting will be posted electronically on the Board website one-hundred-and-twenty (120) hours (5 days) before the meeting.

## 10.4 Items on Agenda or Order Paper of a Meeting of a Board of Trustees

No matter shall be placed on the draft Agenda or Order Paper of a Meeting of the Board of Trustees:

- 10.4.1 unless it is a matter that is referred to the Board of Trustees by a Committee;
- 10.4.2 unless the Committee having cognizance of the matter has delivered its written reports containing recommendations for action as prescribed by Article 6.1, and the reports have been sent electronically to each Trustee not less than one-hundred-and-twenty (120) hours (5 days) before the meeting, with hard copies to be sent to each Trustee not less than 72 hours (3 days) before the meeting;
- 10.4.3 unless it is a recommendation or report from a statutory committee established under the *Education Act* and OCSTA;
- 10.4.4 unless it is a Notice of Motion as prescribed in Article 10.7;
- 10.4.5 unless the matter is one for which Notice of Motion has been given at a prior Meeting of the Board of Trustees;
- 10.4.6 unless it is a presentation given with the approval of the Board of Trustees, which approval shall be determined without debate;
- 10.4.7 unless it is a communication for receipt, referral, or both receipt and referral, and a written copy thereof has been delivered to each Trustee not less than one-hundred-and-twenty (120) hours before the Meeting;
- 10.4.8 unless it is an inquiry or miscellaneous item as prescribed in Article 10.9.19;

- 10.4.9 unless with the majority affirmative vote of all Trustees eligible to vote on the matter; or
- 10.4.10 unless it is a matter that, in the opinion of the Director, requires action by the Board of Trustees as a matter of urgency.

#### 10.5 Placement Where Considered by Two or More Committees

Whenever the same matter has been considered by two or more Committees, or has been included in two or more Categories, the motions relating thereto shall be placed on the Draft Agenda and Order Paper so that the disposition of all Committees on the matter may be considered at the same time.

#### 10.6 Items on Agenda or Order Paper of a Committee

No matter shall be placed on the draft Agenda or Order Paper of a Meeting of a Committee unless the matter is within the terms of reference of the Committee, and unless:

- 10.6.1 it is contained in the approved or unapproved minutes of its Sub-Committee, or is a report of Board of Trustees officials or the Director or Board of Trustees representatives;
- 10.6.2 or it is a Trustee Matter (submitted by a Trustee)/Notice of Matter (submitted by a member of a Committee other than a Trustee) as prescribed in Article 10.8; and
- 10.6.3 the person giving the notice, if not a Trustee, is a member of the Committee; or
- 10.6.4 the person giving the notice, being a Trustee, has the right to vote at a Meeting of the Board of Trustees with respect to such matter;
- 10.6.5 or it is a presentation or delegation, for receipt, referral, or both receipt and referral, made with the approval of the Committee, which approval shall be determined without debate;
- 10.6.6 or it is a communication for receipt, referral, or both receipt and referral;
- 10.6.7 unless it is an inquiry or miscellaneous item as prescribed in Article 10.9.19; or
- 10.6.8 or it is placed on the Order Paper upon the affirmative vote of a majority of all members of the Committee eligible to vote on the matter.

## 10.7 Notice of Motion for a Board of Trustees Meeting

A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Draft Agenda and Order Paper of a Meeting of the Board of Trustees; such Notice of Motion:

- 10.7.1 shall be wholly in writing in the form of a motion to be presented and debated;
- 10.7.2 shall have a seconder;
- 10.7.3 may be accompanied by an explanatory notice;
- 10.7.4 shall be delivered to the Secretary of the Board of Trustees before the Board of Trustees Meeting;
- 10.7.5 shall, if it does not appear in writing on the Order Paper, be read in full;
- 10.7.6 may be referred by resolution of the Board of Trustees to the appropriate Committee; and
- 10.7.7 shall not be the subject of any debate or comment at the Meeting at which it is introduced.

## 10.8 Member of a Committee Placing Matter/Notice of Motion on Agenda of Meeting

A Trustee, or member of a Committee who is not a Trustee, may place on the Draft Agenda of a Meeting of a Committee any matter within the terms of reference of such Committee, and with respect to which the Trustee, or member of a Committee who is not a Trustee, has a right to vote at a Meeting of the Committee; such Notice of Motion:

- 10.8.1 shall be wholly in writing, in the form of a motion to be presented and debated;
- 10.8.2 shall have a seconder;
- 10.8.3 may be accompanied by an explanatory notice;
- 10.8.4 shall be delivered to the Secretary of the Board of Trustees one-hundred-and-twenty (120) hours before the Committee Meeting.
- 10.8.5 shall, if it does not appear in writing on the Order Paper, be read in full; and
- 10.8.6 shall not be the subject of any debate or comment at the Meeting at which it is introduced.

Provided that:

- 10.8.7 any matter dealing with recommended changes to policy, program, or services shall, if adopted, stand referred to staff for a report and to SEAC, where it relates to special education services or delivery, prior to submission to the Board of Trustees for consideration; and
- 10.8.8 the staff report, along with any SEAC response, shall be submitted to the appropriate Committee within sixty days for review prior to submission to the Board of Trustees.

#### 10.9 Order Paper for Regular Meetings of the Board of Trustees

Subject to the provisions of Article 10.4, the order of business for regular Meetings of the Board of Trustees that are open to the public shall be as follows:

- 10.9.1 Call to Order;
- 10.9.2 Memorials and Prayer;
- 10.9.3 Singing of O Canada *A Capella*;
- 10.9.4 Roll Call and Apologies;
- 10.9.5 Approval of the Agenda;
- 10.9.6 Reports from Private Session;
- 10.9.7 Notices of Motions;
- 10.9.8 Declarations of Interest;
- 10.9.9 Approval and signing of the Minutes of the Previous Meetings;
- 10.9.10 Presentations, not to exceed 15 minutes, given with the approval of the Chair of the Board of Trustees and the Director, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.11 Delegations, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.12 Consideration of Motions for which previous notice has been given;

- 10.9.13 Unfinished Business from Previous Meetings;
- 10.9.14 Matters referred/deferred from Committees /Board;
- 10.9.15 Reports of Officials for the information of the Board of Trustees;
- 10.9.16 Reports of Officials Requiring Action of the Board of Trustees which have not been Reviewed by Committee;
- 10.9.17 A recommendation or report from a statutory committee established under the *Education Act* and OCSTA;
- 10.9.18 Listing of communications, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.19 Inquiries and Miscellaneous, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.20 Updating of Pending Items List;
- 10.9.21 Closing Prayer; and
- 10.9.22 Adjournment.

#### 10.10 Items on Order Paper of Committee Meetings of Board of Trustees

A matter shall be placed on the draft Agenda and Order Paper of a Meeting of a Committee of the Board of Trustees as follows:

- 10.10.1 Call to Order;
- 10.10.2 Opening Prayer (Chair or designate);
- 10.10.3 Singing of O Canada *A Capella*;
- 10.10.4 Roll Call and Apologies;
- 10.10.5 Approval of the Agenda;
- 10.10.6 Report from Private Session;
- 10.10.7 Declarations of Interest;
- 10.10.8 Approval and Signing of Minutes;

- 10.10.9 Delegations;
- 10.10.10 Presentations, not to exceed 15 minutes, given with the approval of the Chair of the Committee of Trustees and the Director, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.10.11 Notices of Motion;
- 10.10.12 Consent and Review;
- 10.10.13 Unfinished Business;
- 10.10.14 Matters referred or deferred;
- 10.10.15 Staff reports;
- 10.10.16 Listing of communications, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff:
  - 10.10.16.1 A communication shall be delivered to each Trustee electronically at least 24 hours prior to the meeting and included on the addendum prior to the meeting;
- 10.10.17 Inquiries and Miscellaneous only of an urgent nature, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.10.18 Updating of the Pending List;
- 10.10.19 Closing Prayer; and
- 10.10.20 Adjournment.

#### 10.11 Reconsideration by the Board of Trustees

Any matter which has been decided upon by the Board of Trustees, for a period of three months thereafter, may be reconsidered by the Board of Trustees only on an affirmative vote of two-thirds of all Trustees of the Board of Trustees entitled to vote, thereafter only on an affirmative vote of a majority of all Trustees of the Board of Trustees entitled to vote thereon. Thereafter a matter

may be reconsidered only on a vote of a majority of all Trustees of the Board of Trustees entitled to vote thereon.

## **ARTICLE 11. MOTIONS**

11.1 All Motions at Meetings must be moved, seconded, and stated by the Chair prior to any debate.

### 11.2 Debatable Motions to be in Writing

All debatable motions subject to debate must be in writing or sent in electronic form to the Recording Secretary or at the Committee except:

- 11.2.1 where a date, time, single figure or single word is to be added;
- 11.2.2 where one or more words are to be deleted without substitution;
- 11.2.3 motions to;
  - 11.2.3.1 adjourn;
  - 11.2.3.2 fix the time of adjournment;
  - 11.2.3.3 take a recess;
  - 11.2.3.4 limit or extend limits of debate;
  - 11.2.3.5 call the question;
  - 11.2.3.6 receipt and/or referral;
  - 11.2.3.7 hear delegations;
  - 11.2.3.8 adoption of the minutes of previous meeting; and
  - 11.2.3.9 hear inquiries and miscellaneous.

### 11.3 Subsidiary Motions re: Notice of Motion

Except in the case of a Notice of Motion intended to be an Amendment to the By-laws as contemplated in Article 16, an amending motion, or motion to defer consideration to a subsequent Meeting, or a motion to lay on the table, may not be applied to a motion in respect of which

Notice of Motion has been previously given, except with the consent of the Trustee who gave such Notice of Motion.

#### 11.4 Motion of Receipt Not Approval

11.4.1 A motion to receive or hear a delegation or presentation, or a motion to receive a communication or other matter shall not be construed as constituting the approval of the Board of Trustees.

#### 11.5 Motions to Call the Question

No motion to Call the Question shall be in order on a main motion until all members wishing to speak have spoken once.

#### 11.6 Motions to Refer

All motions to refer require appropriate and succinct instructions for the receiving body.

### **ARTICLE 12. PROTOCOL FOR DEBATE**

#### 12.1 Address of the Chair

The Chair of any Meeting shall be addressed in accordance with the preferences of the person occupying the position.

#### 12.2 Member to Await Recognition

A member shall seek and await recognition by the Chair before speaking.

#### 12.3 Conduct of Member in Debate

After recognition by the Chair, a Member shall at all times during debate:

- 12.3.1 maintain a courteous tone;
- 12.3.2 avoid personalities;
- 12.3.3 act in respectful manner to other members, staff, and the public;
- 12.3.4 avoid allusions to the motives of other members, staff, and the public;



- 12.3.5 refer to other Members by their last name or their ward;
- 12.3.6 address all debate, remarks, questions, and the like to the Chair; and
- 12.3.7 confine all remarks, questions, and the like to the motion which is the subject of debate.

#### 12.4 Order of Discussion

On any motion, the mover of the motion may speak first and the seconder may speak second. The mover may request to be the last speaker to the motion.

- 12.4.1 Each person wishing to speak, will have the opportunity to speak once before any member shall speak for the 2nd time.

#### 12.5 Time Limit on Speakers

No member shall speak more than once, or for longer than three (3) minutes, on the same motion without the leave of the Meeting, except that the mover of the main motion may, subject to the provisions of Article 12.4 and 12.6, have an additional two (2) minutes to reply.

- 12.5.1 A member's time limit shall not include time expended in staff responses and/or procedural discussions.

#### 12.6 Time Limit on Debate

No matter, including any subsidiary motions, and points of information and answers related to it shall be debated longer than 30 minutes after it has been stated by the Chair. At the expiration of time for debate, and notwithstanding Article 12.8, the Chair shall put the question, "Is it the will of the meeting to extend debate for 15 minutes?" The vote shall be taken immediately without debate.

- 12.6.1 No more than two extensions of debate will be permitted.

#### 12.7 Procedure When Time Limit Expires

In the event that a matter has not been disposed of at a meeting within the time limits set out in Article 12.6, then, notwithstanding anything in the by-laws, the Chair shall call for a motion to call the question; and if such a motion:

- 12.7.1 is not moved; or
- 12.7.2 if moved, is not seconded; or

12.7.3 if moved and seconded, is not passed;

the matter shall stand referred to the appropriate Committee or Board meeting.

#### 12.8 Interruption of Speaker by Another Member

No Member who does not have the floor shall interrupt a Member who does have the floor except:

12.8.1 on a point of order;

12.8.2 on a question of privilege;

12.8.3 to request permission to withdraw a motion; or

12.8.4 to appeal a ruling of the chair;

and in the event that a Member interrupts a speaker in accordance with the authority provided in this Article, he or she shall first gain the recognition of the Chair and shall confine all remarks to the particular point.

#### 12.9 Point of Information

A Member may rise on a point of information, that is, to make a request for information relevant to the matter under discussion but not related to procedural questions, only if the Member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time. Should the member who is then speaking declines to be interrupted by the point of information, it will be heard next.

#### 12.10 Motion May Be Read

Any member may require a motion under discussion to be read at any time in the debate, but not so as to interrupt any Member while speaking

#### 12.11 Rulings of the Chair

Whenever the Chair is called upon to decide a point of order or procedure, the Chair shall, before deciding, state the rule applicable to the case, without comment, and the ruling of the Chair shall, subject to the right of appeal provided in Article 12.12, be final and binding.

## 12.12 Challenges to Rulings of the Chair

Any person entitled to vote on the main motion on the floor may appeal to the meeting from the ruling of the Chair on a point of order or procedure. Such an appeal must be seconded and may not be amended. The vote shall be determined by a majority vote and the results shall be final and binding. Such motion appealing the ruling of the Chair shall explain the basis for the challenge. The Chair shall put the question: “The ruling of the Chair has been appealed, is it the will of the meeting that the ruling of the Chair shall stand as the judgement of the meeting?” All those in favour of supporting or upholding the ruling of the Chair shall vote yes and those who do not support the ruling of the Chair vote no.

## **ARTICLE 13. VOTING**

### 13.1 Voting

At the Board and Standing Committee meetings, every vote shall be recorded with the exception of: Approval of the Agenda, Approval of Minutes, Motions of Receipt of Presentations.

### 13.2 Voting

Each member, including the Chair, present at the meeting, seated at the Board table, and/or participating through electronic means, who has not declared a conflict of interest under the Municipal Conflict of Interest Act shall vote on all questions on which the Member is entitled to vote. Those who have declared a conflict of interest shall remove themselves from the area in which the vote is being taken. Where the meeting is not open to the public, the Member shall leave the meeting room. Where the meeting is open to the public, the Member may leave the meeting room or may sit in the public gallery, but shall leave the area in which the vote is being taken.

### 13.3 Member Must be Present

Only Members present at the Meeting, seated at the Board table or participating by electronic means when a vote is taken shall have the right to vote.

### 13.4 Majority Vote Required

Except as otherwise provided in the Education Act or in these By-laws, an affirmative vote shall require a majority of the votes of the Members present either in person or electronically and entitled to vote.

### 13.5 Minimum Number

Any matter, on which there are fewer than two Members eligible to vote at a Committee Meeting shall automatically stand referred to the Board of Trustees

### 13.6 Methods of Voting

Every matter considered by the Board of Trustees or a Committee shall be disposed of by a recorded vote of all Members in one of the following ways (preference being given in the following sequence):

- 13.6.1 by general (or unanimous) consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection;
- 13.6.2 by show of hands, in which each Member raises the Member's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
- 13.6.3 by rising, in which each Member, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted and reported;
- 13.6.4 by recorded vote, in which each Member stands (as able) in place in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Member as voting, respectively, in the affirmative, or in the negative, or in the case of selection from three or more alternatives, as voting in succession for one of the alternatives;
- 13.6.5 by ballot, in which each Member shall mark on a paper provided by the Secretary, the Member's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and
- 13.6.6 by electronic voting machine, in which each Member shall indicate the Member's choice from among the available alternatives.

### 13.7 Declaration of Result

The Chair shall declare the result of all votes.

### 13.8 Division of the Question

At the request of any Trustee made before a vote is called by the Chair, any multiple-part question, each individual part of which is capable of independent implementation, shall be divided and voted upon as if each part were a separate motion. Such division shall not be permitted if doing so will alter the original intent of the motion.

## **ARTICLE 14. EXECUTION OF DOCUMENTS**

### 14.1 Corporate Seal

The Seal in the form affixed in the margin hereof shall be the Corporate Seal of the Toronto Catholic District School Board.

### 14.2 Affixing the Corporate Seal

The Corporate Seal of the Toronto Catholic District School Board shall be in custody of the Secretary who shall be responsible for affixing it to such documents as may be required.

### 14.3 Corporate Seal Register

The Secretary shall keep a record of each use of the Corporate seal in a designated register.

### 14.4 Signing Authorities

All deeds, conveyances, mortgages, bonds, debentures, approved by the Board of Trustees shall be signed by the Director or any one of the associate Directors and either the Chair or Vice-Chair of the Board of Trustees.

### 14.5 Minutes

The Chair of the Board of Trustees or other presiding members and the Secretary shall sign the approved minutes of all Board and Committee Meetings.

## 14.6 By-laws

Every By-law, upon adoption, shall be signed by the Chair of the Board of Trustees, or the Chair of the Meeting at which it is adopted, and by the Secretary.

## 14.7 Certification of Documents

All certificates authenticating By-laws, resolutions or extracts of minutes shall be signed by the Chair of the Board of Trustees and the Secretary, and the Corporate seal shall be affixed thereto.

## **ARTICLE 15. BANKING**

### 15.1 Bank Signing Officers

The signatures of two of:

- 15.1.1 the Chair of the Board of Trustees; or
- 15.1.2 the Vice-Chair of the Board of Trustees;
- 15.1.3 the Secretary;
- 15.1.4 the Treasurer;

(provided that one of the signatures must be that of the Secretary or Treasurer)

are required when:

- 15.1.5 making, drawing, accepting, endorsing, negotiating, lodging, depositing, or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; and
- 15.1.6 issuing cheques, drafts or orders for payment drawn on the bank accounts of the TCDSB.

### 15.2 Endorsement for Deposit

The Treasurer, by signature or by rubber stamp endorsement, may negotiate or deposit with, or transfer to, the bankers for the TCDSB, but for the credit only of the account of the TCDSB, all

or any cheques, promissory notes, drafts, acceptances, bills of exchange, and orders for the payment of money.

### 15.3 Signatures by Reproduction

Signatures of persons authorized to sign may be printed, lithographed, or otherwise mechanically or electronically reproduced as provided by the Education Act.

## **ARTICLE 16. AMENDMENTS TO BY-LAWS**

### 16.1 Amendment after Notice

By-laws of the Board of Trustees may be amended from time to time at a Meeting of the Board of Trustees (such Meeting hereinafter referred to as the "later meeting") upon the affirmative vote of two-thirds of all Trustees provided:

- 16.1.1 written notice of motion proposing the amendment shall have been given at a regular meeting held prior to the later meeting;
- 16.1.2 the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion; and
- 16.1.3 the text of the amendment as so enacted is substantially the same as either the text set out in the notice of motion or the text as recommended by the appropriate Committee.

## **ARTICLE 17. REPEAL OF PRIOR BY-LAWS**

### 17.1 Repeal of Prior By-laws

Subject to the provisions of Article 17.2 hereof, all prior By-laws, resolutions, and other enactments of the Board of Trustees heretofore enacted or made are repealed.

### 17.2 Exception

The provisions of Article 17.1 shall not extend to any By-law or resolution heretofore enacted for the purpose of providing to the Board of Trustees the power or authority to borrow.

### 17.3 Proviso

The repeal of prior By-laws, resolutions, and other enactments shall not impair in any way the validity of any act or thing done pursuant to any such repealed By-law, resolution, or other enactment.

## **ARTICLE 18. INDEMNIFICATION**

### 18.1 Reimbursement for Costs and Expenses Relating to Municipal Conflict of Interest Proceedings

On the advice of the Director as Chief Executive Officer and Secretary of the Board, and upon receipt of a formal documented request, in consultation with the Board of Trustees, the TCDSB shall pay on behalf of or reimburse, irrespective of any awarded costs, all reasonable costs and expenses, as agreed or taxed, based on the individual merits of each case, and not to be arbitrarily withheld, incurred by a Trustee who has been found not to have contravened Article 5 of the Municipal Conflict of Interest Act.



## Notice of Motion: IEPs completion rate - Report request

To: SEAC

Nov. 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas special needs students without an IEP detailing their needed accommodations will not meet their potential at school, may become disruptive at school and become alienated.

Whereas the Auditor General of Ontario in their 2008 report raised concerns about IEP not being completed in a timely manner. (Section 4.14. Recommendation 9, page 392)

Whereas the Ministry of Education's IEP Resource Guide states:

"The thirty-day requirement for completion of an IEP applies to the IEPs of all students, including those who have not been formally identified as exceptional but who receive a special education program and/or service." (pg. 42)

Whereas the TCDSB does not provide a public report to SEAC or the Board on how many IEPs are to be created within 30 school days or the beginning of the school year or term/semester and the number and percent of IEPs completed within the 30-school day requirement.

Therefore be it resolved that

SEAC recommends to the board a report be prepared for the counting the number of IEPs due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to include IEPs due no earlier than the beginning of the 2019/20 school year.

The report to accumulate new reporting periods as the 30-school day period expires.

The report should not include more than the previous 5 school years of reporting.

The report to separate Elementary and Secondary results with a board wide cumulative result.

The report to be sent to SEAC within 90 days of the beginning of a school year, term/semester on a semi-annual basis.

The report to be sent to the Board on annual or semi-annual basis at their discretion.



## Proposed Timeline for Review of Special Education Plan during the 2019-2020 Academic Year To SEAC

*(presented at November 20, 2019 SEAC Meeting)*

<b>Special Education Programs and Services</b>	<b>Proposed Review Month</b>
Model for Special Education	November 2019
Identification, Placement, and Review Committee (IPRC) Process	November 2019
Special Education Placements Provided by the Board	November 2019
Individual Education Plans (IEP)	November 2019
Special Education Staff	January 2020
Specialized Equipment	January 2020
Transportation for Students with Special Education Needs	January 2020
Transition Planning	January 2020
<b>Provincial Information</b>	
Roles and Responsibilities	February 2020
Categories and Definitions of Exceptionalities	February 2020
Provincial and Demonstration Schools in Ontario	February 2020
<b>Other Related Information Required for Community</b>	
The Board's Consultation Process	March 2020
The Special Education Advisory Committee (SEAC)	September 2019
Early Identification Procedures and Intervention Strategies	March 2020
Educational and Other Assessments	April 2020
Coordination of Services with Other Ministries or Agencies	April 2020
Specialized Health Support Services in School Settings	March 2020
Staff Development	April 2020
Accessibility (AODA)	May 2020
Parent Guide to Special Education	March 2020.
<b>Additional Information</b>	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	April 2020
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	November 2019

## **1. Consideration of Motion: Special needs children's Participation rate in advanced programs – Report request**

To: SEAC  
November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas the Ontario Human Rights Commission's (OHRC) policy on accessible education for students with disabilities prohibits systemic discrimination;

Whereas Ministry of Educations data indicates a disproportionality high number of gifted students are in some advanced programs and a disproportionally low number of students with other identification are not in advanced programs (St. Michaels Choir and Cardinal Carter Academy for the Arts, Appendix A);

Therefore be it resolved that

SEAC recommends to the board a report be prepared for the end of the 2018/19 school year and subsequent school years with the total enrolment in each type of advanced program and the number of Individualized Education Program (IEP) students enrolled and the percentage of students with IEPs in those programs which include, and are not limited to, Arts programs, Advanced programs, Cardinal Carter, French Immersion, French Extended, International Baccalaureate, International Language, Geography, English, Mathematics and Science (GEMS), School of Merchandising and Hospitality Management (SMHM), St. Michael's Choir and Science, Technology, Engineering, Art and Mathematics (STEAM) and similar programs to determine if the programs have a reasonably proportional mix of students who are gifted and have other exceptionalities to demonstrate the TCDSB practices are compliant with OHRC policy and the TCDSB mission statement.

Appendix A

School Name	School Level	Enrolment	Percentage of Students Receiving Special Education Services	Number of student receiving special education Services	Percentage of Students Identified as Gifted	Number of Students Identified as Gifted
Cardinal Carter Academy for the Arts	Elementary	124	SP		SP	
Cardinal Carter Academy for the Arts	Secondary	659	6.2%	41	6.9%	45
St Michael's Choir (Jr) School	Elementary	170	SP		23.5	40
St Michael's Choir (Sr) School	Secondary	90	SP		37.7%	34
Board wide	All	91,178	14.9%	13,584	2.1%	1,914

SP indicates less than 10 students and is omitted for privacy reasons.

Grey headers are Ministry numbers, Yellow are extrapolation based on ministry numbers and are subject to rounding.

Source file: "sif\_data\_table\_2017\_2018prelim\_endec4.xlsx" downloaded from the Ministry of Education.

## 2. Consideration of Motion: Special Equipment Amount (SEA) processing time – Report Request

To: SEAC  
November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas the Provincial Auditor, the Ontario Human Rights Commission and other organizations have reported concerns about significant delays in SEA claims at some boards;

Whereas the sooner a SEA claim is processed, and the equipment is being used in the classroom the smaller the education gap is for the special needs student and the easier it is for a teacher to maintain an Inclusive classroom;

Whereas a large majority of SEA claims are technology related and can be processed in a few days to a week;

Whereas SEAC is getting inconsistent reports on delivery of SEA computers from parents and staff;

Therefore be it resolved that

SEAC recommends to the Board that a report be created for the 2018/19 school year and presented to SEAC and the board annually thereafter a list of the number of SEA claims by type (Computer and other) and the averages days to process all completed claims by each type of claim using following points in time.

1. School identifies need for a claim,
2. SEA desk receives claim,
3. SEA equipment shipped to school,
4. Date student training is completed and they are actively using equipment in the classroom

And following the sample report laid out below.

<b>Year 2018/19</b>	<b>Number of claims completed</b>	<b>Average days from need identified to claim accepted</b>	<b>Average days from accepted to shipped to school</b>	<b>Average days from shipped to school to actively in use.</b>	<b>Total Days*</b>
Computer	1223	17	23	20	60
Other	35	19	35	5	59

Where “Number of claims completed” is the total completed claims during the school year.

The “Average days from need identified to claim accepted” is the total days between point 2 less point 1 for all claims of that type divided by the number of that type of claim completed.

The “Average days from accepted to ship to school” is the total days between point 3 less point 2 for all claims of that type divided by the number of that type of claim completed.

The “Average days from ship to school to actively in use” is the total days between point 4 less point 3 for all claims of that type divided by the number of that type of claim completed.

The “Total days” is the total days between point 4 less point 1 for all claims of that type divided by the number of that type of claim completed.

### **3. Consideration of Motion: Gap in IEP process – New policy request**

To: SEAC

November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas current legislation and Ministry guidelines do not obligation school staff to create an IEP outside of the IPRC system in a timely manner and there is no obligation to update an IEP when new information is received by the board from the family or professionals in a timely manner.

Whereas delaying the creation or updating of an IEP for a special needs student can create a learning gap for the student, additional work for the teacher and behaviour problems in the classroom that can impact other students, the school as a whole and alienate the student from his community.

Therefore be it resolved that

SEAC recommends to the board for an IEP specific policy be created that will include instructions to staff to:

1. Create an IEP within 30 school days when
  - (a) It is agreed that the student would benefit from having an IEP and,
  - (b) the student has not been formally identified through the IPRC process.

2. Update any student's IEP within 15 school days when new information or recommendations are received from the parents, professionals within the board or outside professional that will help the student reach their potential.

#### **4. Consideration of Motion: Special Education Graduation rate– Report Request**

To: SEAC  
November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas completing high school successfully is a critical component for a full and productive life beyond high school;

Whereas the Ministry of Education has reported a high incidence of students with IEP not completing high school across the province;

Whereas the Ontario Human Rights Commission has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system;

Therefore be it resolved that

SEAC recommends to the board that an annual "SENS Graduation report" be prepared for the board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following.

1. Total number of students who enrolled and attended.
2. Number of students who graduated with an OSSD
3. Number of students who graduated with an OSSC
4. Number of students who graduated with a Certificate of attendance.
5. Number of students who enrolled in the next school year. (5<sup>th</sup> year, 6<sup>th</sup> year, 7<sup>th</sup> year)
6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance.
7. Number of students who did not graduate and did not return for other reasons than above but completed the school year.
8. Number of students who did not complete the school year.

We ask the report to be prepared annually and include the 5 most recent years of accumulated history listed by school year going forward. (I.e. in the first years, report will only have 2018-19

results, the second year will have 2018-19 and 2019-20, etc...) and board wide results for all students and if possible provincial comparable.

## **5. Consideration of Motion: New member recruitment for SEAC, community and association representatives.**

To: SEAC  
November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas Education Act Regulations 464/97 "Special Education Advisory Committees" (SEAC) allows the TCDSB to have 19 members composed of 3 Trustees, 12 association representatives and 4 community representatives;

Whereas TCDSB's current SEAC, as of the September 18, 2019 meeting has 12 members composed of 3 Trustees, 7 association representative and 2 community representatives.

Whereas there are currently vacancies for 5 association representatives and 2 community representatives on the TCDSB's SEAC.

Therefore be it resolved that  
SEAC recommends to the board the posting below go out in all board wide email blasts for the month of January and we request it be included in all the January 2020 monthly school newsletters to parents and placed prominently on the board's website with appropriate links to volunteer forms.



Do you have a child with Special Needs?

Are you interesting in learning more about Special Services at the TCDSB?

Do you want to contribute to the improvement of delivery of Special Services at the TCDSB?

## **Then the TCDSB's Special Education Advisory Committee (SEAC) wants YOU.**

### **Who we are:**

We are a legally required committee of Trustees, parent representatives for local disability focused organizations and parent representative from the community.

### **What we do:**

We are an advisory committee to the Trustees. We review reports, and policies presented by Board Staff. We receive presentations from internal departments about how Special Services are delivered and budget reports. External organizations make presentations to the committee for our review. We ask questions about programs and services. We make recommendations to the Trustees on how to address systemic problems and enhance services for our special needs students.

### **Time commitment required:**

We meet once a month during the school year, usually on Wednesdays, at the Catholic Education Centre near Yonge and Sheppard at 7:00 pm. Meetings last 2 to 4 hours. (Easy access to the Subway and Highway 401, free parking provided) Agendas for the meetings are delivered in advance.

### **Who is there?**

Voting members: Trustees, Local Associations representative and Community representatives.

Non-voting attendees: Senior Board administrators, key special services staff, the public and outside organizations.

The meetings are open to the public but not broadcasted live or recorded for rebroadcast.

### **Who can join?**

If you are a member of a parent association/organization that supports one or more groups of children with special needs, you can be nominated as an Association Representative. (Limit 12 members)

If you have a child in the TCDSB and are a resident of Toronto, you can be nominated as a Community Representative. (Limit 4 members)

Unfortunately, employees of the TCDSB are prohibited by legislation from joining.

If you are interested or would like more information please contact Tyler Munro at [gtmunro.seac@yahoo.com](mailto:gtmunro.seac@yahoo.com).

## **6. Consideration of Motion: New member recruitment for SEAC, association representatives.**

To: SEAC

November 20, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas Education Act Regulations 464/97 "Special Education Advisory Committees" (SEAC) allows the TCDSB to have 19 members composed of 3 Trustees, 12 association representatives and 4 community representatives;

Whereas TCDSB's current SEAC as of September 18, 2019 meeting has 12 members composed of 3 Trustees, 7 association representative and 2 community representatives.

Whereas there are currently vacancies for 5 association representatives and 2 community representatives on the TCDSB's SEAC.

Therefore be it resolved that

SEAC recommend to the board that the Chair of SEAC send a letter inviting the following organizations to nominate a parent representative to sit on the TCDSB's SEAC.

Association for Bright Children  
Brain Injury Society of Toronto  
CADDAC  
Canadian Mental Health Association  
Canadian National Institute for the Blind  
Community Living Toronto  
Down Syndrome Association  
Epilepsy Ontario  
First Nations Representative  
Fragile X Research Foundation of Canada  
Learning Disabilities Association Toronto  
Ontario Federation for Cerebral Palsy  
Ontario Parents Advocating for Children with  
Cancer  
Parents for Children's Mental Health  
Tourette Syndrome Association of Ontario  
VIEWS for Blind & Visually Impaired Children

**CONSIDERATION OF MOTION: PROCEDURES FOR EXTERNAL PROVIDER INVOLVEMENT IN SCHOOL PROGRAMS WITH INDIVIDUAL STUDENTS (the "Protocol")**

To: SEAC  
Date: November 20, 2019  
Moved By: Melanie Battaglia, Community Representative

WHEREAS the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS the TCDSB's Multi-Year Strategic Plan 2016-2021 pillar of Fostering Student Achievement and Well-Being supports and promotes the use of evidence-based teaching and learning strategies and the use of differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning;

WHEREAS the purpose of the Protocol is to clarify the relationship between the school and the community health professional/private therapist where parents/guardians have retained such community professionals to support their child and/or staff from another agency and/or ministry request to observe and/or work with a student at school;

WHEREAS this Protocol recognizes that parents/guardians, community health professionals and the school share a common goal to pursue, within defined roles, the best interest of the child;

WHEREAS implementation of the Protocol requires increasing awareness and distribution of the Protocol to parents/guardians and students to foster communication and collaboration with the school staff to appropriately accommodate students receiving special education programs and services;

THEREFORE, BE IT RESOLVED THAT:

SEAC recommends to Board that staff provide a copy of the Protocol with the IEP consultation forms that are provided annually in September to students and/or parents/guardians of students with an IPRC and/or receiving an IEP;

BE IT FURTHER RESOLVED THAT:

SEAC recommends to Board that staff include a cover letter with the Protocol encouraging students and parents/guardians to use the Protocol to facilitate collaboration with their privately retained community professionals to observe and/or work with the student and to provide additional supports and resources to teachers and other school staff, including ongoing consultation as necessary;

BE IT FURTHER RESOLVED THAT:

Since the IEP consultation forms have already been sent out for the 2019-2020 school year, SEAC recommends to Board that staff send a follow up letter enclosing the Protocol, with an explanation of its use as set out herein, to students and/or parents/guardians of students with an IPRC and/or receiving an IEP.

## Consideration of Motion

WHEREAS the mission of the TCDSB is to be an inclusive learning community rooted in the love of Christ uniting home, parish and school;

WHEREAS the TCDSB's Multi-Year Strategic Plan 2016-2021 pillar of Fostering Student Achievement and Well-Being supports and promotes the use of evidence-based teaching and learning strategies and the use of differentiated instruction to ensure that individual learning needs are accommodated in a way to engage students fully in their learning;

WHEREAS studies have shown that there is a direct correlation between reading disorders and language impairment and student risk of academic failure, psychosocial and social-environmental challenges along with an associated bidirectional rate increase in maladaptive behaviour related symptomatology;

WHEREAS parent engagement is one of the largest predictors of student success;

WHEREAS listening to students living with Autism and their parents fosters the accommodation of individual learning needs to engage students fully in their learning;

WHEREAS Applied Behaviour Analysis (ABA) is a scientifically recognized evidence-based intervention method of teaching which uses positive reinforcement to change behaviour and skill deficits in the areas of (and not limited to) communication, social initiation, self-care and life-skills, self-regulation and achieving academic goals and the Ministry of Education promotes policies and programs using ABA methods in schools, including without limitation PPM 140 - Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders (ASD);

WHEREAS the Behaviour Analyst Certification Board (BACB®) provides professional credentialing to assist behaviour analysts, governments, and consumers of behaviour analysis services and is recognized as the international “gold standard” in regulating those who deliver ABA;

WHEREAS the appropriate implementation of ABA is an ongoing process involving regular data collection, supervised evaluation of that data, and regular revision of programs and strategies to support the student;

BE IT RESOLVED THAT in an effort to implement meaningful ABA in all classrooms that SEAC recommend to Board that more extensive Autism and ABA-related training be provided for all EAs, teachers, administrators and support staff assigned to work with students with ASD, including EA training in ABA instruction in the form of the 40 hour RBT training module approved by the BACB;

BE BE IT FURTHER RESOLVED THAT SEAC recommend to Board that funding be allocated to hire more clinical psychologists who specialize in working with individuals with ASD and BCBA's and BCBA-D's to provide the necessary supervision for properly trained staff and to provide clinical recommendations based on the data collected in the classroom;

BE IT FURTHER RESOLVED THAT in order to work together in fulfilling the Board's obligations as defined in PPM 140, that SEAC recommend to Board that those who deliver ABA programming in schools collect regular data and receive appropriate training and supervision in doing so;

BE IT FURTHER RESOLVED THAT SEAC recommends to Board that staff shall consult with ASD students aged 6-21 to understand their concerns and ascertain their needs in an effort to continue to revise policies and programs, including and as part of the ongoing implementation of PPM 140. Schools must solicit input in writing from parents and any outside service agency or individual professional who is providing service to the child with ASD including without limitation ABA providers, Speech-Language Pathology and Occupational Therapy for programming development (such as IEPs);

BE IT FURTHER RESOLVED THAT SEAC recommend to Board that staff provide SEAC with a written description of the Board process used to track accessibility requests from students/their parents and the implementation of same – including a timeline from request to delivery and those denied on the basis of "undue hardship".

## SEAC Annual Calendar

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

## SEAC Annual Calendar

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



# Special Education Superintendent Update November 2019

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## AUTISM PROGRAMS AND SERVICES

### Preparing for Life After High School: Transition Workshop for Parents of Adolescents in ME/DD Programs



*Supporting Students to Grow and Learn in New Environments*

**Date: November 23, 2019**  
**Time: 10:00 AM – 12:00 Noon**  
**Location: 80 Sheppard Avenue East, 3<sup>rd</sup> floor**

*Presented by:*  
Autism Programs and Services – Transition Team  
&  
School Support Program, Surrey Place Centre  
&  
Developmental Services Ontario (DSO)

**\*\*On-site registration for DSO available! Bring a photocopy of the applicant's Health Card and most recent Psychological Assessment and IEP. \*\***

Please RSVP to Franca Dellorso, [franca.dellorso@tcdsb.org](mailto:franca.dellorso@tcdsb.org) or (416) 222-8282 ext. 2799  
Underground parking available. Access is at the rear of the building.





## Deaf and Hard of Hearing

The D/HH department offered a workshop on October 28 for classroom teachers. The workshop focused on strategies to support D/HH students in the regular classroom. Parent representatives and students who are D/HH participated on a panel discussion, sharing their experiences and offering the workshop participants insight into their personal journey.

## Special Education & Resources Fair

*November 9, 2019*



Le 23 septembre 2019

L'honorable Stephen Lecce  
Ministre de l'Éducation  
900, rue Bay  
Édifice Mowat, 22<sup>e</sup> étage  
Toronto (Ontario)  
M7A 1L2

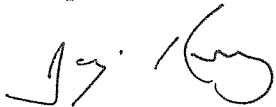
Monsieur le Ministre,

La présente vous est adressée au nom du Comité consultatif pour l'enfance en difficulté du Conseil scolaire catholique Providence qui désire apporter son appui au « Projet de la Loi 44 » portant sur le syndrome d'alcoolisme fœtal. À titre de membres du CCED, nous appuyons le Projet de Loi qui modifie la *Loi sur l'éducation* voulant que les Conseils scolaires mènent des activités faisant la promotion de la sensibilisation à l'ensemble des troubles causés par le syndrome d'alcoolisation fœtale (TSAF) et de la compréhension de ces troubles, y compris des pratiques exemplaires qui permettent d'appuyer les élèves susceptibles d'en être atteints.

Nous demandons également que les troubles d'alcoolisation fœtale (TSAF) soient reconnus comme anomalie d'ordre neurologique, sous le diagnostic et type de difficulté : trouble d'alcoolisation fœtale.

Nous vous prions d'agréer, Monsieur le Ministre, l'expression de nos sentiments distingués.

Le président du Conseil



Jacques Kenny

La présidente du CCED



Pauline Morais

c. c. Membres du CCED du CscProvidence  
Présidences des CCED des Conseils scolaires de l'Ontario  
E. St-Arnaud, surintendante de l'éducation du CscProvidence  
Joseph Picard, directeur général du CscProvidence,

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**J'y crois, je m'engage!**

**CscProvidence.ca**

Le 23 septembre 2019

L'honorable Stephen Lecce  
Ministre de l'Éducation  
900, rue Bay  
Édifce Mowat, 22<sup>e</sup> étage  
Toronto (Ontario)  
M7A 1L2

Monsieur le Ministre,

La présente vous est adressée au nom du Comité consultatif pour l'enfance en difficulté du Conseil scolaire catholique Providence, afin d'exprimer notre inquiétude face aux changements apportés au printemps 2019 au modèle de financement provincial portant sur les moyennes des salles de classes et les cours obligatoires d'apprentissage en ligne.

À titre de membres du CCED, nous sommes très préoccupés par l'impact que ces changements pourraient avoir sur les élèves ayant des besoins particuliers et sur les élèves issus de divers milieux. Nous sommes d'avis que les changements les plus récents pourraient avoir un impact négatif sur leur éducation, en particulier des élèves pour qui une attention individuelle particulière, un soutien supplémentaire et un programme différencié sont de mise et essentiels à leur réussite.

Les élèves ayant des besoins particuliers ont des profils variés et ont parfois besoin d'un soutien pointu pour réussir. Certains pourraient éprouver beaucoup de difficulté à suivre des cours en ligne. Les forces et les besoins particuliers de ces élèves varient et tous ne disposent pas de l'indépendance, des compétences en résolution de problèmes ou de la résilience nécessaire pour réussir sur les plateformes d'apprentissage en ligne. Quatre cours obligatoires en ligne pourraient réduire davantage le choix des élèves qui ont besoin d'apprendre par expérience et qui réussissent grâce à l'enseignement explicite.

.../2

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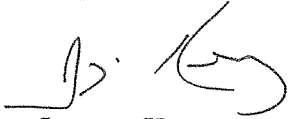
***J'y crois, je m'engage!***

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Pour ces raisons, nous vous invitons à reconsidérer les modifications proposées pour l'enseignement dans les écoles secondaires de l'Ontario. Nous vous demandons de prendre en compte l'impact que ces changements auront certes sur tous les élèves, mais en particulier sur les élèves qui ont des besoins particuliers et ceux ayant des besoins éducatifs spéciaux et/ou les élèves à risque en raison de préoccupations sociales, émotionnelles et scolaires.

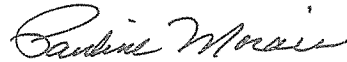
Nous vous prions d'agréer, Monsieur le Ministre, l'expression de nos sentiments distingués.

Le président du Conseil



Jacques Kenny

La présidente du CCED



Pauline Morais

- c. c. Membres du CCED du CscProvidence
- Présidences des CCED des Conseils scolaires de l'Ontario
- E. St-Arnaud, surintendante de l'éducation du CscProvidence,
- J. Picard, directeur général du CscProvidence,

Le 23 septembre 2019

L'honorable Stephen Lecce  
Ministre de l'Éducation  
900, rue Bay  
Édifice Mowat, 22<sup>e</sup> étage  
Toronto (Ontario)  
M7A 1L2

Monsieur le Ministre,

La présente vous est adressée au nom du Comité consultatif de l'enfance en difficulté du Conseil scolaire catholique Providence. Elle a pour but de vous partager nos inquiétudes face aux changements apportés au modèle de financement provincial rattaché aux services offerts aux enfants ayant un trouble du spectre de l'autisme (TSA) et à l'impact qu'ils auront sur les enfants, les familles et les Conseils scolaires.

Les parents qui ont des enfants avec des besoins particuliers ont besoin, peu importe le diagnostic, d'un soutien important et du système d'éducation pour que leurs enfants puissent recevoir l'éducation à laquelle ils ont droit. Les communautés scolaires francophones et anglophones de partout en province ont partagé l'impact possible que les changements apportés au soutien financier pourraient avoir sur la qualité de vie de leurs enfants.

Les éducateurs du CscProvidence tiennent à appuyer les enfants ayant un trouble du spectre de l'autisme qui pourraient réintégrer l'école plus tôt que prévu par leurs parents. Un environnement scolaire sécuritaire et bienveillant est essentiel pour ces enfants. Nous souhaitons que vous considériez un financement pouvant appuyer ces changements.

Peu importe où ils se trouvent sur le spectre de l'autisme, tous les enfants atteints d'un trouble du spectre autistique ont besoin de transitions planifiées stratégiquement et efficacement. Nous sommes d'avis que les changements apportés au programme Autisme Ontario pourraient avoir une incidence négative sur certains éléments de notre programmation, notamment, les transitions rigoureusement planifiées.

.../2

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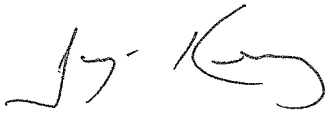
[CscProvidence.ca](http://CscProvidence.ca)

Nous sommes fort reconnaissants des discussions sur le financement à Autisme Ontario qui permettent aux familles de continuer de permettre à leur(s) enfant(s) atteint(s) d'un trouble du spectre autistique de bénéficier de programmes de transition rigoureux comme par le passé. Nous espérons que le Ministère se penchera de nouveau sur le financement suite à une consultation des conseils scolaires et les CCED cette année.

Nous vous prions d'agréer, Monsieur le Ministre, l'expression de nos sentiments distingués.

Le président du Conseil

La présidente du CCED



Jacques Kenny



Pauline Morais

c. c. : Présidences des Comités consultatif pour l'enfance en difficulté des  
Conseils scolaires de l'Ontario



Le lundi 26 août 2019

L'honorable Stephen Lecce  
Ministère de l'Éducation  
438, avenue University, 5e étage  
Toronto, Ontario M7A 2A5

Monsieur le Ministre,

Le Comité consultatif en enfance en difficulté (CCED) du Conseil des écoles catholiques du Centre-Est souhaite vous faire part de ses inquiétudes en lien avec les changements proposés quant au ratio maître/élèves au palier secondaire ainsi que de l'obligation de suivre quatre (4) cours en ligne pour tous les élèves de la 9e à la 12e année,

Dans un modèle d'éducation inclusif comme celui du CECCE, les élèves présentant des besoins particuliers se retrouvent en grande majorité dans les classes dites régulières. Les méta-analyses de Hattie démontrent qu'en ajoutant 3 à 6 élèves à des titulaires, le nombre d'élèves en difficulté augmente de façon considérable. Le nombre d'élèves à grands besoins est directement proportionnel à la taille de la classe. Puisqu'il y aura moins de services pour ces élèves, une diminution du taux d'obtention du diplôme d'études secondaires ainsi que les défis sociaux s'ensuivront.

Selon le modèle proposé par le gouvernement, les élèves du secondaire se verront dans l'obligation de suivre quatre (4) cours en ligne durant leurs études secondaires. Les élèves présentant des troubles d'apprentissage devront accomplir les tâches pédagogiques et diverses évaluations sans l'appui d'une enseignante ou d'un enseignant en présentiel. Puisque l'appui direct est essentiel pour la réussite des élèves présentant des défis au niveau de leur apprentissage, les membres du CCED souhaitent éviter un taux d'échec accru ainsi que les conséquences qui s'ensuivent.

En conclusion, les membres du CCED du CECCE vous demandent de revoir les décisions prises relatives au nombre d'élèves par salle de classe au palier secondaire et à l'obligation de suivre quatre (4) cours en ligne pour les élèves du secondaire.

Dans l'attente d'une réponse favorable à notre requête, veuillez recevoir, monsieur le Ministre, l'expression de nos sentiments les meilleurs.

La présidente du CCED et  
conseillère scolaire du CECCE,

Mme Monique Briand

La présidente du CECCE,

Mme Johanne Lacombe

c.c. Membres du Comité consultatif de l'enfance en difficulté  
Monsieur Réjean Sirois, directeur de l'éducation  
Présidences des CCED des conseils scolaires de l'Ontario



REPORT TO

**GOVERNANCE AND POLICY COMMITTEE**

**POLICY ON GUIDE DOGS, SERVICE DOGS, AND SERVICE ANIMALS**

*“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)*

Created, Draft	First Tabling	Review
November 4, 2019	November 12, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services  
 Peter Stachiw, Chief of Autism  
 Rachelina Macchia, Chief of IPRC and Assessments

**RECOMMENDATION REPORT**

**Vision:**

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

**Mission:**

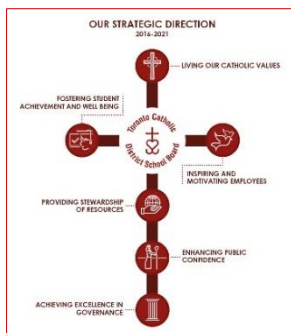
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*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**

This report recommends the adoption of a new policy on Guide Dogs, Service Dogs, and Service Animals to conform with the legal mandate that all Ontario school boards have a policy in effect by January 2020. Furthermore, it recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Guide Dogs, Service Dogs, and Service Animals.

*The cumulative staff time required to prepare this report was 40 hours.*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends the adoption of a new policy and Operational Procedures.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board (TCDSB) Policy on Guide Dogs/Service Dogs and Service Animals has been created in response to the legal mandate that all school boards institute a policy by January 2020.
2. This policy aligns with PPM 163: School Board Policies on Service Animals, 2019, the Ontario Human Rights Code, RSO 1990, and the Accessibility for Ontarians with Disabilities Act, 2005.

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

This policy has been created in consultation with Field Superintendents, Legal Services, Special Services, the Equity and Indigenous Education Department, and other TCDSB stakeholders among the various staff work groups, students, parents and parent groups.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services.

## **F. IMPLEMENTATION**

1. The policy as approved will be posted on the TCDSB policy register.
2. Principals and other staff, as appropriate, will be inserviced on the policy (Appendix A) and Operational Procedures (Appendix B).

## **G. STAFF RECOMMENDATION**

Staff recommends that the newly created Policy on Guide Dogs, Service Dogs, and Service Animals, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

<b>Date Approved:</b>	<b>Date of Next Review: 2024</b>	<b>Dates of Amendments:</b>
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**Cross References:**

- Bill 48, Safe and Supportive Classrooms Act, 2019
- PPM 163: School Board Policies on Service Animals, 2019
- OHRC Policy on Accessible Education for Students with Disabilities, 2018
- Special Education in Ontario K-12 Policy and Resource Guide, 2017
- Learning for All, 2013
- PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
- Accessibility for Ontarians with Disabilities Act (AODA), 2005
- Blind Persons’ Rights Act, R.S.O. 1990
- Dog Owners’ Liability Act, R.S.O. 1990
- Education Act, R.S.O. 1990, c.E2, s.170(1), s.265(1); O.Reg. 298, s.11
- Food Safety and Quality Act 2001, S.O. 2001
- Health Protection and Promotion Act, R.S.O.1990
- Ontario Human Rights Code, R.S.O. 1990

**TCDSB Policies:**

- A.35 Accessibility Standards
- H.M. 24 Catholic Equity and Inclusion Policy
- H.M. 40 Fair Practices in Hiring and Promotion
- F.M. 08 Fire Emergency Procedures
- S.P. 01 Special Education Programs and Services
- S.T. 01 Transportation – English Language Schools

**Appendix:**

Toronto Catholic District School Board Operational Procedures - Guide Dogs/Service Dogs, and Service Animals



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Purpose:**

Students with disabilities may use service animals to assist them with their disability-related needs. Under the Ontario Human Rights Code, school boards have a duty to accommodate the needs of students up to the point of undue hardship.

This policy and the appended operational procedures on Guide Dogs/Service Dogs, and Service Animals have been developed in accordance with Policy/Program Memorandum (PPM) 163: School Board Policies on Service Animals, 2019, and the Council of Directors of Ontario (CODE) policy template provided by Miller Thompson.

**Scope and Responsibility:**

This policy applies to all TCDSB elementary and secondary schools, facilities, and programs including extended-day programs operated by the TCDSB. However, it does not apply to community partners such as licensed child-care providers operating on TCDSB premises or permit holders. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

**Alignment with MYSP:**

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

**Policy:**

The TCDSB is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the TCDSB, in accordance with the Ontario Human Rights Code, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services. In some cases, this includes requests to have service animals attend school or school-related activities with students.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Regulations:**

1. All accommodation requests pertaining to the student use of Guide Dogs/Service Dogs or Service Animals on TCDSB premises shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for the consideration of Guide Dog/Service Dog and Service Animal requests, the communication of the presence of a service animal to affected parties, the implementation of the service animal accommodation, the roles and responsibilities of the involved parties, and health and safety-related concerns.
3. In circumstances where a parent or adult student requests to have the student's Guide Dog/Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the TCDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
4. Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
5. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of individuals who are or might be in the school, on school grounds or at a school-related event.
6. A copy of this policy shall be available on the TCDSB's website and may be requested by a parent or adult student in a different language through the school attended by the student.
7. The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in the operational procedures.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Definitions (relating to terms outlined in the appended operational procedures):**

**1. Accredited Training Organization:**

A Guide Dog/Service Dog trainer that is accredited by:

- a) **International Guide Dog Federation (IGDF);** or
- b) **Assistance Dogs International (ADI);**

**2. Adult Student:**

A student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

**3. Alternative Handler:**

A TCDSB staff member who has successfully completed training by an Accredited Training Organization and who is managing the Service Dog.

**4. Disability:**

Refers to

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



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

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

**5. Guide Dog:**

A dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act, 1990*.

**6. Handler:**

The individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided.

**7. Parent(s):**

A custodial parent of the student or a guardian pursuant to the Education Act.

**8. Service Animal:**

An animal that provides support to a person with a disability. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services. Service animals can allow individuals to achieve greater independence in daily tasks and promote safety, mental well-being, and learning.

**9. Service Dog:**

A dog that has been certified after successfully complete a training program provided by an Accredited Training Organization.

**Evaluation and Metrics:**

1. Data will be gathered annually regarding the number of requests for students to be accompanied by Guide Dogs, Service Dogs, or Service Animals; as well as approvals, and denials.



**POLICY SECTION: SCHOOLS**

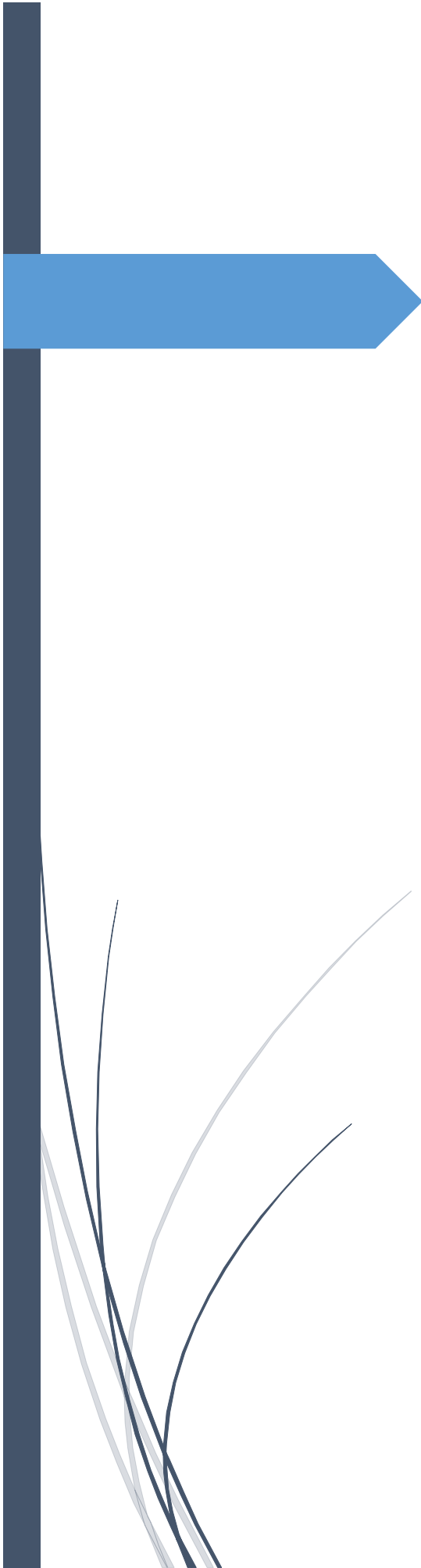
**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

2. This policy shall be reviewed on a regular basis (as needed), but in any event no less than every five years.





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Guide Dogs/Service Dogs and  
Service Animals

TCDSB Special Services Department



### 1.0 Purpose

1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the Toronto Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services.

1.2 Guide Dogs/Service Dogs or Service Animals are trained to provide assistance to children and adults with disabilities. Guide Dogs/Service Dogs or Service Animals can allow an individual to attain greater independence in his/her daily tasks and assist with safety, mental well-being, and learning.

1.3 This operational procedure identifies the individualized process to be followed when a parent (on behalf of a student) or an adult student applies to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.

1.4 These procedures and the attendant policy - Policy S.12: Guide Dogs/Service Dogs and Service Animals - will be posted on the TCDSB website in order to inform the school community about how parents or adult students can apply to have a service animal in the school and how the TCDSB will inform the school community of the presence of any service animals at the school.

1.5 The following are important considerations for the adult student or parent who may apply to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student:

- (a) The TCDSB utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning;
- (b) The TCDSB does not provide Guide Dogs/Service Dogs or Service Animals to students; and
- (c) The TCDSB encourages any family considering the purchase of a Guide Dog/ Service Dog or Service Animal to meet with the school principal before making a commitment.



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



1.6 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the TCDSB requires each school to have a process for visitors.

1.7 Any determination of whether a Guide Dog/ Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB. A regulated health professional cannot unilaterally prescribe that a Guide Dog/ Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

1.8 When an adult student or a parent (on behalf of a student) seeks to have a Guide Dog/Service Dog attend school and school-related events, both the Guide Dog/Service Dog **and** the Handler must be certified as having been successfully trained by an accredited training facility.

1.9 Only in exceptional circumstances subject to the standard of undue hardship pursuant to the *Human Rights Code*, will the TCDSB consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/ Service Dog.

1.10 Only in exceptional circumstances subject to the standard of undue hardship pursuant the *Human Rights Code*, will the TCDSB consider service animals, other than dogs, as an accommodation for a student **and only** if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. In all cases, however, the TCDSB will comply with applicable legislation.

## 2.0 Background

2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living.

2.2 As outlined in Policy S.12, a Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

2.3 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



greater independence, dignity, and opportunity for integration. As outlined in Policy S. 12, a Guide Dog has the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

2.4 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarions with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. Therefore, the AODA does *not* apply to a student's use of a Service Dog or Service Animal when accessing education services in school buildings.**

- a) The determination of whether an animal, other than a dog, is an appropriate accommodation in the school setting, to accommodate a demonstrated disability-related learning need, is a decision of the TCDSB.
  - i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

2.5 Due to risks to safety, and risks of disruption and distraction in the learning environment, the TCDSB does *not* permit training of potential Guide Dogs/Service Dogs in the school setting or during school activities.

2.6 A Service Dog or Service Animal may be excluded if it is of a breed that is prohibited by law.

### 3.0 Accreditation and Expectations of Guide Dogs/Service Dogs

3.1 An Accredited Training Organization is a Guide Dog/Service Dog trainer that is accredited by:

- a) *International Guide Dog Federation* (IGDF) which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- b) *Assistance Dogs International* (ADI) which develops and ensures compliance with the standards by which Guide, Hearing, and Service Dogs are trained by its member organizations; or

### 3.2 All Guide Dog/Service Dogs must:

- a) be highly trained and certified by an Accredited Training Organization;
- have evidence of training or re-certification confirming compliance with training requirements within the last 6 months;
- b) be groomed and clean;
- c) at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) *not* engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
- such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
  - any such behaviour may be grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
- e) have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- f) demonstrate continuous appropriate behaviour with its Handler/Alternative Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

## 4.0 How to Make a Request for a Student to be Accompanied by a Guide Dog/Service Dog or Service Animal

4.1 A person who wishes to make an accommodation request for a student to be accompanied by a Guide Dog/Service, must complete an application as outlined in **Appendix A** (for a Guide Dog/Service Dog) or **Appendix B** (for a Service Animal) of these Operational Procedures.



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



4.2 The primary point of contact for the person making the accommodation request is the principal at the school where the student attends.

### **5.0 Roles and Responsibilities of Principals**

5.1 School principals are responsible for the management of the school premises, the staff providing educational programs, and the safety of all students.

- a) A school principal has authority to exclude a Guide Dog/Service Dog or Service Animal from entry onto school premises, as an accommodation for a student, provided that the student is offered an appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
- b) Before admitting a Guide Dog/Service Dog or Service Animal into the school or into school-related activities, with the Student Handler or Alternative Handler, the school principal shall require the parent/adult student to submit a completed application as outlined in Appendix A (for a Guide Dog/Service Dog) or Appendix B (for a Service Animal) of these Operational Procedures. This is the formal accommodation request.

### **Receiving an Application for a Guide Dog/Service Dog or Service Animal**

5.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall proceed with the following steps:

- a) Review the application for completeness and request any additional information or clarification that is necessary to assess the request for accommodation.
- b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the application.
- c) Organize a review of the application by the SBSLT. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the SBSLT can include the parent/adult student



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/ Service Dog, the trainer of the Handler, and any other individuals who may contribute to the accommodation process.

- d) Consider the application on an individual basis giving consideration to all relevant factors (see sections 4.3 and 4.4 below)
- e) Communicate the Board's determination with respect to the application for a Guide Dog/Service Dog or Service Animal to the parent/adult student in writing in accordance with either **Appendix D** or **Appendix E**.

5.3 Each application for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
- b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
- c) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
- d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs;
- e) the training and certification of the Guide Dog/Service Dog
- f) the training and certification of the student as Handler and/or the Alternative Handler;





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- g) the impact of the accommodation on the student's dignity, integration, and independence;
- h) other accommodations available and whether one or more alternative accommodations can meet the needs of the student;
- i) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
- j) whether training will be required for staff and/or the student;
- k) the effect of the Guide Dog/Service Dog or Service Animal on the learning environment, including the impact on staff, other students and the impact on the student for whom the animal is provided, including matters such as health and safety, disruption, and distraction;
- l) with respect to an application for the admission of a Service Animal (other than a dog), the TCDSB will consider the features of the animal, such as its the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation;
- m) any competing human rights of students, staff, and community members using the school pursuant to a permit;
- n) possible solutions for accommodation plans to reconcile competing rights; and
- o) any factors which could lead to undue hardship.

5.4 The process of accommodation, including making inquiries about competing rights and providing notice to the school community, shall respect the student's right to privacy. The TCDSB will not provide information about a student's disability, diagnosis, or specific learning needs and/or needs of daily living unless appropriate consent is obtained.





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



5.5 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.

5.6 Where a student supported by a Guide Dog/Service Dog or Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog or Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog or Service Animal and parent as the Handler.

- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

### *Implementing the Accommodation*

5.7 Where the application is granted, the school principal, in consultation with the SBSLT, will do the following:

- a) refer to the Principal's Checklist (**Appendix C**);
- b) ensure that all staff are informed about the presence of a Guide Dog/Service Dog or Service Animal in the school;
- c) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
- d) forward the following letters as appropriate:
  - Entry of A Guide Dog/Service Dog/Service Animal into the School (**Appendix F**);
  - Guide Dog/Service Dog/Service Animal in Classes (**Appendix G**);
  - Guide Dog/Service Dog/Service Animal for School Employees and Permit Holders (**Appendix H**);
  - Guide Dog/Service Dog/Service Animal on School Bus (**Appendix I**);
- e) make changes to the student's IEP goals and/or student's medical plan of care to document the type of support the animal will provide to the student;



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- f) organize an orientation session for school staff, students, and the Handler;
- g) create a timeline for the introduction of the Guide Dog/Service Dog or Service Animal to the school and to the class;
- h) create a timetable for reviewing the Guide Dog/Service Dog or Service Animal's updated records when required;
- i) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
- access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act, 1990*, or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.

assessment may be required by the TCDSB's Health and Safety Officer regarding health and safety issues applicable to different areas/activities in the school;

- j) Consider and discuss the personal care of the animal, which may include:
- An indication of the person (Handler) responsible for the animal;
  - Identification of the Alternative Handler if the student for whom the Guide Dog/Service Dog or Service Animal is provided is not the Handler;
  - The backup procedure if the Alternative Handler is not available;



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- The safest and most environmentally-sound place for the animal to relieve itself;
  - If the student is able to maintain the personal care of the Guide Dog/Service Dog or Service Animal, the individual who will accompany the student outside, if needed;
  - A suitable disposal container that the Handler can reach;
  - The manner of “clean up” after the animal by the Handler;
  - Considerations for winter conditions and inclement weather;
  - Placement and filling of the animal’s water bowl;
- k) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- l) revise Student School Emergency Evacuation Response Plan to include the Guide Dog/Service Dog or Service Animal (**Appendix K**);
- m) organize a presentation by the Trainer of the Guide Dog/Service Dog during a Catholic School Parent Council (CSPC) meeting or association supporting the use of the Service Animal; signage on the school’s front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- n) schedule a student assembly for introduction and orientation regarding the Guide Dog/ Service Dog or Service Animal;
- o) make arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary:
- a. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, and the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located;



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



the vehicle shall have a sticker/sign identifying the presence of a Guide Dog/Service Dog or Service Animal;

- b. Review the Protocol for the Transportation of Service Animals on Bus Routes; (Refer to **Appendix J**);
- c. If the bus carrier is transporting students from other boards on the same bus while the animal is present, then the other board must be notified so that they can in turn notify the Parent(s) of that child/those children riding on that bus;
- d. Documentation about the Guide Dog/ Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence; and
- e. Specialized transportation shall *not* be provided solely for the purpose enabling the Guide Dog/ Service Dog or Service Animal to travel to and from school with the student.

5.8 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.

### ***Continuous Assessment***

5.9 A review of the effectiveness of the Guide Dog/Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

5.10 Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog or Service Animal;
- b) there is behaviour that is distracting, disruptive or aggressive, including: making noise, failing to follow commands, growling, or nipping. In the event that this behaviour occurs, the Handler will be required to remove



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- the Guide Dog/Service Dog or Service Animal from the classroom immediately and the student's parent will be called to pick up the Guide Dog/Service Dog or Service Animal from the school. Alternative options for accommodation will be discussed;
- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval, or a change to the needs of students/staff such that there is a new competing right; and
  - d) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

5.11 In all cases, however, the TCDSB will comply with its duty to accommodate and the *Human Rights Code*.

### **6.0 Responsibilities of Adult Students or Parents of Students with Guide Dogs/Service Dogs or Service Animals**

6.1 Parents or adult students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/ Service Dog accompany the student at school and/or on school-related activities.

6.2 The parent or adult student shall be responsible for:

1. submission of **Appendix A/Appendix B**;
2. all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
3. obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
4. providing confirmation of municipal license for the dog (to be updated annually);



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



5. providing confirmation of certificates of training, not older than 6 months, from an Accredited Training Organization attesting that the dog and Student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting; and that appropriate training has been provided to the staff person who might serve as Alternative Handler;
6. a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional) with a recommendation for the use of a Guide Dog/Service Dog;
7. a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
8. a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario identifying the age and breed of the dog and attesting that the dog:
  - a. is an adult,
  - b. does not have a disease or illness that might pose a risk to humans,
  - c. has received all required vaccinations, and
  - d. that the dog is in good health to assist the student; and
  - e. is updated annually;
9. general liability insurance providing coverage in an amount specified by the Board in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually).



## **7.0 Responsibilities of the Handler/Alternative Handler**

7.1 The Handler is the individual who has received training by the Accredited Training Organization and who is managing the Guide Dog/Service Dog. The Handler guides, instructs, and looks after the animal. In most cases, the Handler will be the student for whom the Guide Dog/Service Dog is provided. In the situation where the student is unable to manage the animal due to physical and/or cognitive challenges, a second individual is required and that person is deemed to be the Alternative Handler.

7.2 Where the student is not the primary Handler, TCDSB staff must be trained as the Alternative Handler(s) and accompany the student and animal at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including but not limited to consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs, and the impact on staff and other students.

7.3 The Student Handler or Alternative Handler of the Guide Dog/Service Dog or Service Animal must adhere to the following:

- a. demonstrate the ability to control the Guide Dog/Service Dog or Service Animal in accordance with the training received;
- b. ensure the Guide Dog/Service Dog or Service Animal will be readily identifiable
- c. ensure that the Guide Dog/Service Dog or Service Animal is always wearing a vest and leash or harness when the dog is not in its crate
- d. ensure the Guide Dog/Service Dog or Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- e. ensure that the Guide Dog/Service Dog or Service Animal's biological needs are addressed;
- f. transition and maintain at all times the Guide Dog/Service Dog or Service Animal on a leash, harness, mat and/or crate; and





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- g. comply with an accommodation plan that addresses the competing rights of others.

**Note:** Guide Dog and Service Dog Handlers are responsible for caring for their dogs. Guide Dog Handlers are responsible for having the dog with them at all times for navigational purposes. Most Guide Dog schools have a minimum age requirement of 16 or 18 years of age, therefore it would be rare for a student to have a Guide Dog at school.

### 8.0 Records

- 8.1 A copy of the application and the decision approving or denying the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 8.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use, and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The TCDSB is required pursuant to PPM 163: School Board Policies on Service Animals to collect certain information regarding the implementation of the policy and procedure regarding Guide Dogs/Service Dogs and Service Animals. The TCDSB will be collecting data on:
  - a. Total number of requests for students to be accompanied by Guide Dogs/Service Dogs or Service Animals;
    - i. Whether requests are for elementary or secondary school students;
    - ii. The student's grade; and
    - iii. Whether the student is the Handler.
  - b. The number of requests approved and denied;
    - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
    - ii. Species of Service Animals requested and approved; and





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- iii. Types of needs being supported: emotional, social, psychological, or physical.

### 9.0 Food Areas

9.1 Regulation 493/17 of Ontario's *Health Protection and Promotion Act*, 1990 allows Guide Dogs/Service Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs/Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

9.2 No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

### 10.0 Health, Safety and Other Concerns

If a student, parent of a student, or staff member has a concern around a Guide Dog/Service Dog or Service Animal they may come in contact with, including health and safety concerns such as allergies or fear or anxiety associated with the animal, this person should identify themselves and outline their concern in writing to the principal of the school where the animal attends.

### 11.0 Cross References:

Bill 48, Safe and Supportive Classrooms Act, 2019

PPM 163: School Board Policies on Service Animals, 2019

OHRC Policy on Accessible Education for Students with Disabilities, 2018

J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)

Special Education in Ontario K-12 Policy and Resource Guide, 2017

Learning for All, 2013

PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013

Accessibility for Ontarians with Disabilities Act (AODA), 2005

Blind Persons' Rights Act, R.S.O. 1990

Dog Owners' Liability Act R.S.O. 1990

Education Act R.S.O. 1990



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



Health Protection and Promotion Act, R.S.O.1990  
Food Safety and Quality Act 2001, S.O. 2001  
Ontario Human Rights Code, R.S.O. 1990

### 12.0 Attachments:

- Appendix A:** Application for Guide Dog/Service Dog
- Appendix B:** Application for Service Animal
- Appendix C:** Principal's Checklist for Guide Dog/Service Dog
- Appendix D:** Sample Decision Letter Approving Guide Dog/Service Dog/Service Animal
- Appendix E:** Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal
- Appendix F:** Sample Letter to the School Community
- Appendix G:** Sample Letter to the Parent of Students in Class(es)
- Appendix H:** Sample Letter to Employees and School Permit Holders
- Appendix I:** Sample Letter to the Parent(s) of Students on School Bus
- Appendix J:** Protocol: Transportation of Service Animals
- Appendix K:** Student School Emergency Evacuation Response Plan



## Application for a Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Guide Dog/Service Dog in school and at school-related activities.
Length of time the student and Guide Dog/Service Dog have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

### Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a regulated health professional containing the student’s diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/Service Dog will provide accommodation in a school setting.

### Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

### Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
  - the breed of dog, age of dog and that the dog is an adult;
  - the dog does not have a disease or illness that might pose a risk to humans;
  - the dog has received all required vaccinations;
  - the dog is in good health to assist the student.

### Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog’s training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance



## Application for a Guide Dog/Service Dog

with the MSAR standard for training, as defined in the TCDSB Operational Procedures (3.0)

- A letter confirming that the trainer will attend a Catholic School Parent Council (CSPC) meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate confirming the student Handler’s training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the TCDSB Operational Procedure (6.0).

### Student NOT the Handler

Where the student is not the Handler, please describe (separate attachment) what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

### Insurance

Pursuant to *Dog Owners’ Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Guide Dog/Service Dog into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal’s presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR  
 Superintendent of Schools  
 Superintendent of Special Services

**Application for Service Animal**

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Service Animal in school and at school-related activities.
Length of time the student and Service Animal have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

**Disability-Related Needs to be Accommodated by Service Animal**

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

**Veterinary Certificate**

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
  - the species of animal, age and confirmation that the animal is an adult;
  - the animal does not have a disease or illness that might pose a risk to humans or dogs; and
  - the animal has received all required vaccinations.

**Information Regarding Animal**

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate; and
- Describe the biological needs of the animal.



## Application for Service Animal

### Student

- Can the student independently manage the animal?
- In an attached document please describe in detail:
  - where, when, and how the student currently utilizes the animal’s services in public spaces for accommodation purposes;
  - what, if any, responsibilities the student is capable of performing independently; and
  - the responsibilities you wish to have assumed by a school staff member.

### Insurance

A parent must provide an insurance certificate identifying that they are an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Service Animal into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal’s presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR  
 Superintendent of Schools  
 Superintendent of Special Services



### Principal’s Checklist for Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

#### Application Requirements for Guide Dog / Service Dog

- Receive Application for Guide Dog/Service Dog or Service Animal
- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license [within 12 months]
- Veterinary certificate [within 3 months]
- Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- Certificate of training or attestation for student Handler [within 6 months]
- Letter of confirmation that the trainer will present to the Catholic School Parent Council (CSPC)
- Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- Assessment by health and safety officer
- Consult with Superintendent of Schools

#### Implementation Requirements

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom, etc.)
- Timetable identifying bio breaks, when accompanying student
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)



## Principal's Checklist for Guide Dog/Service Dog

- Letter to parents that Guide Dog/Service Dog will be accompanying student
- Information session during to CSPC meeting
- Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- Transportation plan (if required)
- Orientation for school staff and students
- Training for staff member acting as Handler (if required)
- Convene SBSLT meeting
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP and updated annually in accordance with IEP regulations)
- Create management plan for care of the Service Animal

**Additional Comments:**

Signature of Principal:	Date:
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## Sample Decision Letter Approving Guide Dog/Service Dog or Service Animal

(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog/ Service Animal into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal

(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child/you is/are not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's/your dignity, encourage independence and facilitate integration are available to support your child's/your learning needs and access to meaningful educational services.

This decision is not subject to appeal. However, if you wish to discuss the alternative accommodation measures available to support your child/you while at school, please contact me to arrange a meeting.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Letter to the School Community

Appendix F



(Date)

Dear Parent(s)/Guardian(s)

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the Catholic School Parent Council (CSPC) meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Letter to the Parents of Students in Class(es)



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class(es) / [insert course(s)] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Letter to Employees and Permit Holders



(Date)

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Letter to Parent(s) of Students on School Bus

Appendix I



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be riding with a student to and from school to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



**Protocol Name:      Transportation of Service Animals**

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

**Service Animals: other than dogs:**

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

## Service Animals: Dogs

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

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

### In case a student is incapacitated:

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

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



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

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

All C.O.P.E. Service Dogs are trained not to act aggressively in any situation. However, in times of extreme stress it is possible that a dog may rely on his instincts rather than his training. IF this does happen, it is important for drivers to not act aggressively toward the dog (i.e. raising their arms over their head and yelling) and try to talk to the dog in a

confident, friendly and calm voice. Something like "Hi puppy. You're a good dog. We are taking your friend to the hospital now." If you keep your shoulders back and explain things so that your voice appears confident and "as a matter of fact" to the dog then this will decrease stress and therefore the instinct to be aggressive.

The most important point is to appear confident and friendly.

In the case of an emergency evacuation of the vehicle:

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



# STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

1. Student INFORMATION	
Name:	EA Name(s) <i>(if applicabe)</i> :
Grade:	CYW Name(s) <i>(if applicable)</i> :
<b>Daily Schedule and Classroom Locations</b> <i>(attachment if necessary)</i> :	
2. EMERGENCY EVACUATION ASSESSMENT	
Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?	
a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Vision impairment/loss	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Hearing impairment/loss	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No
<hr/> <hr/> <hr/> <hr/> <hr/>	
3. COMMUNICATION NEEDS & ACCOMMODATIONS	
Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. <i>Example: student with hearing impairment may require assistive device to receive emergency evacuation information.</i>	

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

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

**Emergency Assistance Required:**

**5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT**

Student Personal Emergency Preparedness Kit required?  Yes  No

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

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Location of Student's Personal Emergency Preparedness Kit:

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## 6. EMERGENCY EVACUATION ROUTES

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

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

## 7. EMERGENCY ASSISTANCE NETWORK

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

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

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

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

## 8. ACKNOWLEDGEMENT & RELEASE

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

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

Date \_\_\_\_\_

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

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

Date \_\_\_\_\_

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

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



REPORT TO

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

**ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2019-20**

*And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:6)*

Created, Draft	First Tabling	Review
November 25, 2019	December 5, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services  
Vanessa Cocco, Andrea Coke, Marie-Josée Gendron, Rachelina Macchia, Joseph Mirabella, Don Reid, and Peter Stachiw, Special Services Chiefs  
Mariangela Artuso, John Morgan, and Marina Vanayan, Research Department

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

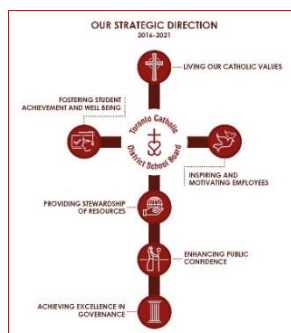
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*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**

1. The Accountability Framework for Special Education (AFSE) has changed its name to The Accountability Framework for Special Services (AFSS). This year's report-back document has a new look and feel and incorporates the following:
  - a) a focus on Special Education Programs as well as Services;
  - b) a clear alignment with the Toronto Catholic District School Board (TCDSB) Multi Year Strategic Plan (2018-2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach; and
  - c) where applicable, a Report Back for 2018-19 with the launch of a reframed learning and improvement plan that looks ahead to 2019-2021.
2. This year, a new framework has been established for the Physical Disability exceptionality. Consistent with priorities of the Ministry of Education, there has been further expansion to include also a framework focused on Mental Health, providing a foundation for health and wellbeing on which to build for all students and staff.

*The cumulative staff time required to prepare this report was 95 hours*

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the December 5, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee as an Annual Standing Report. The previous report was presented to the Board of Trustees on February 7, 2019.
2. The purpose of the Accountability Framework has been to conduct an annual review of Special Education programs through the lens of student achievement and wellbeing. This report summarizes the work of the various Framework committees during the 2018-19 school year including their goals, targets, and evidence of student achievement. It also captures the future focus of the committees as they look ahead to 2019-2021 with the benefit of the analysis of a variety of data, the setting of SMART goals and targets, the engagement of evidence-based strategies, and the monitoring of student engagement, staff professional learning and collaboration, as well as program delivery.

3. Eleven committees guide the work of the Accountability Framework. Each Committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each Accountability Framework focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.
4. The Report Back (2018-19) presents Goals, Targets, and Evidence for 2018-2019. The status of each goal is reported using the following scale:
  - A. On Target (green) – on track
  - B. Monitor (yellow) – on track but requires additional support
  - C. Action Required (red) – not on track
5. The Looking Ahead (2019-2021) presents, for each area within Special Services, the following sections:
  - a. Data Analysis – lists of achievement, contextual and perceptual data reviewed (e.g. EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
  - b. SMART goals and Targets – (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
  - c. Evidence-Based Strategies – include classroom strategies and professional learning opportunities.
  - d. Monitoring Strategies – provide a framework for ongoing feedback using measurement tools and identifying staff responsibility for progress towards goals and targets.
6. Framework committees meet on a regular basis for the following Exceptionalities:
  - a. Autism
  - b. Behaviour
  - c. Blind/Low Vision
  - d. Deaf/Hard of Hearing
  - e. Gifted
  - f. Language Impairment
  - g. Learning Disability
  - h. Mild Intellectual Disability
  - i. Multiple Exceptionalities/Developmental Disability



- j. Physical Disability (new)
- k. Mental Health and Wellbeing (new)

## **C. BACKGROUND**

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to nine (9) committees addressing the learning needs of students identified with different exceptionalities and in different placements. Further expansion this year has allowed for additional focus on the Physical Disability exceptionality as well as Mental Health and Well-being.
2. While the various accountability Framework Committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.
3. Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to foster student achievement and well-being through four areas of focus:
  - A. Home, School, and Parish: Nurturing our Catholic Community;
  - B. Curriculum, Teaching and Learning: A Focus on Assessment Practices;
  - C. Pathways, Planning and Programming: Student Engagement and Well-being; and
  - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

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

Looking Back (2018-2019) and Progress Towards Achievement of Goals and Targets (2019-2021)

<b>Category/Exceptionality</b>	<b>Goal Status</b>
Student Voice – all students with an IEP <ul style="list-style-type: none"> <li>• Home, School, and Parish: Nurturing Our Catholic Community</li> </ul>	On Target
Student Voice – all students with an IEP <ul style="list-style-type: none"> <li>• Pathways, Planning and Programming: Student Engagement and Well-being</li> </ul>	Monitor
Student Achievement – Students with Special Education Needs (excluding Gifted) <ul style="list-style-type: none"> <li>• Curriculum, Teaching and Learning: A Focus on Assessment Practices</li> </ul>	Action Required
Autism	On Target
Behaviour	Monitor
Blind/Low Vision	On Target
Deaf/Hard-of-Hearing	Monitor
Giftedness	On Target
Language Impairment	Monitor
Learning Disability	Action Required
Mild Intellectual Disability	Action Required
Multiple Exceptionalities/Developmental Disability	Monitor
Physical Disability	New
Mental Health	Monitor

**E. METRICS AND ACCOUNTABILITY**

1. The data, goals, targets, and evidence-based strategies will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Framework committees.
2. This report will come before the Student Achievement Committee next during the 2020-2021 school year.

**F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2019 - 2021





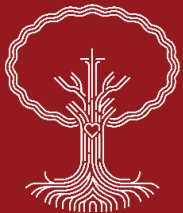


## OUR MISSION

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

## OUR VISION

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



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## OUR STRATEGIC DIRECTION 2016-2021

**FOSTERING STUDENT ACHIEVEMENT AND WELL BEING**  
To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



**LIVING OUR CATHOLIC VALUES**  
To understand and apply Catholic Teaching to all that we do



**PROVIDING STEWARDSHIP OF RESOURCES**  
To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



**INSPIRING AND MOTIVATING EMPLOYEES**  
To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration



**ENHANCING PUBLIC CONFIDENCE**  
To create enhanced, regular communication with all stakeholders

**ACHIEVING EXCELLENCE IN GOVERNANCE**  
To lead and model best practices in Board governance



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES

TORONTO CATHOLIC SCHOOL BOARD  
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## 2019 - 2021

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## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2018 - 2021

The TCDSB Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the accountability frameworks to 9 committees addressing the learning needs of students identified with different exceptionalities and in different placements. This year, a new framework was established for Physical Disability. Consistent with priorities of the Ministry of Education, there was further expansion to include a framework focused on Mental Health, providing a foundation for health and well-being on which to build for all students and staff. The purpose of the Accountability Framework has been to conduct an annual review of Special Services through the lens of student achievement and well-being.

This year's document, *Accountability Framework for Special Services (AFSS)* has a new look and feel.

- It incorporates a focus on Special Education Programs, as well as Services.
- It clearly aligns with the TCDSB Multi-Year Strategic Plan (2018 – 2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach.
- It includes, where applicable, a Report Back for 2018-2019, and the launch of a reframed learning and improvement plan, Looking Ahead to 2019-2021.

While the various accountability framework committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board Learning Improvement Plan**, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**
- B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**



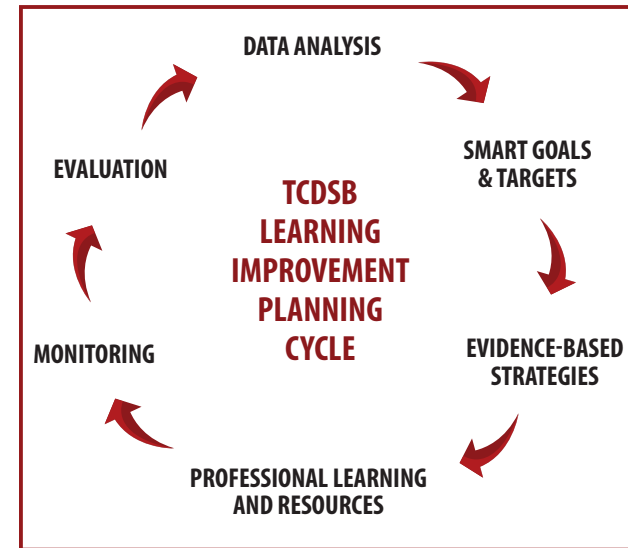


## TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Frameworks. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

The **REPORT BACK** (2018-2019) presents Goals, Targets, and Evidence for 2018-2019. The status of each goal will be reported using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track



The **LOOKING AHEAD** (2019-2021) presents, for each area within Special Services, the following sections: Data Analysis, Smart Goals and Targets, Evidence Based Strategies, and Monitoring Strategies.

- **Data Analysis** lists the achievement, contextual and perceptual data reviewed (e.g., EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying staff responsibility for progress towards goals and targets.



## 2018 - 2019 Exceptionality 1 Data

As of June 30, 2019.

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1,870
Behaviour	166
Blind and Low Vision	12
Deaf and Hard-of-Hearing	88
Developmental Disability	123
Giftedness	1,930
Language Impairment	800
Learning Disability	2,265
Mild Intellectual Disability	304
Multiple Exceptionalities	167
N/A (students with an IEP only)	7,963
Physical Disability	74
Speech Impairment	3



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	65	130	180	162	175	155	131	124	112	136	72	112	110	206
Behaviour	0	0	1	5	23	25	27	23	18	14	12	5	7	6
Blind and Low Vision	0	0	0	1	0	1	0	0	1	1	1	1	1	5
Deaf and Hard-of-Hearing	5	8	5	5	4	4	7	5	5	7	7	5	8	13
Developmental Disability	0	1	0	2	3	5	7	14	12	9	7	11	10	42
Giftedness	0	0	0	0	0	3	233	333	260	248	188	220	225	220
Language Impairment	0	0	44	69	73	64	76	83	90	59	68	52	68	54
Learning Disability	0	0	0	4	29	88	95	191	185	245	285	334	319	490
Mild Intellectual Disability	0	1	1	2	4	7	17	18	19	26	37	48	37	87
Multiple Exceptionalities	5	10	9	16	12	12	5	12	10	12	12	14	8	30
N/A (students with an IEP only)	80	71	120	462	735	803	846	795	797	760	671	595	540	688
Physical Disability	1	3	4	6	9	3	4	7	8	6	6	7	6	4
Speech Impairment	0	0	0	1	1	0	0	0	0	1	0	0	0	0



# STUDENT VOICE

## - All students with an IEP

**Safe and Caring Catholic School Climate Survey (Grade 6 & 8)**  
 Students who reported they have an IEP (including gifted): N = 2012

**My School, My Voice (Grades 10 & 12)**  
 Students who reported they have an IEP (including gifted): N = 1011

### HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

#### DATA ANALYSIS

In 2018 - 2019

Percent of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary 94%; Secondary 89%
- My school promotes Catholic practices – Elementary 95%; Secondary 91%



#### SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection (BLIP, Area of Focus A)



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT VOICE

## - All students with an IEP

**Safe and Caring Catholic School Climate Survey (Grade 6 & 8)**  
 Students who reported they have an IEP (including gifted): N = 2012

**My School, My Voice (Grades 10 & 12)**  
 Students who reported they have an IEP (including gifted): N = 1011

### PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

#### DATA ANALYSIS

In 2018 - 2019

Percent of students with an IEP who responded positively to:

- In general, I like the way I am – Elementary 70%; Secondary 62%
- Overall, I have a lot to be proud of – Elementary 67%; Secondary 55%
- A lot of things about me are good – Elementary 67%; Secondary 60%
- When I do something, I do it well – Elementary 60%; Secondary 60%
- I like the way I look – Elementary 61%; Secondary 53%

Used my Blueprint to explore education and career life planning at least once a year – Elementary 55%; Secondary 89%

My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary 80%

#### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be an increase in positive responses regarding students' self-image:

- Elementary – from 60% -70% range TO 64% - 74% range
- Secondary – from 53% - 62% range TO 57% to 66% range

By June 2021, there will be an increase in the use of my Blueprint by elementary student from 55% to 59%

Continue to engage parents' awareness regarding their child's use of my BluePrint

#### Goal status and explanation if goal not met:

**Monitor**

- Data informs current and future planning by the student Mental Health and Well-Being Team.

#### Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT ACHIEVEMENT - Students with Special Education Needs *(excluding gifted)*

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

#### EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018		2018-2019			
	All		All		Participating	
	N	%	N	%	N	%
Primary Reading	1064	44%	1091	43%	956	49%
Primary Writing	1064	51%	1091	49%	962	55%
Primary Math	1083	27%	1118	22%	995	25%
Junior Reading	1245	48%	1251	49%	1173	52%
Junior Writing	1245	51%	1251	57%	1172	61%
Junior Math	1245	13%	1253	12%	1170	13%
Grade 9 Academic Math	242	65%	286	63%	283	64%
Grade 9 Applied Math	677	36%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):

Students achieving Level 3 / 4:

- Primary Reading 44% to 50% ■
- Primary Writing 51% to 57% ■
- Primary Math 27% to 33% ■

Students achieving Level 3 / 4:

- Junior Reading 48% to 54% ■
- Junior Writing 51% to 57% ■
- Junior Math 13% to 19% ■

Students achieving Level 3 / 4:

- Grade 9 Academic Math 65% to 70% ■
- Grade 9 Applied Math 36% to 42% ■

Successful:

- OSSLT: 46% to 52% successful. ■

Goal status and explanation if goal not met: Action Required

- Data informs current and future planning by all staff.

Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

**ELEMENTARY:** Report Card Learning Skills: Self-Regulation (June 2019)

		Needs Improvement	
		N	%
Grade 3	All	6238	5.3%
	SE	1135	15.6%
Grade 6	All	6467	5.1%
	SE	1276	13.2%

**SECONDARY:** Report Card Marks: Pass Rates in English and Mathematics (June 2019)

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4669	95.0%	1228	91.1%	162	91.4%
	SE	368	91.8%	602	90.5%	156	91.0%
Grade 10	All	4624	96.4%	1365	92.2%	114	94.7%
	SE	314	92.4%	585	92.1%	111	94.6%

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4542	93.4%	1506	88.2%	435	93.1%
	SE	292	82.5%	532	86.1%	305	92.8%
Grade 10	All	4261	90.6%	1748	86.4%	259	94.2%
	SE	231	80.8%	563	83.3%	205	95.6%

*Note - All: All Students; SE: Students with Special Education Needs (excluding Gifted)*

### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be a reduction of 3% in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.

By June 2021, there will be a 3% increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

#### Strategies and Monitoring:


See Accountability Frameworks below and the Board Learning and Improvement Plan document.



REPORT BACK from 2018 - 2019

# AUTISM

All n=1,870  
ISP n=568

GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve self-regulation of students identified with Autism.</b></p> 	<p>The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Self Regulation, by the end of the school year, 75% of students in the PAST program will be able to identify independently which zone they are in, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.</p> <p>Students in PAST programs: n = 126 PAST Programs: n=7</p> <p>Collect data from PAST programs – use data regarding Zones of Regulation as a pilot to inform practice for all students with Autism in all learning environments</p>	<p>Pre- and post-measures (checklists) were developed to track students’ ability to progress through the zones of regulation.</p> <p><b>Students identifying the zone they are in</b> The percentage of occasions where students identified their zone independently improved from 48% in the pretest period to 77% in the post-test period</p> <p><b>Students describing one reason why they are in the zone</b> The percentage of occasions where students gave a correct reason for why they were feeling the way they were, without assistance or independently improved from 66% in the pretest period to 79% in the post-test period</p> <p><b>Students identifying one strategy to move to the green zone</b> 21% were already in the green zone in the post-test period compared to only 6% in the pretest period. There was little change (a slight decrease) in the percentage of occasions where students gave a correct strategy to move to the green zone, without assistance or independently from 64% in the pretest period to 60% in the post-test period.</p>

Goal status and explanation if goal not met: On Target

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to collect data from PAST program – use the data to inform practice for all students with Autism in all learning environments
- Create list of resources and strategies to share with schools
- Refine and expand the use of the elementary social skills kit

## LOOKING AHEAD to 2019 - 2021 - **AUTISM**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Use of teacher tracking sheets. ✓</p> <p>Report card marks, Learning Skills, Anecdotal Comments. ✓</p> <p>EQAO results ✓</p> <ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Grade 6</li> <li>• Grade 9</li> <li>• OSSLT</li> <li>• Exemptions/Deferrals</li> <li>• Accommodations</li> </ul> <p>Existing feedback forms to inform future professional learning goals</p> <p><b>Area for growth:</b> Student Self-Regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, improve self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>• 80% of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.</li> </ul> <p>By June 2021, there will be a 3% improvement in self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort)</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, promising practices in the area of self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>• In 2019-2020, 75% of elementary schools will plan learning opportunities in the area of self-regulation for students based on the resources and information shared with them.</li> </ul> <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> <li>• In 2019-2020, 75% of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity.</li> </ul>	<p>When teaching the students about emotions, strategies include:</p> <ul style="list-style-type: none"> <li>• Understanding facial expressions</li> <li>• Understanding body language and gestures</li> <li>• Interpreting contextual cues</li> <li>• Attending to physical sensations</li> </ul> <p>Daily use of:</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Playing games</li> <li>• Drawing of cartoons (emotions)</li> <li>• Feelings/emotions chart</li> <li>• Establishing a safe spot</li> </ul> <p>Teachers, Principals and VPs will engage in professional learning focused on students with Autism</p> <p>Communicate to staff at various levels</p> <ul style="list-style-type: none"> <li>- Tips for supporting students with Autism</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with Autism</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor, together with teachers, the implementation of IEP goals specific to the learning profiles of students with Autism</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>

REPORT BACK from 2018 - 2019

<b>BEHAVIOUR</b>			<b>All n=166 ISP n=113</b>
<b>GOALS</b>	<b>TARGETS IN 2018-2019</b>	<b>EVIDENCE 2018 - 2019</b>	
<p><b>Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a non-Special Education classroom setting.</b></p>	<p>Increase opportunities for classroom teachers and support staff to obtain evidence-based knowledge and strategies that support the self-regulation of students.</p>	<ul style="list-style-type: none"> <li>• In 30 TCDSB classrooms the Student Support Response Teams (SSRT) supported at least one student experiencing self-regulation difficulties. The interventions modelled evidence-based strategies for the classroom teacher/CYW.</li> <li>• A new CPI training format increased the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention(CPI): n=235.</li> <li>• The format for Behavioural Support Plans, used in conjunction with Individual Education Plans, has been revised to include monitoring of self-regulation strategies.</li> <li>• The ISP Behaviour teacher and CYW provided information to schoolstaff on the principles and language of the SNAP programme and Zones of Regulation.</li> <li>• ISP Behaviour teachers and CYWs shared the students' individual measurable goals and specific strategies with each of the integration teachers.</li> <li>• The ISP Behaviour teachers and CYWs worked collaboratively with integration teachers to evaluate student progress on a weekly basis to revise/create new goals and strategies together for each student.</li> <li>• Working collaboratively, ISP Behaviour Teachers, CYWs and the integration teachers developed a strategy of tracking and revising individual measurable goals and strategies.</li> </ul>	
<p><b>Goal status and explanation if goal not met:</b></p>		<div style="background-color: #FFD700; border-radius: 15px; padding: 5px 15px; display: inline-block;"><b>Monitor</b></div>	
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>• Behavior Support Plans and Safety Plans continue to be revised and are before the Forms Committee and Corporate Services for review and consideration.</li> </ul>			



## LOOKING AHEAD to 2019 - 2021 - BEHAVIOUR

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Teacher tracking sheets ✓</p> <p>Report card marks, learning skills ✓ and anecdotal comments</p> <p><b>Area for growth:</b> Parent Engagement</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <ul style="list-style-type: none"> <li>By June 2021, 85% of primary students in ISP behavior classes will have increased access to integration because of improved self-regulation strategies using Behavior Matters program.</li> </ul> <p><b>Home, School &amp; Parish: Nurturing Our Catholic Community</b></p> <ul style="list-style-type: none"> <li>By June 2021, 100% of parents of students in ISP behavior classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content.</li> </ul>	<p>There will be individual tracking of all primary ISP students regarding access to integration.</p> <p>Behavior Matters focuses on the following:</p> <ul style="list-style-type: none"> <li>Increases <b>Relationship Quality</b></li> <li>Increases <b>Social Networks</b> and <b>Connections</b></li> <li>Strengthens <b>Communication</b> skills</li> <li>Increases school, work and overall life <b>Success</b></li> <li>Develops ability to effectively <b>Problem Solve</b> and <b>Manage Conflict</b></li> <li>Improves <b>Resiliency</b></li> <li>Increases <b>Self Awareness</b> and <b>Emotional Awareness</b></li> <li>Improves <b>Coping</b> and <b>Calming</b> Abilities</li> <li>Develops <b>Perspective Taking</b> Skills</li> <li>Encourages a <b>Problem Solving</b> and <b>Solution Focused</b> Mindset</li> <li>Boosts <b>Motivation</b> and <b>Gratitude</b></li> <li>Creates a <b>Safe Space</b> for <b>Self Expression</b></li> </ul> <p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students with Behavior Needs.</p> <p>Communicate to staff at various levels Tips for supporting students with Behavior needs, including opportunities to attend Lunch 'N Learns.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field Superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Behavior Needs</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Behavior</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessments for learning strategies</li> </ul>

REPORT BACK from 2018 - 2019

# BLIND AND LOW VISION

All n=12  
ISP n=3

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Support full inclusion of students with Blind/Low Vision (BLV) needs through student-specific accommodations and assistive technology.</b></p>	<p>All students with BLV needs who receive support (Tiers 1, 2 and 3) from the TDSB Blind/Low Vision Program will access the curriculum with accommodations appropriate to the areas specified in students' IEPs (including participation in EQAO test with alternate format materials).</p> <p>All students with BLV needs (as assessed by the TDSB Blind/Low Vision Program) who require assistive technology to access the curriculum (past and present students with BLV SEA claims) will be trained in the use of that equipment in order to access the curriculum as independently and efficiently as possible.</p> <p>All teachers involved with direct teaching of students with Tier 3 BLV needs will participate in at least one professional learning session (provided by TDSB Blind/Low Vision personnel) focussed on addressing the needs of students with visual impairment in the regular classroom.</p>	<p><b><i>IEP Blind/Low Vision-specific content written by the TDSB Itinerant Blind/Low Vision Teacher and/or TDSB Orientation &amp; Mobility Instructor.</i></b></p> <p>Students who received Tier 1 (consultative support = two to three visits per year) and Tier 2 (program support = one visit per month) BLV support had BLV-related accommodations listed on page 2 of the IEP. Students who received Tier 3 support (i.e., direct instruction, one or more hours per week) had BLV Alternative Curriculum goals/pages in their IEPs.</p> <p><b><i>Students with BLV SEA equipment have undergone an Assistive Technology assessment by the TDSB Blind/Low Vision Program and SEA claim submitted in conjunction with the TCDSB SEA Department (Special Education Services).</i></b></p> <p>Ongoing training and support for students with past BLV SEA claims.</p> <p><b><i>Teachers of students with Tier 3 BLV needs received professional learning, modelling, and assistance with accommodation and inclusion strategies specific to visual impairment.</i></b></p> <p>TDSB Itinerant Blind/Low Vision Teachers and/or Orientation &amp; Mobility Instructors present in students' classrooms on a weekly basis to provide professional learning.</p>

Goal status and explanation if goal not met:

On Target

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to provide direct support to teachers and support staff in schools where students with BLV needs attend.
- Continue to work directly with the TCDSB SEA department regarding support of previous BLV SEA claims and new claims.
- Refine and revise IEP goals and inclusion strategies—TDSB Blind/Low Vision Program personnel working with TCDSB personnel.


## LOOKING AHEAD to 2019 - 2021 - **BLIND AND LOW VISION**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student use of assistive devices ✓ on a daily basis.</p> <p>Completion of BLV Special Equipment Amount (SEA) claims. ✓</p> <p>Teacher feedback from BLV ✓ professional learning (provided by the TDSB Blind/Low Vision Program).</p> <p><b>Area for growth:</b> Improved BLV Special Equipment Amount (SEA) claim process and assistive technology support of previous BLV SEA equipment already in place.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>100% of BLV students receiving Tier 1, 2, or three support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house assistive technology team.</li> </ul> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>100% of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum.</li> </ul>	<p>School personnel will</p> <ul style="list-style-type: none"> <li>Consult/work with TDSB BLV personnel to write IEPs with appropriate BLV accommodations, including the inputting of BLV Alternative pages in the IEP.</li> <li>Implement BLV IEP accommodations and strategies</li> <li>Collaborate with TDSB BLV personnel in a timely manner to provide accessible materials to the student with BLV needs at the same time as his/her normally sighted peers</li> </ul> <p>TDSB BLV Program personnel will:</p> <ul style="list-style-type: none"> <li>Provide professional learning opportunities to appropriate schools</li> <li>Provide or coordinate training to students (and staff, if needed) who use BLV-related assistive technology</li> <li>Provide BLV-specific information to be included in students' IEPs</li> </ul> <p>Students with BLV needs will:</p> <ul style="list-style-type: none"> <li>Use their assistive technology as independently as possible</li> <li>Be included in the regular classroom as independently as possible</li> <li>Have access to the curriculum (with BLV accommodations) as independently as possible</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning in conjunction with the TDSB Blind/Low Vision Program Coordinator</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor inclusion of students with Blind/Low Vision needs and their ability to access the curriculum as independently as possible.</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor, together with teachers, the implementation of IEP goals specific to the leaning profiles of students with Blind/Low Vision needs.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>

REPORT BACK from 2018 - 2019

# DEAF AND HARD-OF-HEARING

All n=88  
ISP n=28

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve achievement of students identified with Deaf/Hard of Hearing.</b></p> 	<p>By June 2019, review results from D/HH Student Survey and D/HH Teacher Survey and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.</p>	<ul style="list-style-type: none"> <li>• Surveys were analyzed to examine and explore student and teacher usage of Hearing Assistance Technology as part of a multi-year comprehensive plan: Year 1 (2017-2018) - Data collection; Year 2 (2018-2019) - plan development (revised); and Year 3 (2019-2020) - plan implementation (revised)</li> <li>• Progress with the individual student goals was reviewed with parents/guardians through the regular teacher and parent communication as well as the annual IPRC</li> <li>• Survey results identify a need to increase the level of engagement for junior students who are D/HH, to address better their social communication needs.</li> <li>• Research supports better social, emotional and academic outcomes for D/HH students who have opportunities to develop positive social interactions, peer acceptance and meaningful friendships</li> <li>• D/HH-ISP teachers received professional development materials to address the hearing technology needs of individual students in the D/HH-ISP classroom.</li> <li>• 100% of school age students referred who had diverse hearing levels received loaner classroom equipment and Hushh-upsR to support auditory access to the curriculum</li> <li>• All students referred for auditory processing deficits received loaner amplification systems for equipment trials</li> <li>• More than 84% of students (preschool to high school) identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club</li> </ul>

Goal status and explanation if goal not met:

Monitor

- Goal for 2018/19 was revised due to small student cohort and changes in student circumstances and needs.

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to review data from DHH-ISP teacher and student surveys and use the data to inform practice for all students with an identification of Deaf/Hard of Hearing in all learning environments.
- Develop evidence-based and evidence-informed resources and strategies to share with schools.

## LOOKING AHEAD to 2019 - 2021 - DEAF AND HARD-OF-HEARING

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report card marks, ✓ Learning Skills Anecdotal comments</p> <p>Existing Professional learning ✓ feedback forms to inform future professional learning goals</p> <p><b>Area for growth:</b> Hearing Technology Usage</p>	<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p>	<p>Teachers will engage in collaborative inquiry based professional learning focused on students identified as Deaf/Hard of Hearing</p> <p>Engage in co-teaching and co-planning</p> <p>Differentiate support based on student needs</p> <p>Identify students with learning gaps in use of hearing assistance technology and plan appropriate and timely interventions</p> <p>Develop video highlighting importance of hearing assistive technology to share board-wide.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with a D/HH identification</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students who are Deaf/Hard of Hearing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> <li>80% of identified D/HH students in junior grades will engage in social networking events</li> </ul> <p>Revise Girl's Talk/Boys' Club events based on grade division</p> <p>Provide speakers and activities for students at D/HH picnic, Girl Talk, Boys Club that focus on positive self-image and self-advocacy</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding of themselves as learners and well-being</p> <ul style="list-style-type: none"> <li>D/HH Family Picnic feedback survey</li> <li>D/HH Girls' Talk feedback</li> <li>D/HH Boys' Club feedback</li> </ul>		
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p>		
<p>By June 2021, evidence informed practices in the area of hearing and use of hearing assistive technology will be shared with all schools.</p> <ul style="list-style-type: none"> <li>80% of D/HH-ISP teachers will plan learning opportunities that support effective hearing assistance technology use based on the resources and information shared with them.</li> </ul>			

REPORT BACK from 2018 - 2019

# GIFTEDNESS

All n=1,930  
ISP n=153

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019															
<p><b>Improve self-regulation and organizational skills for Gifted students.</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on the Provincial Report Card.</li> <li>• Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled Time Management Skills, distributed to all TCDSB staff; presentation of Supporting Minds-Anxiety Module from School Mental Health Assist (December 2017).</li> <li>• PD presentation on Supporting the emotional health of students with Giftedness: How to recognize depression/ anxiety and how to help in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.</li> </ul>	<p>Provincial Report Card Learning Skills</p> <table border="1" data-bbox="1234 457 1934 647"> <thead> <tr> <th data-bbox="1234 457 1350 557">2016/2017 Grade 6 Cohort</th> <th colspan="2" data-bbox="1350 457 1644 557">Baseline: 2015/2016 Grade 5 Term 1</th> <th colspan="2" data-bbox="1644 457 1934 557">2018/2019 Grade 8 Term 2 (242)</th> </tr> <tr> <th></th> <th data-bbox="1350 557 1484 605">Organization</th> <th data-bbox="1484 557 1644 605">Self- Regulation</th> <th data-bbox="1644 557 1778 605">Organization</th> <th data-bbox="1778 557 1934 605">Self- Regulation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1234 605 1350 647">Excellent</td> <td data-bbox="1350 605 1484 647">63.3%</td> <td data-bbox="1484 605 1644 647">60.6%</td> <td data-bbox="1644 605 1778 647">70.2%</td> <td data-bbox="1778 605 1934 647">71.5%</td> </tr> </tbody> </table> <p>The “Excellent” ratings of the Learning Skills: <i>Organization and Self-regulation</i> have increased.</p> <p>Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.</p>	2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)			Organization	Self- Regulation	Organization	Self- Regulation	Excellent	63.3%	60.6%	70.2%	71.5%
2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)														
	Organization	Self- Regulation	Organization	Self- Regulation													
Excellent	63.3%	60.6%	70.2%	71.5%													

Goal status and explanation if goal not met:

On Target

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to collect data from report cards.
- Create list of resources and strategies to share with schools.
- Refine and expand the use of the Social Skills Kit.

## LOOKING AHEAD to 2019 - 2021 - GIFTEDNESS

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING		
<p>SReport card marks ✓ Learning Skills and Work habits Anecdotal comments</p> <p>Feedback forms ✓ to inform future PD goals</p> <p><b>Area for growth:</b> Student Self Regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>Circulate annual newsletter to school staff and parents on the following topics: Improving time management and organizational skills. (2018-19) Debunking misconceptions about the identification of Giftedness. (2019-20) Describing the importance of Gifted programming, focusing on student and parent voice. (2020-21)</p> <p>Gifted teachers (withdrawal, congregated and secondary) will participate in at least one professional development (PD) session annually focused on the needs of their students.</p> <p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students identified as Gifted</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Autism</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the leaning profiles of students with Autism</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>		
	<ul style="list-style-type: none"> <li>By June 2021, there will be 3% improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</li> </ul>				
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>By June 2021, there will be deepened professional learning for 100% of elementary and secondary teachers of Gifted students on relevant topics such as               <ul style="list-style-type: none"> <li>✓ Characteristics of Giftedness</li> <li>✓ Supporting the various learning needs of students with Giftedness</li> <li>✓ Promoting continuous engagement and self-motivation</li> <li>✓ Maintaining a balanced focus on curricular and co-curricular activities</li> <li>✓ Executive functioning skills</li> <li>✓ Time management strategies</li> <li>✓ Organizational strategies</li> </ul> </li> <li>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</li> </ul>				

# LANGUAGE IMPAIRMENT

All n=800  
ISP n=175

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve achievement of students identified with Language Impairment</b></p>	<p>Administer functional speaking and listening measures in Fall 2018 and Spring 2019 by LI- ISP teachers.</p> <p>Data will inform goal setting and capacity to refine the teaching/learning cycle and student achievement.</p> <p>Survey results will inform goal setting for 2019/2020.</p>	<ul style="list-style-type: none"> <li>• Pre- and post-measures were developed to track teachers’ perceptions of students’ progress in nine measures of oral language, as part of a three-year comprehensive survey beginning in 2017-2018.</li> <li>• Results for eighty students’ functional speaking and listening skills were analyzed in the pre- and post-survey.</li> <li>• Preliminary results indicate a increase in performance between September and June across all but one measures.</li> <li>• Year two data September and June indicate that the proportion of students rated at rarely demonstrating positive oral language skills decreased significantly over time on the following:                         <ul style="list-style-type: none"> <li>- Use correct grammar and talk in complete sentences. (Reduced from 49.4% of students to 32.9%)</li> <li>- Engage others in conversation. (Reduced from 32.9% to 22.5%)</li> </ul> </li> <li>• Speech-language pathologists facilitated promotion of the board-wide Early Identification Strategy in support of PPM 11 by providing targeted consultation and resources to more than 90% of kindergarten classrooms.</li> <li>• SLPs provided screening, assessment, consultation and/or intervention to more than 3,000 students across all panels to address specific communication needs of students.</li> <li>• All schools were provided access to four informational videos that highlight the link between communication, behaviour and mental health.</li> <li>• LI-ISP teachers were provided with professional development materials to address the oral language and literacy skills of individual students in the LI-ISP classroom.</li> </ul>

Goal status and explanation if goal not met: Monitor

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to collect data from LI-ISP teacher surveys and use the data to inform practice for all students with Language Impairment in all learning environments.
- Develop evidence-based and evidence-informed resources and strategies to share with schools.
- A comprehensive analysis of all data from three years of the survey administration will be completed by June 2020.



## LOOKING AHEAD to 2019 - 2021 - LANGUAGE IMPAIRMENT

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report card marks ✓ Learning Skills Anecdotal comments</p> <p>Existing professional learning ✓ feedback forms to inform future professional learning goals</p> <p><b>Area for growth:</b> Expressive Language</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language measures.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of communication and self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>At least 85% of students in the LI-ISP classroom will have teacher survey data administered, collected, and analysed.</li> </ul> <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment.</p> <ul style="list-style-type: none"> <li>75% of LI-ISP teachers will plan learning opportunities that support communication and self-regulation based on the resources and information shared with them.</li> </ul>	<p>Focus on the following oral language skills:</p> <ul style="list-style-type: none"> <li>Follow multi-step spoken directions.</li> <li>Understand the meaning of words.</li> <li>Understand what people are saying.</li> <li>Understand new information.</li> <li>Ask and answer questions of peers and teachers.</li> <li>Describe things to people.</li> <li>Put events in right order when telling stories or describing events.</li> <li>Use correct grammar and talk in complete sentences.</li> <li>Engage others in conversation.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Language Impairment</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor, together with teachers, the implementation of IEP goals specific to the learning profiles of students with Language Impairment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>

REPORT BACK from 2018 - 2019

# LEARNING DISABILITY

All n=2,265  
ISP n=114

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>By year-end increase teachers' understanding of LD and its impact on teaching and learning in math and reading and their use of effective teaching strategies.</b></p>	<ul style="list-style-type: none"> <li>• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy).</li> <li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li> <li>• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).</li> <li>• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.</li> </ul>	<p>The number of schools using Lexia program licenses increased from 98 to 110 (total assignment is 500 licenses).</p> <p>Training, mentoring, consolidation of professional learning to support continued delivery of EMPOWER programming.</p> <p>Improved the accessibility of the EMPOWER program by redistributing current programs to locations previously underserved (number of schools increased by 6).</p>

Goal status and explanation if goal not met:

Action Required

NEXT STEPS or STRATEGIES TO SUPPORT GOALS:


## LOOKING AHEAD to 2019 - 2021 - LEARNING DISABILITY

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card Marks ✓ Learning Skills Anecdotal Comments</p> <p>EQAO Results ✓ Grade 3 Grade 6 Grade 9 OSSLT Exemptions/Deferrals Accommodations</p> <p>Current distribution of intervention programs ✓</p> <p>Professional learning feedback forms ✓</p> <p><b>Area for growth:</b> Social Emotional Learning</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on academic and social emotional needs of students with Learning Disabilities</p> <p>Determination of placement of tier 2 and 3 intervention programs aimed at optimizing equity and accessibility across the board</p> <p>Communicate to staff at various levels - Tips for supporting students with LD</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with LD</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the leaning profiles of students with LD</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p>Students with the LD exceptionality in grades 2-5 will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p>		
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p>		
<p>By June 2021, all Special Education teachers will participate in at least one professional learning session focussed on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licences from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p>			

REPORT BACK from 2018 - 2019

# MILD INTELLECTUAL DISABILITY

All n=304  
ISP n=98

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p>By June 2020, a more comprehensive set of criteria will be shared with the System to describe the profile of the MID learner.</p> <p>By June, 2021 MID ISP teachers will have gained a better understanding of strategies and promising practices that they can implement in their classroom.</p>	<p>90% of Psychology providers and Special Education staff will have a better understanding of the criteria for identifying a student with the exceptionality of MID.</p> <p>90% of the teachers in MID ISP classrooms will participate in the professional learning opportunity focused on the reading resource program Lexia which will help to increase student engagement and student progress.</p>	<p>Psychology staff drafted a resource that clarified the criteria for identifying students with the exceptionalities of ME, DD, and MID.</p> <p>Consultation took place with the Psychology team and staff from other branches of the Special Education Department.</p> 

Goal status and explanation if goal not met:

Action Required

**NEXT STEPS or STRATEGIES TO SUPPORT GOALS:**

- Continue to provide professional learning opportunities for elementary teachers teaching in MID ISP classrooms.
- Provide elementary and secondary teachers with a reference resource of promising practices that can be utilized to enhance the engagement and achievement of students identified with an MID.

## LOOKING AHEAD to 2019 - 2021 - MILD INTELLECTUAL DISABILITY

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Look at report card marks, ✓ alternative report cards, learning skills and anecdotal comments from teachers</p> <p>Look at existing Feedback forms ✓ to inform future PD goals</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, 100% of students in MID ISP classrooms will start to use Lexia reading intervention soft-ware.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, all MID ISP classroom teachers will receive Lexia program training.</p>	<ul style="list-style-type: none"> <li>• use of multi-modality learning experiences to meet the various needs of students</li> <li>• use descriptive feedback to engage students in ongoing assessment for learning and improvement</li> <li>• implement Lexia reading intervention software to all students in MID ISP classrooms</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with an MID</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with an MID</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>

REPORT BACK from 2018 - 2019

<h1 style="margin: 0;">MULTIPLE EXCEPTIONALITIES / DEVELOPMENTAL DISABILITY</h1> <td data-bbox="1375 191 1959 349" style="text-align: center;"> <p>All DD=123 ISP DD=110</p> <p>All ME=167 ISP ME =133</p> </td>		<p>All DD=123 ISP DD=110</p> <p>All ME=167 ISP ME =133</p>
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Increased teacher understanding and use of Equals to address the numeracy program for elementary students with ME/DD</b></p>	<p>Make available to all elementary ME/DD ISP classes the EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p>	<p>Responses from teachers:</p> <p>61% reported that the use of the EQUALS program has had to a great extent and somewhat an impact on student engagement in numeracy.</p> <p>48% indicated that the use of the EQUALS program has had to a great extent and somewhat an impact on student learning in numeracy.</p> <p>Almost 40% reported that lack of staffing and 35% reported time constraints as reasons for preventing teachers from using EQUALS to support student learning in the manner they would like.</p> <p>44% also indicated that they were not able to use the EQUALS program yet and so did not see evidence of impact on student engagement or student learning.</p>
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: yellow; border-radius: 10px; padding: 2px 5px; font-weight: bold;">Monitor</span></p> <ul style="list-style-type: none"> <li>Some teachers, were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>Schedule another professional learning opportunity to review the EQUALS program with staff.</li> <li>Invite staff that were unable to attend the Professional Learning opportunity in 2018-2019.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - **MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)**

<b>DATA ANALYSIS</b>	<b>SMART GOALS &amp; TARGETS</b>	<b>EVIDENCE BASED STRATEGIES</b>	<b>MONITORING</b>
<p>Report card marks ✓ Alternative report cards, Learning skills Anecdotal comments from teachers</p> <p>Feedback forms to inform future PD goals. ✓</p> <p><b>Area for growth:</b> Functional literacy and functional numeracy skills of students</p>	<b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b>	<p>Secondary ME/DD Literacy</p> <ul style="list-style-type: none"> <li>• Use of visuals to engage students in learning</li> <li>• Age appropriate content to help to teach emergent literacy skills to students at various levels.</li> </ul> <p>Elementary ME/DD Numeracy</p> <ul style="list-style-type: none"> <li>• Use of real math instruction to help students gain math skills</li> <li>• Use of multi-sensory learning experiences to meet the needs of the students</li> <li>• Offer adaptations to think, choose, move, talk and write while working through numeracy activities</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with DD/ME</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with DD/ME</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p>By June 2021, 75% of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD ISP class.</p> <p>By June 2021, 75% of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p>		
	<b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b>		
	<p>By June 2021, 75% of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, 75% of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p>		

LOOKING AHEAD to 2019 - 2021

<b>PHYSICAL DISABILITY</b>			
<b>All n=74 ISP n=6</b>			
<b>DATA ANALYSIS</b>	<b>SMART GOALS &amp; TARGETS</b>	<b>EVIDENCE BASED STRATEGIES</b>	<b>MONITORING</b>
<p>Identify the range of physical disability and the supports currently in place. ✓</p> <p><b>Area for growth:</b> To be determined by June 2020.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning.</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible.</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor, the implementation of IEP goals specific to the leaning profiles of students with Physical Disability.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p>By Spring 2020, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>		
	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>		
	<p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>		
	<p><b>Professional Learning, Collaboration and Engagement</b></p>		
<p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>			





**MENTAL HEALTH AND WELL-BEING**

**WE REACH EVERY STUDENT**

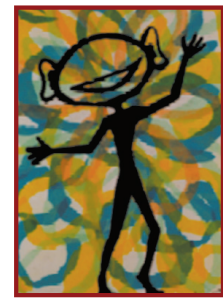
- AUTISM
- BEHAVIOUR
- BLIND AND LOW VISION
- DEAF AND HARD-OF-HEARING
- DEVELOPMENTAL DISABILITY
- GIFTEDNESS
- LANGUAGE IMPAIRMENT
- LEARNING DISABILITY
- MILD INTELLECTUAL DISABILITY
- MULTIPLE EXCEPTIONALITIES
- PHYSICAL DISABILITY
- SPEECH IMPAIRMENT
- STUDENTS WITH AN IEP ONLY



**A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:**



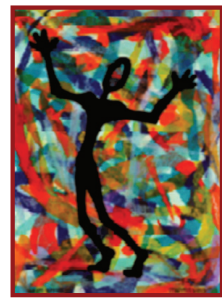
A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



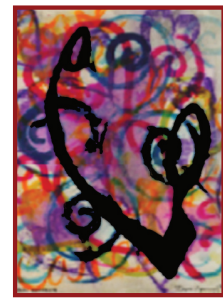
A REFLECTIVE, CREATIVE AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

REPORT BACK from 2018 - 2019

<b>MENTAL HEALTH</b>		
<b>GOALS</b>	<b>TARGETS IN 2018-2019</b>	<b>EVIDENCE 2018 - 2019</b>
<p><b>Increase capacity throughout the system in regards to student mental health and well-being.</b></p> <p><b>Increase mental health services in secondary schools.</b></p> <p><b>Increase social-emotional learning in the classroom.</b></p> <p><b>Engage external stakeholders with regards to mental health services in our schools.</b></p>	<p>To provide professional development to the system in the following areas: suicide awareness training, suicide intervention training as well as various modules from Supporting Minds, as determined by local needs.</p> <p>Hire 6 mental health professionals, provide training in Brief Intervention for School Clinician and integrate their services in 6 targeted secondary schools within a multi-disciplinary team to provide counseling services to students.</p> <p>Mental health professionals facilitated social-emotional programs into classrooms at the secondary panel and teachers at the elementary panel were invited to participate in the Faith &amp; Wellness pilot, bringing everyday mental health activities into the classroom.</p> <p>Collaboration with about 12 mental health agencies that bring mental health programs into our schools.</p>	<ul style="list-style-type: none"> <li>• 180 staff members were trained in suicide awareness skills</li> <li>• 60 staff members were trained in suicide intervention skills</li> <li>• 60 staff members trained in anxiety disorders</li> <li>• 40 staff members trained in mentally-healthy classroom</li> </ul> <ul style="list-style-type: none"> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools</li> <li>• Percentage of students (total of 186) that felt they could not cope with all the things they had to do went down from 45% at pre-test to 34% at post-test.</li> <li>• Mental health professionals* counseled 41 students</li> </ul> <p>*MH professionals were hired in April 2019.</p> <ul style="list-style-type: none"> <li>• Faith &amp; Wellness program in 4 schools</li> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools.</li> </ul> <p>*MH professionals were hired in April 2019.</p> <p>Memoranda of Understanding were renewed with about 12 mental health agencies with whom we continue to collaborate in bringing mental health programs into our schools for students.</p>
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: #ffff00; border-radius: 10px; padding: 2px 10px; font-weight: bold;">Monitor</span></p> <ul style="list-style-type: none"> <li>• Some teachers, were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide professional development to the system by adding the ADHD module of <u>Supporting Minds</u>, continue suicide intervention training to our clinicians, guidance counselors and school administrators and suicide awareness training to the system, as well as other training from <u>Supporting Minds</u>.</li> <li>• The team of mental health professionals continue to offer social-emotional programs in classrooms including <u>Stress Lessons</u> and <u>STRONG</u> to our newcomer students.</li> <li>• The team of mental health professionals continue to counsel students in 12 targeted high schools to complement mental health services provided by the psychology and social work service providers.</li> <li>• Collaborative work continues with our mental health agency partners to bring evidence-based and evidence-informed programs and interventions to our students.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - MENTAL HEALTH

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student Voice survey ✓            Teacher Voice survey            Administrator Voice survey            Feedback Forms            Mental Health Initiatives            Mental Health Professionals</p> <p><b>Areas for Growth:</b></p> <p>Increase students' social-emotional competency</p> <p>Student Mental Health and Well-Being initiative in Elementary</p> <p>Inquiry-based professional learning and teacher involvement</p> <p>Staff well-being</p>	<p><b>Student Engagement and Well-Being</b></p>	<ul style="list-style-type: none"> <li>Implement the Student Mental Health &amp; Well-Being Strategic plan and "Faith &amp; Wellness" resource from School Mental Health Ontario in partnership with OECTA.</li> <li>Promote the integration of Student Well-being within schools' existing teams to ensure cohesive implementation of Student Mental Health and Well-Being Strategy.</li> <li>Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12</li> <li>Promote implementation of social-emotional programs in classrooms.</li> <li>Implement a Staff Well-Being Committee with representatives from all 14 Employee groups.</li> <li>The Staff Well-Being Committee will develop a Staff Well-Being Strategic Plan that is informed by the results of the Workforce Census data.</li> <li>Build the foundational conditions necessary for the successful implementation of the Staff Well-Being Strategic Plan.</li> <li>Launch targeted Staff Well-Being campaigns to promote personal resiliency and healthy/respectful work environments.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Track elementary and secondary Student Voice survey regarding sense of self</li> <li>Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the elementary and secondary Student Voice surveys regarding engagement and well-being</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Monitor progress in the integration of Student Well-Being as part of schools' existing teams to ensure implementation of Student Mental Health &amp; Well-Being Strategy.</li> </ul>
	<p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions):            Elementary – maintain positive range (78% to 88%)            Secondary – from 71% - 83% range to 75% to 85% range</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 54 to 80 elementary schools</p>		
	<p><b>Professional Learning, Collaboration and Engagement</b></p>		
<p><b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b></p> <p>Workforce Census – 2019-2020 Baseline</p>			



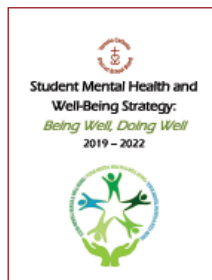
# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following **RESOURCES** have informed our plan:

1. [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
2. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
3. [http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring\\_safe\\_school.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring_safe_school.pdf)
4. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismspecdis.pdf>
5. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>
6. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Documents/TCDSB%20Student%20MH%20and%20WB%20Strategy%202015-18%20Draft%2010.pdf>
7. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
8. <http://www.edu.gov.on.ca/eng/policyfunding/GSKindergartenAddendum2018.pdf>
9. <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
10. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Pages/default.aspx>
11. [https://www.tcdsb.org/Board/EIE/Documents/TCDSB\\_Equity\\_Action\\_Plan\\_Web\\_2019.pdf](https://www.tcdsb.org/Board/EIE/Documents/TCDSB_Equity_Action_Plan_Web_2019.pdf)



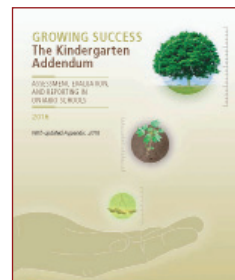
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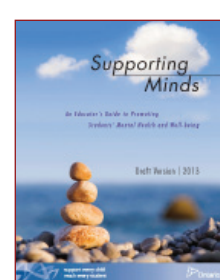
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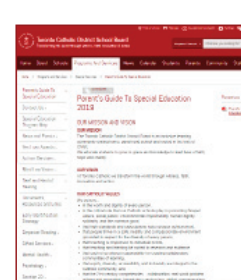
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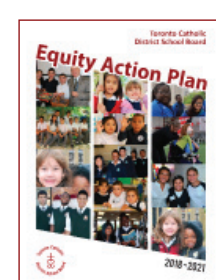
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10.



11.



**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2019 - 2020**

**Ward**

- |                                   |              |
|-----------------------------------|--------------|
| 1. Joseph Martino                 | 416-512-3401 |
| 2. Markus de Domenico             | 416-512-3402 |
| 3. Ida Li Preti                   | 416-512-3403 |
| 4. Teresa Lubinski                | 416-512-3404 |
| 5. Maria Rizzo                    | 416-512-3405 |
| 6. Frank D'Amico                  | 416-512-3406 |
| 7. Michael Del Grande, Vice-Chair | 416-512-3407 |
| 8. Garry Tanuan                   | 416-512-3408 |
| 9. Norm Di Pasquale               | 416-512-3409 |
| 10. Daniel Di Giorgio             | 416-512-3410 |
| 11. Angela Kennedy                | 416-512-3411 |
| 12. Nancy Crawford                | 416-512-3412 |
| Taylor Dallin, Student Trustee    | 416-512-3413 |
| Kathy Nguyen, Student Trustee     | 416-512-3417 |

**Rory McGuckin**, Director of Education  
**Maria Rizzo**, Chair of the Board

80 Sheppard Avenue East,  
Toronto, Ontario M2N 6E8  
Phone: 416-222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

**NOVEMBER 2019**



REPORT TO

## SPECIAL EDUCATION ADVISORY COMMITTEE

### PROGRESS REPORT ON AUDITOR GENERAL OF ONTARIO RECOMMENDATIONS

"I was a father to the **needy**; I took up the case of the stranger."  
Job 29:16

Created, Draft	First Tabling	Review
November 4, 2019	November 20, 2019	<a href="#">Click here to enter a date.</a>
D. Koenig, Associate Director of Academic Affairs and Chief Operating Officer		
<b>INFORMATION REPORT</b>		

**Vision:**

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

**Mission:**

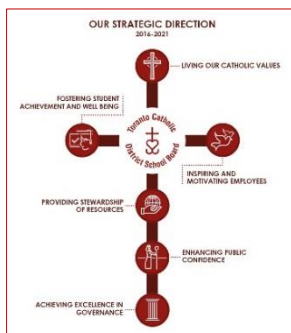
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

This report provides an update on the progress made by the TCDSB staff in regards to the Auditor General's report in 2017. The progress on the specific recommendations listed in this report are ones linked to the mandate of the Special Education Advisory Committee (SEAC).

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

## **B. PURPOSE**

1. This report is based on a follow up motion from the February 21, 2018 SEAC meeting after a presentation on the Auditor General of Ontario report, School Boards' Management of Financial and Human Resources.

## **C. BACKGROUND**

1. At the SEAC meeting of February 21, 2018 there was a request by the committee to provide SEAC with a progress report on the Auditor Report – Chapter 3, Section 3.12 – School Boards' Management of Financial and Human Resources. Specifically there were four recommendations listed on page 109 of the February 21, 2018 agenda, that had not yet been acted on namely:
  - An attendance support program for school board employees;
  - A performance management plan for non-academic staff;
  - A centralized database for employee behaviour complaints; and
  - Case management software for centralized tracking of special-education service referrals and backlogs.

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

1. **There are a number of initiatives implemented by Board staff that relate to attendance support and the reduction of absenteeism by employees.** The following actions have been implemented by TCDSB staff:

- A restructure of the entire sick leave and disability department and the hiring of a new Senior Coordinator to lead the department. There was an increase of 4 full time specialists hired into this department. These specialized teams are designed to promote alignment and best practices related to sick leave and disability management.
  - TCDSB has hired a consultant from School Board Cooperative Incorporated (SBCI) to help support the implementation of case management procedures that address issues related to medical documentation, return to work timelines and appropriate workplace accommodations for employees. The consultant is also providing direction to staff as to how to address the issue of sporadic absences in order to assist and provide support to the employee.
  - Staff have developed a new SAP accounting software module that creates real time absence data for union and management groups.
  - Employees that are ill for five consecutive days receive an automatically generated medical form to initiate a case file. Staff through Parklane software manage all employee sick leave files.
  - The Board has approved a five-year contract with Morneau Shappell regarding the implementation of an Employee and Family Assistance Program.
  - TCDSB has also hired a full time Chief of Mental Health Strategy and Staff Well-Being. Part of this employee's mandate is to initiate a staff well-being program in order to foster a healthy work environment, promote good health, provide collective support, appropriate interventions and support system change.
  - The Employee Well-Being Steering Committee has been implemented with the mandate to provide input and advice based on relevant data to inform the strategy. The committee will also provide input on policies and procedures related to employee health.
2. **The Board has initiated a performance appraisal process for all management staff of the TCDSB.** A pilot appraisal program was initiated with non-union management staff from February 2019 until August 2019.



Full implementation of the appraisal for non-union management has begun as of September 2019.

3. **There was no recommendation in the Auditor General of Ontario report that identified that boards should create a centralized database for employee behaviour complaints.** The TCDSB, through Human Resources and the Employee Relations Department, does keep track of all cases in which legislation requires a formal reporting process related to employee misconduct.
4. **The Board will be required to purchase and implement an entirely new Student Information System (SIS) within the next two to four years. Included in the requirements of this particular system is the ability for staff to centrally track all special education service referrals.** Staff provided the Board of Trustees an update on the implementation of the new student information system at the October 10, 2019 Corporate Services meeting. This system is responsible for storing and managing all student records for both current and past TCDSB students. Despite the timelines for implementation of this system, staff have restructured the Psychology Department to be more responsive and effective in completing student assessments. The referrals are prioritized based on student need and then assigned to the Psychology team for completion.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Special Education Advisory Committee.



## Special Education Advisory Committee (SEAC) Membership Application

**Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).**

Position applying for:     Community                      OR     Local Associations Membership  
     Member

Surname:	Hughes	First Name:	Sandra
Main Contact Number:	██████████	Alternate Contact Number:	██████████
E-mail address:	██		
Child(ren)'s School(s):			
Organization Name:	New Haven Learning Centre		
Organization Address:	301 Lanor Avenue, Toronto, ON, M8W 2R1		
Main Contact Person:	Sandra Hughes, Executive Director		
Main Contact Number:	██████████		
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE                      x <input type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:			
Board member of Special Olympics Ontario, Community member of Canadian Autism Alliance Association, Community Member of Autism Ontario, member of ONTABA, ABAI.			
3. Briefly outline the reasons why you are interested in being a member of this committee:			
I believe as a non-profit charitable organization in the GTA, I can contribute to a better understanding of ABA and its application in and outside of the school system. I also believe I can add my over 20 years of supporting bot intensive and transitional services for individuals with autism and related disorders to the discussion at these meetings, respectfully listening and sharing in the belief that all students have the potential to reach fulfilling lives.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:			
As the Executive Director of New Haven Learning Centre, a private school and charitable non-profit, I believe I have a wealth of both direct and indirect experience in the sector of special education that I am happy to share with the community membership.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:			
x <input type="checkbox"/> NO			



## Special Education Advisory Committee (SEAC) Membership Application

<input type="checkbox"/> YES Please explain:	
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="checkbox"/> NO <input type="checkbox"/> YES Please specify the Committee:	
7. Do you support the Catholic Mission/Vision of TCDSB? I am in support of both the mission and vision of the TCDSB and welcome the opportunity to increase my knowledge of how to support their objectives.	
8. Provide any additional comments to be considered in regards to your participation on this committee:  I welcome the opportunity to both participate and provide input as a community member dedicated to the betterment of others.	
<i>Completed membership application form and request for nomination letter submitted by Sandra Hughes (Applicant to enter full name in the gray shaded box) to the attention of the Director of Education and SEAC Chair via email to:</i>  <a href="mailto:rory.mcguckin@tcdsb.org">rory.mcguckin@tcdsb.org</a> & <a href="mailto:angela.kennedy@tcdsb.org">angela.kennedy@tcdsb.org</a>	
Date:	October 7 <sup>th</sup> , 2019

### **Important**

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31<sup>st</sup> in the year of the Board’s election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>

September 24<sup>th</sup>, 2019

**Royal Patron**  
Her Royal Highness  
The Countess of Wessex

**Chair**  
John Turner

**Board Members**

Ross Amos  
John Crean  
Mike Harris  
Mike Harrison  
Dennis Koren  
Jackie Martin  
Robert Armstrong

**Executive Director**  
Sandra Hughes, M.Ed., BCBA

**Clinical Director**  
Jennifer Hieminga, M.Ed., BCBA

T 416-259-4445  
F 416-259-2023  
info@newhavencentre.com  
301 Lanor Avenue  
Toronto, Ontario  
M8W 2R1

Charitable Registration Number  
87888 6662 RR00001

Dear Ms. Kennedy, Ms. Maselli-Jackman, Mr. Rory McGuckin and current members of the SEAC committee,

It is with great interest that I wish to submit my letter of interest to the TCDSB SEAC decision making committee for consideration to be added to the committee membership in the 2019-2020 school year. This can come, in part, through an email exchange with Melanie Battaglia early in September of this year.

My name is Sandra Hughes, and I have worked in the field of special education, treatment and therapeutic intervention for individuals with autism and related disorders over 22 years. I hold a Bachelor's degree from McGill University and a Master's degree in Education from Trinity College Dublin, Ireland. I am also a Board certified Behaviour Analyst, practicing in both provincial and international levels focusing on services to those 2- 30 years of age.

I believe I can contribute to both the discussion and possible dissemination of information both in the focus on inclusivity and specialized services, when needed. I have worked in private sector, government sector management positions and am now the Executive Director of New Haven Learning Centre since 2016. I believe fundamentally in individualized services when needed with a priority on meeting the needs of many. I am an ongoing members of ONTABA, CASDA, ABAI and advocate frequently for evidence-based educational programs at all levels of ability.

It would be my pleasure to speak in more depth as to the interest and focus on the committee at this time and see if I can be a valued contributor within the Catholic educational system. Please note I will have email access only for the coming days as I will be at the ABA International conference presenting on pre-vocational training for young adults.

Best regards,



Sandra Hughes, M.Ed., BCBA  
Executive Director  
New Haven Learning Centre



*Treatment and education for individuals with autism*



## Special Education Advisory Committee (SEAC) Membership Application

**Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).**

Position applying for:

Community  
Member

OR

Local Associations Membership

Surname:	Nightingale	First Name:	Deborah
Main Contact Number:	██████████	Alternate Contact Number:	██████████
E-mail address:	████████████████████		
Child(ren)'s School(s):	St. Cyril, St. Bonaventure		
Organization Name:	<b>Association for Bright Children (ABC)</b>		
Organization Address:			
Main Contact Person:	<b>Melissa Rosen, President</b>		
Main Contact Number:	President@abcontario.ca		
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:			
ABC – parent member Canadian Parents for French – parent member Catholic Women’s League - member			
3. Briefly outline the reasons why you are interested in being a member of this committee:			
As a parent of 5 including 3 gifted children, I am eager to support children of all abilities to thrive and succeed in the Catholic education system.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:			
Formerly a lawyer, I am trained as a psychotherapist. I have experience in the public and private sectors.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:			
<input checked="" type="checkbox"/> NO <input type="checkbox"/> YES Please explain:			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months?			
<input checked="" type="checkbox"/> NO <input type="checkbox"/> YES Please specify the Committee:			



## Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB? Yes. I am committed to bringing Christian values into practise in daily life at home and at school.	
8. Provide any additional comments to be considered in regards to your participation on this committee:	
<p><i>Completed membership application form and request for nomination letter submitted by Deborah Nightingale to the attention of the Director of Education and SEAC Chair via email to:</i></p> <p style="text-align: center;"><a href="mailto:rory.mcguckin@tcdsb.org">rory.mcguckin@tcdsb.org</a> &amp; <a href="mailto:angela.kennedy@tcdsb.org">angela.kennedy@tcdsb.org</a></p>	
Date:	October 17, 2019

### **Important**

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31<sup>st</sup> in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>



**ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO**  
**SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO**

c/o 4 Simpson Rd.  
Bolton, ON L7E 1G9

abcinfo@abcontario.ca

October 16, 2019

Ms. Angela Kennedy  
Chair, SEAC  
Toronto Catholic District School Board  
Catholic Education Centre  
80 Sheppard Avenue East  
Toronto, Ontario M2N 6E8

Dear Ms. Kennedy,

I am writing to nominate Deborah Nightingale for the position of S.E.A.C. Representative for the Association for Bright Children of Ontario on the Special Education Advisory Committee of the Toronto Catholic District School Board. This nomination is for the remainder of the 2018-2022 term.

Ms. Nightingale has the qualifications required under the Ontario Education Act:

- Canadian citizen
- resident of the board's jurisdiction
- not an employee of the Board

Ms. Nightingale is a member in good standing of the Association for Bright Children of Ontario. The Association for Bright Children of Ontario is a Provincial Association as described in Regulation 464/97 and represents the Gifted Exceptionality.

Ms. Nightingale may be contacted at [REDACTED]

Please feel free to contact me if you would like any additional information. Thank you,

Regards,

Melissa Rosen

President,  
The Association for Bright Children of Ontario

Cc: Deborah Nightingale

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO November 20, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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
2	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 "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:  <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</i>	Superintendent of Special Services



**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO November 20, 2019**

			<p><i>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> <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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO November 20, 2019**

				<p>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 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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO November 20, 2019**

			<p>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> <p><i>Motion carried at March 27, 2019 SEAC meeting; approved at April 24, 2019 Board meeting.</i></p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO November 20, 2019**

3	October 18, 2019	March 2020	Regular Board	<p>That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for SEN students in joining STEM/STEAM extracurricular activities and what role and responsibilities befall on both Principal and teaching staff in this process (Staff Responses to Various SEAC Recommendations Pertaining to Programming and Supports for Students with Special Education Needs);</p> <p><i>Motion carried at September 18, 2019 SEAC meeting; approved at October 16, 2019 Board meeting.</i></p>	<p>The SO of student success and curriculum will create a report that outlines the supports/accommodations/modifications for exceptional students engaging in STEAM extracurricular activities in our schools.</p>
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