

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA January 22, 2020

**Nancy Crawford, Chair**

**George Wedge, Vice Chair**  
Easter Seals

**Melanie Battaglia**  
Community Representative

**Lori Ciccolini**  
Community Representative

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

**Tyler Munro**  
Integration Action for Inclusion  
Representative

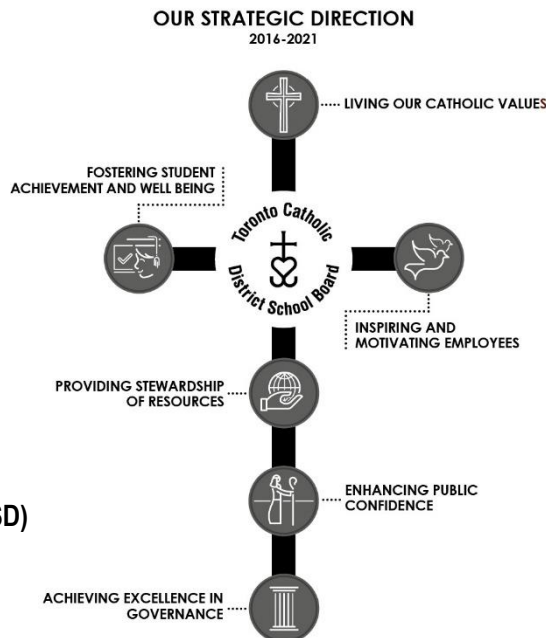
**Gizelle Paine**  
LD Toronto Chapter Representative

**Mary Pugh**  
VOICE for Hearing Impaired

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

**Sandra Mastronardi**  
Autism Ontario

**Trustee Members**  
**Angela Kennedy**  
**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

**Joseph Martino**  
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**

**Nancy Crawford, Chair**

**George Wedge, Vice Chair**

Wednesday, January 22, 2020

7:00 P.M.

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	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Declarations of Interest	
5. Approval & Signing of the Minutes of the Meeting held December 4, 2019 for Public Session	1 - 8
6. Delegations	
7. Presentations	
8. Unfinished Business	
9. Consideration of Motions for which previous notice has been given	
10. Consent and Review	
11. Communications	
11.a Draft SEAC Annual Calendar	9 - 11

11.b	Special Education Superintendent Update	12 - 13
11.c	Annual Report on the Accessibility Standards Policy (A.35) (Information)	14 - 67
11.d	Mental Health and Well-Being Annual Report 2018-2019 (Information)	68 - 83
11.e	2019-20 Budget Revised Revenue Estimates	84 - 88
11.f	Parent Reaching Out (PRO) Regional Grant 2019-2020	89 - 90

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

From the November 20, 2019 Special Education Advisory Committee Meeting

12.a	Presentation: Special Education Advisory Committee By-Laws on Agenda Setting, Melissa Eldridge - Acting General Legal Counsel	91 - 144
12.b	Presentation: Exclusion Process, Melissa Eldridge - Acting General Legal Counsel	
12.c	Consideration of Motion from Melanie Battaglia regarding Third Party Protocol	145
12.d	Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility	146 - 147
12.e	Inquiry from Tyler Munro regarding Special Education Fair	
12.f	Inquiry from Tyler Munro regarding Email Blasts	

From the December 4, 2019 Special Education Advisory Committee Meeting

12.g	Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request	148
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**13. Reports of Officials, and Special and Permanent Committees Requiring Action**

13.a	Draft Acceleration/Retention Policy	149 - 187
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- 13.b Review of Policy: Special Education Programs and Services (S.P.01) 188 - 190
- 14. **Reports of Officials for Information**
- 15. **Inquiries and Miscellaneous**
- 16. **Association Reports**
  - 16.a Association Reports - George Wedge (Verbal)
- 17. **Update from Trustees on resolutions recommended to the Board by the Committee**
- 18. **Pending List**
  - 18.a Pending List as at January 22, 2020 191 - 198
- 19. **Adjournment**

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

**HELD WEDNESDAY, DECEMBER 4, 2019**

## **PRESENT:**

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

**External** George Wedge, Vice Chair

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

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

S. Harris, Recording Secretary

S. Skeeter Hinds-Barnett, Assistant Recording Secretary

**2. Secretary Calls the Meeting to Order**

The Secretary, Superintendent Linda Maselli-Jackman, called the meeting to order.

**3. Roll Call & Apologies**

Gizelle Paine was absent.

Superintendent Linda Maselli-Jackman advised the meeting of Gizelle Paine's verbal resignation from the Committee.

**4. Approval of the Agenda**

MOVED by George Wedge, seconded by Trustee Kennedy, that the Agenda, as amended to include Item 18a) Inquiry from Trustee Kennedy regarding Disbursement of Students due to lack of Supply Teachers and its impact on Special Needs Students.

On the Vote being taken, the Motion was declared

CARRIED

**5. Election of Chair**

The Secretary called for nominations for the position of Chair of the SEAC 2019-2020.

MOVED by George Webster, seconded by Trustee Kennedy, that the name of Trustee Crawford be placed in nomination.

Trustee Crawford accepted.

There were no further nominations.

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that nominations be closed.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Crawford was acclaimed Chair of the SEAC for 2019-2020.

**6. Election of Vice-Chair**

The Secretary called for nominations for the position of Vice-Chair of SEAC 2019-20.

MOVED by Mary Pugh that the name of Sandra Mastronardi be placed in nomination.

Sandra Mastronardi was absent at that time and the Chair ruled that the nomination was out of order.

MOVED by Trustee Kennedy that the name of Glenn Webster be placed in nomination.

Glenn Webster declined.

MOVED by Trustee Di Giorgio, seconded by Lori Mastrogiuseppe, that the name of Trustee Kennedy be placed in nomination.

Trustee Kennedy accepted.



MOVED by Trustee Crawford, seconded by Lori Ciccolini,, that the name of George Wedge be placed in nomination.

George Wedge accepted.

Trustee Kennedy withdrew her acceptance of nomination.

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that nominations be closed.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh wished to be recorded as not voting in favour of the Motion.

George Wedge was acclaimed Vice-Chair of the SEAC for 2019-20.

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

MOVED by Lori Mastrogiuseppe, seconded by Tyler Munro, that the Minutes of the Regular Meeting held November 20, 2019 for PUBLIC Session be approved.

On the Vote being taken, the Motion was declared

CARRIED

**9. Declarations of Interest**

There were none.

**12. Notices of Matters and Trustee Matters**

**12a) From Tyler Munro regarding Individual Education Plan Completion Rate – Report Request** will be considered at the January 22, 2020 meeting.

**14. Communications**

MOVED by Tyler Munro, seconded by George Wedge, that Item 14a) be adopted as follows:

**14a) SEAC Monthly Calendar Review** received.

On the Vote being taken, the Motion was declared

CARRIED

**15. Matters Referred/Deferred to the Committee by the Board and Other Committees**  
**From the November 20, 2019 Special Education Advisory Committee Meeting**

MOVED by George Wedge, seconded by Glenn Webster, that Item 15.a.i) be adopted as follows:

**15.a.i) Letter of Interest to serve as SEAC Member from Sandra Hughes** that SEAC recommend to Board that the letter of interest application from Sandra Hughes for SEAC membership not be accepted.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh wished to be recorded as not voting in favour of the Motion.

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 15.a.ii) be adopted as follows:

**15.a.ii) Letter of Interest from Deborah Nightingale to serve as SEAC Member** that SEAC recommend to the Board that the letter of interest application from Deborah Nightingale to serve as a Local Association Representative on SEAC be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 15b) be adopted as follows:

**15b) Inquiry from Tyler Munro regarding Specialized Equipment Amount (SEA) Computer Repair, Loaner Process** received and referred to staff.

On the Vote being taken, the Motion was declared

CARRIED

**18. Inquiries and Miscellaneous**

MOVED by Trustee Kennedy, seconded by Sandra Mastronardi, that Item 18a) be adopted as follows:

- 18a) From Trustee Kennedy regarding Disbursement of Students due to lack of Supply Teachers and its impact on Special Needs Students received.**

On the Vote being taken, the Motion was declared

CARRIED

**21. Pending List**

MOVED by Mary Pugh, seconded by Trustee Kennedy, that Item 21a) be adopted as follows:

- 21a) Pending List received.**

On the Vote being taken, the Motion was declared

CARRIED

**22. Adjournment for Advent Celebration**

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# 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>- Association Reports (if any)</li> <li>- Set SEAC goals for the year</li> <li>- Annual Accessibility Report 2019</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Review of Policy: Special Education Programs (S.P.01)</li> <li>- Mental Health Annual Report 2018-19</li> <li>- Priority Budget Setting Discussion (effective January 2020)</li> <li>- Special Education Plan Review (document included in October 2019 SEAC agenda) <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>- Special Education Staff</li> <li>- Specialized Equipment</li> <li>- Transportation for Students with Special Education Needs</li> <li>- Transition Planning</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>- Association Reports (if any)</li> <li>- Special Education Plan Review <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>- Roles &amp; Responsibilities</li> <li>- Categories and Definitions of Exceptionalities</li> <li>- Provincial and Demonstration Schools in Ontario</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>- Association Reports (if any)</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Committee Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>- The Board's Consultation Process</li> <li>- Early Identification Procedures and intervention Strategies</li> <li>- Specialized Health Support Services in School Settings</li> <li>- Parent Guide to Special Education</li> </ul>	<p>Ontario Secondary School Literacy Test (OSSLT) takes place</p>

## SEAC Annual Calendar

April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 2020 (GSNs)</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Update to Special Education Programs for 2020-2021</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>- Educational and Other Assessments</li> <li>- Coordination of Services with other Ministries or Agencies</li> <li>- Staff Development</li> <li>- 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</li> </ul>	<p><i>ONSIS report on identified students</i></p> <p><i>Autism Awareness Month</i></p>
May	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Student Grants 2020-2021</li> <li>- PRO Grants Application Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>- Accessibility (AODA)</li> </ul>	<p><i>Budget Consultation continues</i></p> <p><i>EQAO Assessment</i></p>
June	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Budget approval update</li> <li>- Status of PRO Grant application</li> </ul>	<p><i>EQAO Grade 3 and 6 Testing</i></p>
July		<ul style="list-style-type: none"> <li>- <i>School Board Submits balanced Budget for the following year to the Ministry</i></li> <li>- <i>Special Education Report Checklist submitted to the Ministry of Education</i></li> </ul>
August		

# SEAC Annual Calendar

September	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Review TCDSB Accessibility Plan (September 2022)</li> <li>- Develop or review SEAC annual Agenda/Goals</li> <li>- Annual Safe Schools Report</li> <li>- Special Education Plan Review</li> <li><a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>• The Special Education Advisory Committee (SEAC)</li> </ul>	
October	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</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>- Association Reports (if any)</li> <li>- AFSS Report: Exceptionality Frameworks-Goals &amp; Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</li> <li>- Engagement and Governance Supports Discussion</li> <li>- Professional Learning Plan</li> <li>- Special Education Fair</li> <li>- Special Education Plan Review</li> <li><a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a></li> <li>• Model for Special Education</li> <li>• Identification, Placement, and Review Committee (IPRC) Process</li> <li>• Special Education Placements Provided by the Board</li> <li>• Individual Education Plans (IEP)</li> <li>• Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement</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>- Association Reports (if any)</li> <li>- SEAC Elections (Inaugural)</li> <li>- SEAC Elections: Chair &amp; vice-Chair (Annual)</li> <li>- SEAC Mass and Social</li> </ul>	Independent review of assessment and reporting



# Special Education Superintendent Update January 2020

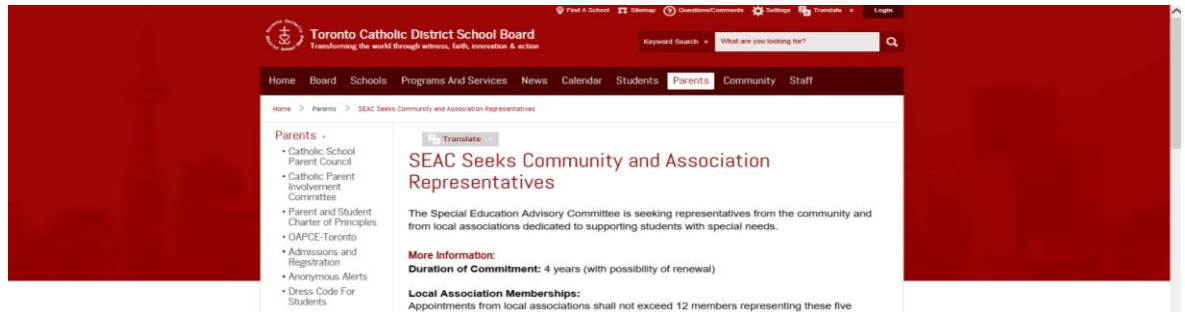


## SEAC Membership Recruitment Implementation

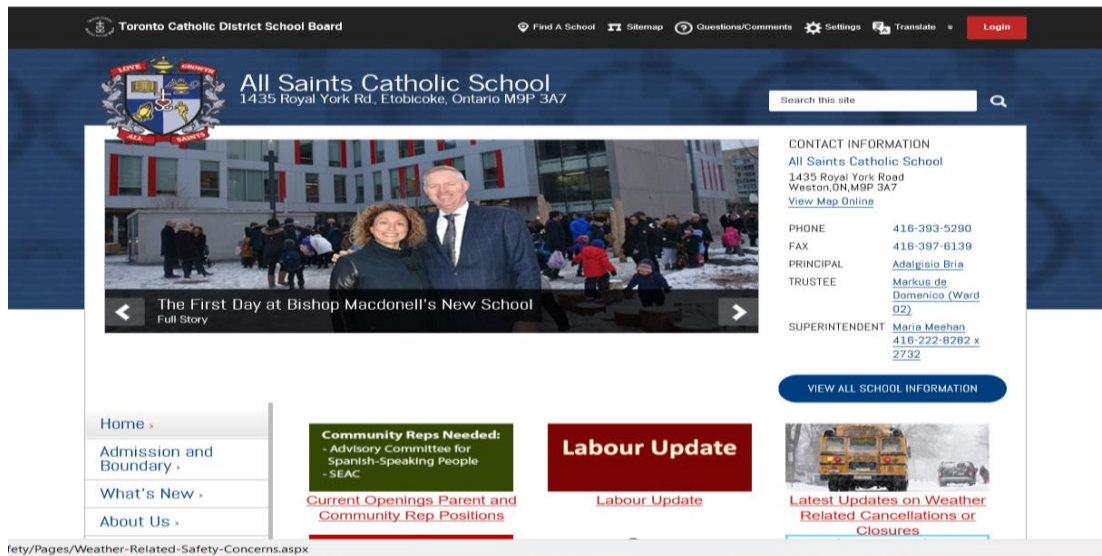
- December 2019 School Insert and all monthly inserts until vacancies are filled
- Social media Promotion to begin January 2020
- Weekly wrap-up and E-news distribution

- **TCDSB – Webpage**

<https://www.tcdsb.org/FORPARENTS/Pages/SEACSeeksCommunityRepresentatives.aspx>



- **Updated tiles on all school pages**





The Health & Physical Education and the Mental Health teams are about to pilot School Well-Being Teams in 20 of our schools (15 Elementary schools and 5 Secondary schools). School Well-Being teams are defined as teams that:

- 1) will promote cohesion and collaboration of existing teams in the school that are related to student mental health and well-being (e.g. HAT, Safe Schools, Stop the Stigma);
- 2) will be committed to creating safe and inclusive schools where the mental, cognitive, physical, social and emotional well-being of students will be promoted; and
- 3) will champion well-being initiatives in alignment with the Mental Health Strategy based on locally identified needs.





REPORT TO

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

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

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

Created, Draft	First Tabling	Review
December 20, 2019	January 9, 2020	Click here to enter a date.
F. Cifelli, Area 1 Superintendent of Education		

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

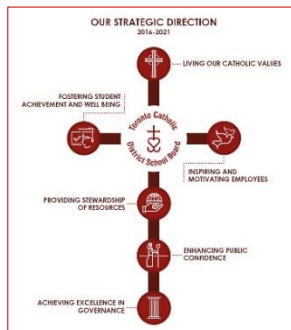
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

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

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

## **B. PURPOSE**

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

## **C. BACKGROUND**

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

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

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

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

*Establishment of accessibility policies*

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

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

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

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

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

[...]

Accessibility plans

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

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

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

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

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

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

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

## **E. METRICS AND ACCOUNTABILITY**

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

6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

## **F. ACTION PLAN**

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

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

## **G. CONCLUDING STATEMENT**

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





**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

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

**Purpose:**

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

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



**POLICY SECTION: ADMINISTRATION**  
**SUB-SECTION:**  
**POLICY NAME: ACCESSIBILITY STANDARDS**  
**POLICY NO: A. 35**

**Scope and Responsibility:**

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

**Alignment with MYSP:**

- Living Our Catholic Values
- Strengthening Public Confidence
- Providing Stewardship of Resources
- Inspiring and Motivating Employees

**Policy:**

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

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

**Regulations:**

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

### **Definitions:**

#### **Accessibility Working Group**

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

#### **Dignity**

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

#### **Disability**

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

(d) A mental disorder, or

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

### **Equal Opportunity**

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

### **Independence**

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

### **Integration**

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



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

### **Evaluation and Metrics:**

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





**POLICY SECTION:** ADMINISTRATION

**SUB-SECTION:**

**APPENDIX NAME:** MULTI-YEAR ACCESSIBILITY PLAN

<b>Date Approved:</b> September 12, 2013	<b>Date of Review:</b> December 2022	<b>Dates of Amendment:</b> January 25, 2018
<p><b>Cross Reference:</b>            TCDSB Policy (A.35) Accessibility Standards            TCDSB Policy (A.36) Accessibility Standards for Services and Facilities  <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i>            Integrated Accessibility Standards, Ontario Regulation 191/11  <i>Ontario Human Rights Code</i>  <i>Ontarians with Disabilities Act, 2001</i>            Notification of Disruption of Service at TCDSB Procedures            TCDSB 2017 Accessibility Annual Status Report</p>		

## **MULTI-YEAR ACCESSIBILITY PLAN**

**FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022**



## **MULTI-YEAR ACCESSIBILITY PLAN**

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

**Prepared by**

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

**December 2017**

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



## TABLE OF CONTENTS

	<b>Page</b>
Cover Page	1
Plan Availability	2
Table of Contents	3
<b>Section</b>	
1. Aim and Objectives	4
2. Commitment to Accessibility Planning	5
3. Description of Toronto Catholic District School Board	6
4. Message from the Director of Education	8
5. Members of Accessibility Working Group	9
6. Strategy for prevention and removal of barriers	10
7. Barrier-Identification Methodologies	14
8. Recent Barrier Removal Achievements	16
9. Barriers to be addressed under the Multi-Year Accessibility Plan	19
10. Review and Monitoring Process	22
11. Communication of the Plan	23
<b>Appendices:</b>	
Appendix 1: Definitions	25
Appendix 2: Trustees 2017/2018	27



## 1.0 Aim

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

### Objectives

This Plan:

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



## **2.0 Commitment to Accessibility Planning**

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

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

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



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

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

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

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

#### **Our Mission**

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

#### **Vision of TCDSB**

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

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

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



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

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

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



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

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

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

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

Rory McGuckin  
Director of Education





## 5.0 Members of Accessibility Working Group

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

The members represent the following groups:

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

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

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



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

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

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

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

### **Planning & Facilities:**

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

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



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

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

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

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

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



### **Special Services:**

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

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

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

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

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

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

### **Customer Service:**

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



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



## 7.0 Barrier Identification Methodologies

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

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

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

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

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



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

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

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

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



## 8.0 Recent Barrier Removal Achievements

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

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

### **Information and Communications**

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

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

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

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

### **Employment**

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





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

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

### **Architectural & Physical Barriers**

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

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

### **Policies**

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



## Training

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

Link to training modules:

Accessibility Awareness:

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

Customer Service Standards:

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



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

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

- Information and Communications
- Employment
- Transportation

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

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

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

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

#### Exceptions

The Board does not need to provide accessible formats for:

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

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

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

How to comply:

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

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

(2) Make printed learning materials accessible

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

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

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



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

Make websites and web content accessible.

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

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

Policies:

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



## **10.0 Review and Monitoring Process**

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

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

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



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

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

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



## APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees





## APPENDIX 1: DEFINITIONS

### BARRIER:

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

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

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

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

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

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

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

### DISABILITY:

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



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

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



## APPENDIX 2: TRUSTEES 2017-2018

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

#### Wards

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




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# 2019 ACCESSIBILITY ANNUAL STATUS REPORT

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*Achievements for the 2018/2019 Academic Year*

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

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

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

## **2018/19 Accessibility Annual Status Report - Facilities**

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

AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS		
School	Type of Project	Scope of Work
Blessed Margherita of Citta di Castello CS	Interior Renovation	Universal Washroom and modifications to entrance and chair lift replacement
St. Gabriel CS	Site Improvements	Two AODA compliant exterior ramps to improve playground accessibility
St. John the Evangelist CS	Replacement School & Childcare	Universal Washroom and elevator
St. Michael Choir School	Existing School	Elevator Rebuild

AODA SUMMARY - PROJECTS UNDERWAY FOR CAPITAL AND RENEWAL		
School	Type of Project	Scope of Work
Blessed Cardinal Newman CHS	Replacement School	Universal Washroom and elevator
Dante Alighieri Academy	Replacement School	Universal Washroom and elevator
Father Serra CS	Child Care Addition	Universal Washroom and elevator
Holy Angels CS	Replacement School & Childcare	Universal Washroom and elevator
Holy Family CS	Child Care Retrofit	Universal Washroom
Madonna Catholic Secondary School	Accessibility Study	Consultant retained
Nativity of our Lord CS	Child Care Addition	Universal Washroom
New Baycrest Avenue School (Unnamed)	New School with Childcare Centre	Universal Washroom and elevator
Pope Francis CS	Child Care Retrofit	Universal Washroom
Santa Maria CS	Child Care Addition	Universal Washroom
St. Albert CS	Child Care Addition	Universal washroom
St. Andre CS	Child Care Addition	Universal Washroom
St. Antoine Daniel CS	Replacement School & Childcare	Universal Washroom and elevator
St. Barbara CS	Child Care Addition	Universal Washroom
St. Barnabas CS	Child Care Addition	Universal Washroom
St. Bartholomew CS	Child Care Addition	Universal Washroom
St. Bernard CS	Child Care Addition	Universal Washroom
St. Bruno-St. Raymond CS	Replacement School & Childcare	Universal Washroom and elevator

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

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

Work is underway on an updated playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard will be used for new schools and for playground upgrades wherever possible.

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

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

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

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

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

All Saints CS	Nativity of Our Lord CS	St. Francis Xavier CS
Bishop Allen Academy	Our Lady of Fatima CS	St. Gregory CS
Bishop Morocco/Thomas Merton CSS	Our Lady of Lourdes CS	St. Helen CS
Blessed Cardinal Newman HS	Our Lady of Sorrows CS	St. Jane Francis CS
St. Mother Teresa CSS	Our Lady of Victory CS	St. Joachim CS
Blessed Trinity CS	St. John Paul II CSS	St. John the Evangelist CS
Brebeuf College School	Prince of Peace CS (lift)	St. Joseph's College School
Canadian Martyrs CS	Monsignor Fraser (Norfinch)	St. Kevin CS
Cardinal Carter Academy for the Arts	Senator O'Connor College School	St. Luke CS
Cardinal Leger CS(lift)	St. Agatha CS	St. Malachy CS
Father Henry Carr CSS	St. Albert CS	St. Maria Goretti CS
Father John Redmond CSS	St. Ambrose CS	St. Mark CS
Francis Libermann CHS	St. Andre	



Holy Cross CS	Blessed Margherita of Citta di Castello CS (lift)	St. Angela
Immaculate Conception CS	St. Anthony CS	St. Monica CS (lift)
James Cardinal McGuigan CHS	St. Basil the Great CS	St. Nicholas CS
James Culnan CS	St. Bede CS	St. Norbert CS
Jean Vanier CSS	St. Bernard CS	St. Oscar Romero CSS
Loretto Abbey CSS	St. Bonaventure CS	St. Patrick CSS
Loretto College School	St. Brendan CS	St. Pius X CS
Marshall McLuhan CSS	St. Charles Garnier CS	St. Raphael CS (lift)
Mary Ward CSS	St. Clement CS	St. Robert CS
Michael Power/St. Joseph HS	St. Conrad CS	St. Simon CS
Monsignor Percy Johnson CHS	St. Cosmas & Damian CS	St. Stephen CS
Catholic Education Centre	St. Domenic Savio CS	St. Thomas More CS
St. Michael Catholic Academy (lift)	St. Edward CS	St. Timothy CS
St. Michael Choir School	St. Francis of Assisi CS	St. Ursula CS
	St. Mary Catholic Academy (lift)	The Holy Trinity CS

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

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

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

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

rise to the need for accommodation.

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

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

## **Special Education and Services**

The Special Services Department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each student with special needs with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2018-2019 school year, 15,765 students with Special Education Needs accessed Special Education programs and/or services. Of that number, 7,802 accessed Special Education programs/services with an Individual Education Plan (IEP) and were formally identified as Exceptional; and 7,963 accessed Special Education programs/services with an Individual Education Plan (IEP) only.

Students who have been identified with a Special Education Exceptionality, as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and outlined in the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education supports and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. Through consultation with parents, classroom teachers and a Special Education Teacher, the IEP

is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made as a result of the instructional assessment, and environmental accommodations set out in the IEP.

The IEP includes the following elements:

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

During the 2018/2019 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 2,170 SEA claims for the period of September 4, 2018 – June 28, 2019. The equipment includes devices such as positioning devices and amplification systems. SEA claims may also include computers and software that facilitate access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer-generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools that hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local-level discussions with the Planning Department, the school Principal and the Area Superintendent of Education.

## **Health & Safety**

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

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

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

## **Human Resource Services**

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

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

accommodated in the workplace to address their individual physical or cognitive impairments.

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

### **Accessible Recruitment Practices**

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

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

For the 2018-19 Academic Year, there were five (5) AODA accommodation requests for the purpose of recruitment.

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

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

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

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

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

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

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

through amendments to the TCDSB's community partnership agreements and vendor contracts.

## **Accessible Formats**

### **Educational & Training Materials**

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

### **Communication Materials**

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

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

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to

indicate if accommodations are necessary.

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





REPORT TO

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

**MENTAL HEALTH AND WELL-BEING ANNUAL REPORT 2018-2019**

*Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. Deuteronomy 31:6*

Created, Draft	First Tabling	Review
December 13, 2019	January 9, 2020	

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

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

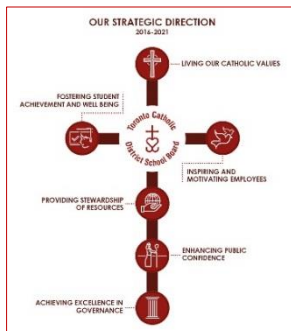
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*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**

A significant focus within the Toronto Catholic District School Board (TCDSB) Multi-Year Strategic Plan is fostering student achievement and well-being. This is accomplished in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual, and spiritual needs of all students are met. This is best achieved with the school board and the community working in collaboration; and TCDSB values collaborations with parents, parish and community. Student Mental Health and Well-Being nurtures those relationships and thus strengthens public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy September 2015-June 2019 has been made across each of the TCDSB priority areas:

- a) Building Foundations,
- b) Fostering Skills and Knowledge,
- c) Supporting Well-Being and Decreasing Stigma,
- d) Engaging Families, and
- e) Partnering with the Community.

Opportunities for increased understanding of mental health and well-being continue to be created for all employee groups as well. Presentations, workshops and initiatives to raise awareness of mental health and well-being have been offered to staff, students, and the parent community.

*The cumulative staff time required to prepare this report was 30 hours*

## **B. PURPOSE**

1. This Mental Health and Well-Being 2018-2019 Annual Report will include both qualitative and quantitative data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally-healthy learning environments, and the strengthening of public confidence in the TCDSB. This report serves the requirement of the Board for an annual review and update.

2. The TCDSB Mental Health and Well-Being Strategy aligns with the Multi-Year Strategic Plan (MYSP) priority action #4: *To create welcoming, healthy, and equitable learning environments for all students*. Goals B4.1 and B4.2 articulate the intent of the TCDSB to provide all students with equitable access to learning so that the most vulnerable students achieve to their full potential; and, furthermore, to ensure that the physical, emotional, intellectual, social and spiritual needs of all students are met.
3. When students feel good about themselves, their achievement improves. In view of the MYSP goals for fostering student achievement and well-being, the Mental Health Strategy and its implementation team has assisted schools with the development of their Well-Being Plans as part of their School Learning Improvement Plan (SLIP).
4. In 2019-2020, this mandate continues to be expanded to include a focus on the well-being of TCDSB staff.
5. The following areas will be addressed in this report:
  - 1) TCDSB Mental Health and Well-Being Strategy 2015-2018
  - 2) TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
  - 3) Professional Learning to build capacity within the System
  - 4) Service Delivery – Board level
  - 5) Service Delivery – Inter-ministerial agreements
  - 6) Actionable items 2018-2019

## **C. BACKGROUND**

1. The TCDSB Mental Health and Well-being policy (S.03) was adopted in June 2013 and the TCDSB Mental Health and Well-Being Strategy in January 2016. This is the sixth annual review and update report. The new Mental Health and Well-Being Strategy 2019-2022 was presented to the Special Education Advisory Committee on June 12, 2019 and approved by Board on September 19th.
2. The Mental Health and Well-Being Policy contains the following metrics on the annual reporting of the Mental Health and Well-Being Strategy:
  - *Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the*

*Mental Health Crisis Response Guidelines and assess their effectiveness.*

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

1. The following priority areas form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2015-2018:

- **Engaging Families**

Optimal mental health for students while in school cannot be achieved without engagement of parents and families. When caregivers are engaged, students demonstrate increased motivation, higher grades, and better behaviour. TCDSB will continue to incorporate the family's voice in all aspects of mental health and well-being plans and programming.

- **Fostering Skills and Knowledge**

Create ideal conditions for mental health and well-being by building and fostering skills and knowledge of resilience and fortitude. Our Catholic faith teaches us compassion for one another and as a community we can flourish as we build our awareness and understanding of mental health and well-being.

- **Supporting Well-Being and Decreasing Stigma**

Acknowledging that we all have mental health, just as we all have physical health, will assist in tearing down barriers built by stigma. A focus on Supporting Well-being and decreasing stigma will promote wellness and help to combat the debilitating impact of stigma. Student mental health occurs along a continuum. Our supports for student mental health will mirror that continuum.

- **Building Foundations**

Building Foundations refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and

care, and collaboration. TCDSB will continue to focus on the integration of student Mental Health and Well-being into all aspects of school life and improvement. Student mental health and well-being underpins optimal conditions for academic life and achievement.

- **Collaborating with the Community**

It is essential to recognise the importance of a shared responsibility for mental health and well-being between family, school and community including parish. Community children and mental health collaborators assist in building success for our students. TCDSB continues to work towards equitable and sustainable community memorandums of understanding.

2. The following related legislation and policy govern the TCDSB mental health strategy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addiction Strategy June 2011<sup>1</sup>
- Ontario's Well-Being Strategy for Education: A Discussion Document 2016<sup>2</sup>
- TCDSB Mental Health and Well-Being Policy (S.03)

## **E. METRICS AND ACCOUNTABILITY**

The following sources of data support the TCDSB Mental Health Strategy:

### **Building Foundations**

- The TCDSB Mental Health Advisory Council (MHAC) met regularly in the past school year (2018-19). The Council which is comprised of various stakeholders (**Appendix A**) included all of the following: collective bargaining units, trustees, parents, students, and community.

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<sup>1</sup> [www.health.gov.on.ca/en/common/ministry/publications/reports/mental\\_health2011/mentalhealth\\_rep2011](http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011)

<sup>2</sup> <http://www.edu.go.on.ca/eng/about/WBDiscussionDocument.pdf>

- The Stop the Stigma Secondary School Students Mental Health Advisory Council (SMHAC) was consulted regularly throughout the school year. This council is comprised of secondary students who have volunteered to participate on the council. These students helped to deliver the Stop the Stigma training and education events both for elementary and secondary schools. The SMHAC students advised the mental health team and helped inform the new Student Mental Health and Well-Being Strategy 2019-2022.
- The TCDSB Mental Health and Well-Being Policy and associated guidelines such as the Mental Health Response Guidelines, the Suicide Intervention Guideline and the Suspected Child Abuse Reporting Protocol were shared at various Administrator meetings throughout the school year.
- Social Work and Psychology staff continued to deliver school staff presentations regarding the TCDSB Mental Health and Well-Being Policy.

### **Fostering Skills and Knowledge**

- A continued focus on the document, *Supporting Minds* was provided by Social Work, Psychology staff and the Mental Health Team through the delivery of various modules including Anxiety, Depression and the Mentally Healthy Classroom, in both secondary and elementary schools. The mental health team offered targeted in-services to Guidance Counsellors, Student Success teachers, Assessment and Programming Teachers, Programming and Assessment Teachers as well as the Autism team.
- Social Work staff facilitated 281 group sessions to students, delivered 294 presentations related to mental health and well-being including 153 classroom presentations, 24 school presentations to staff, and 117 presentations outside of the classroom to various stakeholders.
- Furthermore, Psychology staff delivered 151 presentations related to mental health and well-being including 105 presentations to staff, 35 sessions to students and 11 to parents.

- From April to June 2019, the 6 Mental Health professionals from the mental health team facilitated 58 student classroom sessions in 6 high schools.
- Evidence-based professional development was delivered to educators at both panels on professional development days including FRIENDS, an anxiety prevention program, and Stress Lessons, a program focused on building students' resiliency.
- Expert level professional development for school social work and psychology staff was provided on topics related to wellness, mental illness and counselling interventions (e.g. Brief Intervention for School Clinicians, Cognitive Behaviour Therapy and Applied Suicide Intervention Skills Training).
- Since the implementation of the first TCDSB Student Mental Health and Well-Being Strategy in 2013, the number of TCDSB staff training in SafeTALK, a suicide awareness program, has grown to over one thousand with 180 staff attending workshops in 2018-2019. A total of 60 staff members were trained in Applied Suicide Intervention Skills Training (ASIST).

### **Supporting Well-Being and Decreasing Stigma**

- All Secondary Schools continued their involvement in the *Stop the Stigma* initiative. In addition, the number of elementary schools participating in *Stop the Stigma* grew to 53. (Each year an increased number of elementary schools is brought into this expanding initiative). A survey at the end of the school year indicates the many initiatives and campaigns that took place across our 85 *Stop the Stigma* school teams (**see Appendix B**).
- School Social Work staff provided individual counselling to 5,577 students and facilitated 281 group sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 755 students during the 2018-2019 school year.
- Psychology staff responded to a total of 943 referrals, including conducting 620 psychoeducational assessments. All of these assessments include an evaluation of students' social-emotional profile. Psychology

staff also provided individual counselling to 333 students and facilitated 207 group sessions. Suicide Intervention Risk Reviews using the ASIST format were provided to 155 students.

- From April to June 2019, the 6 Mental Health Professionals provided individual counselling to 35 student. Suicide Intervention Risk Reviews using the ASIST format were provided to 6 students.
- From April to June 2019, the 6 Mental Health Professionals delivered social-emotional program, Stress Lessons, in 12 classrooms (Grade 9-12) in 6 high schools. The 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.
- TCDSB teachers successfully piloted a social-emotional resource, Faith & Wellness, in 3 classrooms. Faith & Wellness is a collection of everyday social-emotional activities for the classroom. The resource was co-developed by OECTA and School Mental Health Ontario.

### **Engaging Families**

- Mental Health Newsletters continued throughout the 2018-19 school year. Feedback suggested that the newsletters provided timely information regarding current mental health and well-being trends. Topics addressed included transition back to school and to summer vacation, good sleep hygiene, tips for parents to help children handle difficult emotions.
- Parents continued as members of the Mental Health Advisory Council which convened four times in the last school year. This council provides an opportunity to provide parent voice to the TCDSB Mental Health Strategy.
- Presentations related to well-being were held at the annual Special Services and Community Resources Fair including a presentation on supporting mentally healthy and resilient children. During Children's Mental Health Week in May, Alyson Schafer presented on Anxiety and Your Tween, Your Youth to about 300 parents at Senator O'Connor College School.



## **Partnering With the Community**

- TCDSB continued collaborating with 13 Children’s Mental Health organizations. These valued collaborations provide an opportunity for TCDSB students to receive supports within community settings which can often be facilitated in a more seamless manner. This results in a more direct method of access for students and families and a less convoluted process in navigating community supports.
- TCDSB staff continued to be leaders in the community including being a Board member of The Ontario Psychological Association, as well as participation on the Section of Psychology in Education committee.
- TCDSB staff provided presentations at various conferences on topics related to school mental health.
- The Ministry of Children and Youth Services Priority Access Program accepted 164 referrals for individual and family counselling support. The program enables School Social Workers and School Psychology staff to refer families directly to designated children’s mental health organizations.
- Toronto Central Community and Care Access Centre (TC-CCAC) Mental Health and Addiction Nurses completed 178 referrals during the 2018-19 school year.

## **F. ACTIONABLE ITEMS 2019-2020**

### **1. Rollout of Student Mental Health Strategy 2019-2022:**

- Develop a communication campaign for system-wide reach (i.e., updated video, updated information on website, newsletter highlighting the strategy, presentation of strategy to principals and other stakeholder groups).
- Video showcase of the work of a Mental Health Professional worker.

### **2. Highlight the connection between Mental Health and Well-Being and our Catholic Faith Values:**

- Support the expansion of the Faith and Wellness program in partnership with School Mental Health Ontario and OECTA.

- Continued collaboration with our Nurturing Catholic Community Department.
- Inclusion of Catholic faith elements in the Mental Health Newsletter.

**3. School Well-Being Teams:**

- Implementation of pilot teams in 20 schools by February 2020.
- Delivery of PD to representatives from the 20 pilot schools.
- Support teams in implementing mental health goals (incorporated into the School Learning Improvement Plan where possible).
- Support the teams in championing local initiatives based on identified needs (e.g. through student surveys).

**4. Continued implementation of Mental Health Professional Workers in secondary schools, with a focus on:**

- Student mental health literacy (Tier one) classroom programs such as *Stress Lessons*.
- Targeted individual counselling using a brief model such as the Brief Intervention for School Clinicians (BRISC).
- Professional learning opportunities for school staff.

**5. Implementation of *Stress Lessons* research evaluation project:**

- Provide support to 6 teachers to implement the program.
- Work collaboratively with the TCDSB research department and Ryerson University for the purpose of measuring program effectiveness.

**6. Addition of the Supporting Minds Module “ADHD” to the roster of modules available to schools for staff presentations:**

- Social Work and Psychology staff will be in-serviced fall/winter 2019, with availability to schools 2019-20.

**7. Annual review of the TCDSB Student MH Policy and associated guidelines with all principals:**

- Principals will be encouraged to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.

**8. Continued delivery of suicide awareness (SafeTALK) and suicide intervention (ASIST) professional development for targeted groups:**

- This is a retraining year for all Social Work and Psychology staff.

9. Continue to work with School Mental Health Ontario to rollout **additional training for our mental health service providers** (e.g. BRISC training, CBT):
  - Implementation support for clinicians receiving the training.
10. By focusing on areas of targeted need, pursue the development of more **Mental Health Memorandums of Understanding** with mental health agencies.
11. Continue the expansion of the **Stop the Stigma** student mental health awareness program from 53 to 71 elementary schools; ongoing support provided to all existing school teams:
  - “On-boarding” of new teams in the fall, Student Symposiums in early winter (elementary and secondary), and training days in early spring.
12. Continue to **engage students** in mental health initiatives (e.g. consultation with the Student Mental Health Advisory Council - SMHAC, training for Stop the Stigma teams, training for student groups on mental health awareness and pathways to care).
13. Continue to offer professional development using School Mental Health Ontario’s *Supporting Minds Modules* at various system-wide Professional activity days and upon request by various staff groups (e.g., Autism team, Guidance Counsellors, Student Success, etc.).
14. Mental Health initiatives will support and enhance the Mental Health and Well-Being of all TCDSB students with special attention paid to ensure that underserved populations, as outlined in the TCDSB Equity Action Plan, are supported.
15. Continue to engage the **parent community** with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).
16. In collaboration with all stakeholders, implement a Staff Well-Being Committee with representatives from all employee groups. The committee will inform the development and implementation of the TCDSB Staff Well-Being Strategy focusing on the 13 Psychological Safety Standards.

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**TCDSB MENTAL HEALTH ADVISORY COUNCIL**  
**Application for Parent/ Community Member**

The TCDSB Mental Health Advisory Council is seeking applications for Parent Members and Community Members. As members of the Catholic community, the TCDSB Mental Health Advisory Committee is committed to the well-being and mental health of all staff and students.

The Terms of Reference for the TCDSB Mental Health Advisory Council include:

- a. To provide advice to the Board about mental health strategies and initiatives. The various employee and stakeholder group representatives can bring forth information related to mental health for consideration.
- b. To consult with different stakeholders to assist TCDSB develop and implement strategies and initiatives to meet Ministry requirements in support of Provincial Student Mental Health.
- c. To provide input and advice on Ministry of Education policy and strategies, as well as TCDSB guidelines and strategies pertaining to student mental health. The advisory council also reviews metrics for monitoring board guidelines and strategies.

The Mental Health Council meets four times per school year. Meetings are generally held from 5:00 – 7:00 p.m. The composition of the Council includes representatives from parents, students, teachers, support staff, principals and vice principals, community members and trustees. Representatives serve on the council for one school year.

Please follow the link to access the application. Please send your inquiries or submissions to [communityrep@tcdsb.org](mailto:communityrep@tcdsb.org). The deadline for applications is Friday, November 30, 2018.

<b>School:</b>	<b>What initiatives did your STS Team plan for the 2018/2019 school year?</b>
St Basil the Great	1) Exam stress hot chocolate- January exams 2) Guest speaker- Covenant House 3) Green Ribbon Campaign 4) Bulletin board- designed with student quotes collected from students about how they deal with stress and anxiety. 5) Kahoots 6) Prayers and announcements 7) Stress balls with graduates with the phone numbers of mental health supports in the community. 8) Mindful play (playdough) 9) Stop the Stigma 7x7ft poster signed by students. 10) Mindfulness training.
Jean Vanier	Wellness Week , Christmas Treats with Positive messages, monthly meetings, Participation in board wide events, advocacy: Promoting our team and our initiatives.
Cardinal Carter Academy for the Arts	Each month wellness warriors focuses on a theme and plans an activity or event that corresponds with the theme. For example,
Michael Power St. Joseph High School	Parents Night, Class Room Stress Presentations, Guest Speakers, School Wide Power Let's Talk Initiatives
St. Martha	We hosted a Stop the Stigma Day for primary to intermediate students which took the students through a series of mini-sessions that demonstrated ways to relieve stress/anxiety and promote wellness. The sessions included: healthy eating, colouring/art, board games with friends, music through karaoke, exercise. (See uploaded schedule)
Our Lady of Fatima	Chill zones, bell let's talk day, mental health announcements, imagine a better day, guest speaker
Loretto Abbey	Coffee House, guest speakers

St. Michael Choir School	Youth teaching youth. Our school is unique, grade 3 to 12. Our Secondary STS were trained on how to teach the elementary and the elementary STS followed through in the classes with activities.
St. Maria Goretti Catholic School	Halloween, Bell Lets talk day, stop the stigma mass, children's mental health week.
Our Lady of Victory	Parent Info Night/Stress Ball Making/Classroom Sessions with Nursing Students
Father John Redmond CSS & RAP	Anthony Maclean--guest speaker for all grades; Zumba at lunch, mindfulness crafts at lunch, ukulele lessons in the chapel, SLYE roadshow(community supports).
Neil McNeil	Mental Health Speaker, Yoga Day, Physical + Mental Health integration walk, Mental Health Promotion, School Prayers with mental health focus, Raised money for the Good Shepherd, Mental Wellness Awareness Campaign
St Cecilia	STS pledge for all students to sign off then display in school
Monsignor Fraser College - Isabella Campus	Mental health and wellness week
St. Edward	Mental Health Awareness Days, PA announcements, starting SMHAC Club (Student Mental health awareness and caring)
Our Lady of the Assumption	1. One of our Civvies Day collections was to go towards buying games, cards and activities for each classroom 2. Girls talk time - met one hour a week during lunch for open discussion / health / hygiene 3. Had a former student teacher candidate (now hired teacher) come back to the school to discuss her mental health issues and story

Our Lady of Sorrows	Bringing Awareness to mental health and Year long Messages communicated to the school twice weekly on announcements. Staff and student leaders wore shirts stating #YouMatter and teachers put their own quotes on the back. Worn first Tuesday of the Month.
St. Margaret	Student workshops
St. Vicent De Paul	We Were able to raise \$480.00 through Bake Sale
Bishop Allen Academy	Mental Health Week - Wellness passport and challenges, plus walk-a-mile event and resource booths; Creation of Wellness Space for students (after school; weekly); guest speakers (Gillian White, Jack.org)
St. John the Evangelist	Wellness Week and Monthly Announcements over the PA and a school wide challenge in January to raise awareness



**2019-20 BUDGET REVISED REVENUE ESTIMATES**

**Special Education**

Revenues		2019/2020 Estimates	2019/2020 Revised Estimates	Difference	
				\$	%
Special Education Per Pupil Amount (SEPPA )		70,563,136	70,350,715	\$ (212,421)	-0.3%
High Needs Amount (HNA)		46,111,918	45,696,825	\$ (415,093)	-0.9%
Special Incidence Portion (SIP)		2,419,389	2,419,419	\$ 30	0.0%
Special Education Equipment Amount (SEA)		3,725,832	3,717,303	\$ (8,529)	-0.2%
Care, Treatment & Correctional Facilities Amount		2,880,328	2,880,328	\$ -	0.0%
Self Contained Transfer from Foundation and Q&E		7,267,631	7,363,057	\$ 95,426	1.3%
Behaviour Expertise Amount		972,538	970,463	\$ (2,075)	-0.2%
System Priorities Funding (guaranteed for 2 years only)		-	-	\$ -	
EPO-Mental Health Workers in Schools (Guaranteed for 3 Years)		755,434	755,434	\$ -	0.0%
<b>TOTAL</b>		<b>\$ 134,696,206</b>	<b>\$ 134,153,544</b>	<b>(542,662)</b>	<b>-0.4%</b>



## 2019-20 BUDGET REVISED EXPENDITURE ESTIMATES

### Special Education

Expenditures	FTE	2019/2020 Estimates	2019/2020 Revised Estimates	Difference	
				\$	%
<b>CLASSROOM TEACHERS - ELEMENTARY</b>					
Classroom Teachers - Salaries	489.50	\$ 45,334,553	\$ 45,334,553	\$ -	0.0%
Classroom Teachers - Benefits		6,641,512	6,641,512	-	0.0%
<b>CLASSROOM TEACHERS - SECONDARY</b>					
Classroom Teachers - Salaries	215.67	20,558,311	20,558,311	\$ -	0.0%
Classroom Teachers - Benefits		3,011,793	3,011,793	\$ -	0.0%
<b>TOTAL CLASSROOM TEACHERS</b>	<b>705.17</b>	<b>75,546,169</b>	<b>75,546,169</b>	<b>-</b>	<b>0.0%</b>
<b>OCCASIONAL TEACHERS</b>					
Elementary - Salaries		1,878,219	1,878,219	\$ -	0.0%
Elementary - Benefits		381,149	381,149	\$ -	0.0%
Secondary - Salaries		739,543	739,543	\$ -	0.0%
Secondary - Benefits		153,487	153,487	\$ -	0.0%
<b>TOTAL OCCASIONAL TEACHERS</b>		<b>3,152,398</b>	<b>3,152,398</b>	<b>-</b>	<b>0.0%</b>
<b>EDUCATIONAL ASSISTANTS</b>					
Elementary - Salaries	622.20	24,741,746	24,741,746	\$ -	0.0%
Elementary - Benefits		8,486,419	8,486,419	\$ -	0.0%
Secondary - Salaries	306.00	12,665,099	12,665,099	\$ -	0.0%
Secondary - Benefits		4,344,129	4,344,129	\$ -	0.0%
Supply Educational Assistants - Salaries		2,240,000	2,240,000	\$ -	0.0%
Supply Educational Assistants - Benefits		768,320	768,320	\$ -	0.0%
<b>TOTAL EDUCATIONAL ASSISTANTS</b>	<b>928.20</b>	<b>53,245,712</b>	<b>53,245,712</b>	<b>-</b>	<b>0.0%</b>
<b>PROFESSIONAL &amp; PARAPROFESSIONAL (60% of Personnel)</b>					



## 2019-20 BUDGET REVISED EXPENDITURE ESTIMATES

### Special Education

Expenditures	FTE	2019/2020 Estimates	2019/2020 Revised Estimates	Difference	
				\$	%
Child Youth Worker Salaries	103.14	5,525,231	5,525,231	\$ -	0.0%
Child Youth Worker Benefits		1,468,386	1,492,226	\$ 23,840	1.6%
Psychologist Salary	29.94	3,139,889	3,139,889	\$ -	0.0%
Psychologist Benefits		840,170	840,996	\$ 826	0.1%
Social Worker Salaries	37.92	3,450,763	3,450,763	\$ -	0.0%
Social Worker Benefits		915,733	916,108	\$ 376	0.0%
Speech & Language Salaries	23.70	2,260,969	2,260,969	\$ -	0.0%
Speech & Language Benefits		602,089	602,336	\$ 247	0.0%
Other Professional & Paraprofessional Salaries	29.10	1,430,272	1,430,272	\$ -	0.0%
Other Professional & Paraprofessional Benefits		369,010	373,158	\$ 4,148	1.1%
<b>TOTAL PROFESSIONAL &amp; PARAPROFESSIONAL</b>	<b>223.80</b>	<b>20,002,512</b>	<b>20,031,949</b>	<b>29,437</b>	<b>0.1%</b>
<b>CARE, TREATMENT &amp; CORRECTIONAL FACILITIES</b>					
Principals & VPs	1	152,560	152,560	\$ -	0.0%
Classroom Teachers	23	2,514,291	2,514,291	\$ -	0.0%
Educational Assistants	4	222,916	222,916	\$ -	0.0%
<b>TOTAL CARE, TREATMENT &amp; CORRECTIONAL FACILITIES</b>	<b>28.00</b>	<b>2,889,767</b>	<b>2,889,767</b>	<b>-</b>	<b>0.0%</b>
<b>BEHAVIOURAL EXPERTISE PROGRAMS</b>					
Salaries	4	701,795	699,720	\$ (2,075)	-0.3%
Benefits		189,485	189,485	\$ -	0.0%
<b>TOTAL BEHAVIOURAL EXPERTISE PROGRAMS</b>	<b>4.00</b>	<b>891,280</b>	<b>889,205</b>	<b>(2,075)</b>	<b>-0.2%</b>
<b>EPO-MENTAL HEALTH WORKERS (GURANTEED FOR 3 YEARS)</b>					
Salaries	6	547,188	547,188	\$ -	0.0%



## 2019-20 BUDGET REVISED EXPENDITURE ESTIMATES

### Special Education

Expenditures	FTE	2019/2020 Estimates	2019/2020 Revised Estimates	Difference	
				\$	%
Benefits		158,246	158,246	\$ -	0.0%
Ministry Reporting Data Analysis		50,000	50,000	\$ -	0.0%
<b>TOTAL EPO-MENTAL HEALTH WORKERS (GURANTEED FOR 3 YEARS)</b>	<b>6.00</b>	<b>755,434</b>	<b>755,434</b>	<b>-</b>	<b>0.0%</b>
<b>NON SALARY</b>					
<b>SPECIAL SERVICES DEPARTMENT</b>					
Special Equipment Amount (SEA)		\$ 3,496,463	\$ 3,487,963	\$ (8,500)	-0.2%
Special Services Department		199,368	199,368	\$ -	0.0%
Fees & Services		100,040	100,040	\$ -	0.0%
School Budget Allocations		165,686	165,686	\$ -	0.0%
TDSB Vision Services		424,852	424,852	\$ -	0.0%
Contracted Child Support Workers		200,000	200,000	\$ -	0.0%
<b>CURRICULUM SUPPORT UNITS</b>					
North York		6,744	6,744	\$ -	0.0%
Etobicoke		6,744	6,744	\$ -	0.0%
Toronto		6,744	6,744	\$ -	0.0%
Scarborough		6,744	6,744	\$ -	0.0%
Social Worker Services		20,566	20,566	\$ -	0.0%
Deaf & Hard Of Hearing		12,584	12,584	\$ -	0.0%
Care & Treatment & Correctional Facilities		62,214	62,214	\$ -	0.0%
Speech & Language		26,950	26,950	\$ -	0.0%
Gifted Programs		51,744	51,744	\$ -	0.0%
Autism Services		81,258	81,258	\$ -	0.0%
Psychology Services		65,890	65,890	\$ -	0.0%



## 2019-20 BUDGET REVISED EXPENDITURE ESTIMATES

### Special Education

Expenditures	FTE	2019/2020 Estimates	2019/2020 Revised Estimates	Difference	
				\$	%
<b>TOTAL EXPENSE/FTE</b>	<b>1,895</b>	<b>\$ 161,417,864</b>	<b>\$ 161,436,725</b>	<b>18,862</b>	<b>0.0%</b>
<b>TOTAL REVENUES</b>		<b>\$ 134,696,206</b>	<b>\$ 134,153,544</b>	<b>(542,662)</b>	<b>-0.4%</b>
<b>SPECIAL EDUCATION EXPENSES ABOVE MINISTRY FUNDING</b>		<b>\$ (26,721,658)</b>	<b>\$ (27,283,181)</b>	<b>(561,524)</b>	<b>2.1%</b>

## PARENT REACHING OUT (PRO) REGIONAL GRANT 2019-2020

<b>Guidelines</b>	
<b>Timeline</b>	<ul style="list-style-type: none"> <li>○ Project must be completed by June 5, 2020</li> </ul>
<b>Reimbursement Requirements</b>	<ul style="list-style-type: none"> <li>○ Completed PRO Grant Reporting Template with: Completed Cheque Requisition(s) with attached original receipts/invoices</li> <li>○ Please submit reimbursement package via courier, no later than <u>June 15, 2020</u>, to: CEC, Parent Engagement: Manuela Sequeira</li> </ul>
<b>Themes</b>	<p>The project must demonstrate a commitment to respecting the role of parents in students' educational experiences by working with parents or seeking parent input on how schools can:</p> <ul style="list-style-type: none"> <li>○ Provide a safe and welcoming school environment;</li> <li>○ Maintain open communication with teachers;</li> <li>○ Respect parents as valued partners within the education system in relation to decisions about their child's education; and</li> <li>○ Ensure parents are informed about the content of the Ontario Curriculum Guidelines</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>○ Parents have increased awareness of school activities and initiatives</li> <li>○ Parents are more involved in their local school environment and child's education</li> <li>○ Parents feel like valued partners in the education system</li> <li>○ Parents have increased confidence in public education</li> </ul>
<b>Exit Survey</b>	<p>Each project must include an exit survey that must be completed by participating parents, that will measure:</p> <ul style="list-style-type: none"> <li>○ Number and/or percentage of parents who have increased awareness of school activities;</li> <li>○ Number and/or percentage of parents who felt more comfortable in the school environment; and</li> <li>○ Number and/or percentage of parents who learned new skills that will be beneficial for their child's achievement as a result of the project/event.</li> </ul>
<b>Funding Restrictions</b>	<p>The following list does not qualify for PRO Grant funding:</p> <ul style="list-style-type: none"> <li>○ Activities that have already taken place</li> <li>○ Payment to school board staff or volunteers, including salaries, honoraria, gifts</li> <li>○ Purchase of goods and services for which the ministry currently provides funding (e.g., textbooks, library books, school furniture, computers, cameras, projectors, student transportation)</li> <li>○ Activities, resources, or speakers for students</li> <li>○ Capital items such as televisions, sports equipment, shelving</li> <li>○ Portable/handheld devices such as tablets or laptops, unless devices are to be used as part of a parent lending library and the cost does not exceed 50% of the approved funding</li> <li>○ Computer software or applications, online subscriptions, voice messaging systems, website maintenance</li> <li>○ Entertainment activities such as barbecues, fun fairs, volunteer teas, dinners,</li> <li>○ Movies nights, dances, concerts, and performances</li> <li>○ Field trips</li> <li>○ School signs, announcement boards/screens</li> <li>○ Landscaping or creation/equipping of outdoor classrooms</li> <li>○ Prizes or incentives to parents and/or students</li> <li>○ Lessons for parents (e.g., French, English as a Second Language, computer, CPR)</li> <li>○ Fundraising events</li> </ul>

**PARENT REACHING OUT (PRO) REGIONAL GRANT**

**TCDSB Reporting Template**

MUST BE COMPLETED AND SUBMITTED BY JUNE 15<sup>th</sup>, 2020

<b>Ward/ Department/Committee</b>	
<b>Allocated Grant/Budget</b>	\$
<b>Person-in-Charge</b>	

<b>Event Details</b>	
Location	
Date/Time	
Speaker/Facilitator	
Number of Parents in Attendance	
Event Content (2 – 5 Sentences)	
<b>Exit Survey</b>	
Number and/or percentage of parents who have increased awareness of school activities	
Number and/or percentage of parents who felt more comfortable in the school environment	
Number and/or percentage of parents who learned new skills that will be beneficial for their child's achievement as a result of the project/event	
Photos	Please submit 2-5 photos of event via email to <a href="mailto:manuela.sequeira@tedsb.org">manuela.sequeira@tedsb.org</a> (Please include title of project on the subject line of the email)

<b>Expenditures</b>		
<b>Possible Budget Category</b>	<b>Maximum Amount that Can be Spent</b>	<b>Amount</b>
Facilitator/Speaker		\$ (original receipts attached)
Refreshments	10% of approved funding	\$ (original receipts attached)
Printing of Resources		\$ (original receipts attached)
Promotion/Advertising	10% of approved funding	\$ (original receipts attached)
Childcare		\$ (original receipts attached)
Workshop Materials		\$ (original receipts attached)
Other (Please add category):		\$ (original receipts attached)
<b>Total Amount (Cannot Exceed Grant)</b>		\$

\_\_\_\_\_  
**Person-in-Charge**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

# 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

[Back to top](#)

**TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD**

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

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



**ARTICLE 1. INTERPRETATION..... 1**

1.1 MEANING OF TERMS ..... 1

1.2 COMMITTEE OF THE WHOLE BOARD ..... 2

1.3 INADVERTENT OMISSION ..... 3

**ARTICLE 2. DUTIES OF THE BOARD OF TRUSTEES AND OFFICERS..... 3**

2.1 THE BOARD OF TRUSTEES ..... 3

2.2 TRUSTEES ..... 4

2.3 DUTIES OF THE DIRECTOR ..... 5

2.4 DUTIES OF OTHER SENIOR STAFF AND OTHER TCDSB EMPLOYEES..... 6

2.5 OFFICERS NAMED ..... 6

2.6 DUTIES OF THE CHAIR OF THE BOARD OF TRUSTEES ..... 6

2.7 DUTIES OF THE VICE-CHAIR OF THE BOARD OF TRUSTEES ..... 7

2.8 DUTIES OF THE SECRETARY ..... 7

2.9 DUTIES OF THE TREASURER ..... 8

2.10 CODE OF CONDUCT ..... 8

**ARTICLE 3. INAUGURAL MEETING ..... 11**

3.1 DATE OF INAUGURAL MEETING ..... 11

3.2 ORIENTATION..... 11

3.3 SERVICE OF DEDICATION OF THE ROMAN CATHOLIC TRUSTEE..... 11

3.4 PROCEDURE AT INAUGURAL MEETING..... 11

3.5 PRESIDING OFFICER AT INAUGURAL MEETING ..... 12

3.6 PRELIMINARY PROCEEDINGS ..... 12

3.7 ELECTION OF CHAIR OF THE BOARD OF TRUSTEES..... 12

3.8 ELECTION OF OTHER OFFICIALS ..... 12

3.9 ELECTION OF CHAIR AND VICE-CHAIR OF COMMITTEES..... 13

3.10 OTHER APPOINTMENTS ..... 13

3.11 FURTHER BUSINESS ..... 13

3.12 ELECTIONS..... 13

**ARTICLE 4. MEETINGS ..... 14**

4.1 SEATING..... 14

4.2 REGULAR MEETINGS OF THE BOARD OF TRUSTEES..... 14

4.3 SPECIAL MEETINGS OF THE BOARD OF TRUSTEES..... 15

4.4 MEETINGS OF COMMITTEES ..... 15

4.5 NOTICE OF OTHER THAN REQUIRED REGULAR MONTHLY MEETINGS ..... 16

4.6 CANCELLATION OF MEETINGS ..... 16

4.7 AUTOMATIC CANCELLATION BY INAUGURAL MEETING ..... 16

4.8 QUORUM FOR MEETINGS OF ALL TRUSTEES ..... 17

4.9 HOW QUORUM IS TO BE COUNTED..... 17

4.10 QUORUM FOR MEETINGS OF COMMITTEES..... 17

4.11 CALL TO ORDER..... 17

4.12 LACK OF QUORUM ..... 17

4.13 QUORUM LOST..... 18

4.14 MEETINGS OPEN TO THE PUBLIC (PUBLIC SESSION) ..... 18

4.15 CONDUCT AT MEETINGS ..... 18

4.16 MEETINGS CLOSED TO THE PUBLIC (PRIVATE SESSION) ..... 18

4.17 RECESS OF MEETING BY THE CHAIR ..... 19

4.18 MAXIMUM LENGTH OF MEETING ..... 19

4.19 EXTENSION OF LENGTH..... 19

4.20 AGENDA REVIEW ..... 19

4.21 MINUTES OF MEETINGS TO BE KEPT ..... 20

4.22 MONTHLY SPECIAL MEETINGS OF THE BOARD ..... 21

**ARTICLE 5. COMMITTEES..... 21**

5.1 STATUTORY COMMITTEES ..... 21

5.2 STANDING COMMITTEES ..... 21

5.3 COMPOSITION OF STANDING COMMITTEES ..... 22

5.4	TERMS OF REFERENCE OF COMMITTEES .....	22
5.5	ESTABLISHMENT OF <i>Ad-Hoc</i> COMMITTEES .....	22
5.6	COMPOSITION OF <i>Ad-Hoc</i> COMMITTEES.....	22
5.7	FUNCTIONS OF <i>Ad-Hoc</i> COMMITTEES .....	22
5.8	DISSOLUTION OF <i>Ad-Hoc</i> COMMITTEES .....	23
5.9	ESTABLISHMENT OF SUB-COMMITTEES .....	23
5.10	COMPOSITION OF SUB-COMMITTEES.....	23
5.11	DISSOLUTION OF SUB-COMMITTEES .....	23
5.12	RIGHT OF THE CHAIR OF THE BOARD OF TRUSTEES .....	23
5.13	RIGHT OF THE VICE-CHAIR OF THE BOARD OF TRUSTEES .....	24
5.14	CHAIRS OF COMMITTEES.....	24
5.15	VOTING AT MEETINGS OF COMMITTEES.....	24
5.16	RESIGNATION FROM COMMITTEES .....	25
5.17	VACANCIES ON COMMITTEES.....	25
5.18	REFERRAL POWER OF THE BOARD OF TRUSTEES .....	25
5.19	COMMITTEE PROCEDURES .....	25
<b>ARTICLE 6.</b>	<b>COMMITTEE REPORTS TO THE BOARD .....</b>	<b>26</b>
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. ....	26
6.2	INFORMATION TO BE INCLUDED .....	26
6.3	COMMITTEE REPORTS AND MINUTES.....	27
<b>ARTICLE 7.</b>	<b>FINANCE.....</b>	<b>27</b>
7.1	EXPENDITURES LIMITED TO APPROVED BUDGET .....	27
7.2	SOURCE OF FUNDING TO BE SPECIFIED .....	27
7.3	WHEN DEBT INCURRED .....	28
7.4	MAXIMUM DEBT CHARGES.....	28
7.5	EMERGENCY EXPENDITURES.....	28
7.6	BONDING .....	29
<b>ARTICLE 8.</b>	<b>RULES OF ORDER.....</b>	<b>29</b>
8.1	RULES AT MEETINGS OF THE BOARD OF TRUSTEES .....	29
8.2	RULES AT MEETINGS OF COMMITTEES.....	29
8.3	ROBERT’S RULES OF ORDER .....	29
<b>ARTICLE 9.</b>	<b>PRESIDING OFFICER AT BOARD AND COMMITTEE MEETINGS .....</b>	<b>29</b>
9.1	PRESIDING OFFICER AT INAUGURAL MEETING .....	29
9.2	CHAIR TO PRESIDE.....	29
9.3	WHEN VICE-CHAIR TO PRESIDE.....	29
9.4	WHEN OTHER TRUSTEE TO PRESIDE .....	30
9.5	CHAIR PERMITTED TO SPEAK.....	30
9.6	CHAIR PRO TEM.....	30
<b>ARTICLE 10.</b>	<b>AGENDA AND ORDER PAPER .....</b>	<b>30</b>
10.1	DELIVERY OF DRAFT MEETING AGENDA TO TRUSTEES .....	30
10.2	DELIVERY OF DRAFT MEETING AGENDA TO NON-TRUSTEES.....	31
10.3	POSTING OF AGENDAS .....	31
10.4	ITEMS ON AGENDA OR ORDER PAPER OF A MEETING OF A BOARD OF TRUSTEES .....	31
10.5	PLACEMENT WHERE CONSIDERED BY TWO OR MORE COMMITTEES .....	32
10.6	ITEMS ON AGENDA OR ORDER PAPER OF A COMMITTEE .....	32
10.7	NOTICE OF MOTION FOR A BOARD OF TRUSTEES MEETING .....	33
10.8	MEMBER OF A COMMITTEE PLACING MATTER/NOTICE OF MOTION ON AGENDA OF MEETING .....	33
10.9	ORDER PAPER FOR REGULAR MEETINGS OF THE BOARD OF TRUSTEES .....	34
10.10	ITEMS ON ORDER PAPER OF COMMITTEE MEETINGS OF BOARD OF TRUSTEES.....	35
10.11	RECONSIDERATION BY THE BOARD OF TRUSTEES.....	36
<b>ARTICLE 11.</b>	<b>MOTIONS .....</b>	<b>37</b>
11.1	ALL MOTIONS AT MEETINGS MUST BE MOVED, SECONDED, AND STATED BY THE CHAIR PRIOR TO ANY DEBATE.....	37
11.2	DEBATABLE MOTIONS TO BE IN WRITING .....	37

11.3	SUBSIDIARY MOTIONS RE: NOTICE OF MOTION .....	37
11.4	MOTION OF RECEIPT NOT APPROVAL .....	38
11.5	MOTIONS TO CALL THE QUESTION.....	38
11.6	MOTIONS TO REFER .....	38
<b>ARTICLE 12.</b>	<b>PROTOCOL FOR DEBATE .....</b>	<b>38</b>
12.1	ADDRESS OF THE CHAIR.....	38
12.2	MEMBER TO AWAIT RECOGNITION .....	38
12.3	CONDUCT OF MEMBER IN DEBATE.....	38
12.4	ORDER OF DISCUSSION .....	39
12.5	TIME LIMIT ON SPEAKERS .....	39
12.6	TIME LIMIT ON DEBATE .....	39
12.7	PROCEDURE WHEN TIME LIMIT EXPIRES .....	39
12.8	INTERRUPTION OF SPEAKER BY ANOTHER MEMBER.....	40
12.9	POINT OF INFORMATION.....	40
12.10	MOTION MAY BE READ.....	40
12.11	RULINGS OF THE CHAIR .....	40
12.12	CHALLENGES TO RULINGS OF THE CHAIR .....	41
<b>ARTICLE 13.</b>	<b>VOTING.....</b>	<b>41</b>
13.1	VOTING.....	41
13.2	VOTING.....	41
13.3	MEMBER MUST BE PRESENT .....	41
13.4	MAJORITY VOTE REQUIRED.....	41
13.5	MINIMUM NUMBER.....	42
13.6	METHODS OF VOTING .....	42
13.7	DECLARATION OF RESULT .....	43
13.8	DIVISION OF THE QUESTION.....	43
<b>ARTICLE 14.</b>	<b>EXECUTION OF DOCUMENTS .....</b>	<b>43</b>
14.1	CORPORATE SEAL .....	43
14.2	AFFIXING THE CORPORATE SEAL .....	43
14.3	CORPORATE SEAL REGISTER.....	43
14.4	SIGNING AUTHORITIES .....	43
14.5	MINUTES .....	43
14.6	BY-LAWS .....	44
14.7	CERTIFICATION OF DOCUMENTS .....	44
<b>ARTICLE 15.</b>	<b>BANKING.....</b>	<b>44</b>
15.1	BANK SIGNING OFFICERS.....	44
15.2	ENDORSEMENT FOR DEPOSIT .....	44
15.3	SIGNATURES BY REPRODUCTION .....	45
<b>ARTICLE 16.</b>	<b>AMENDMENTS TO BY-LAWS .....</b>	<b>45</b>
16.1	AMENDMENT AFTER NOTICE.....	45
<b>ARTICLE 17.</b>	<b>REPEAL OF PRIOR BY-LAWS.....</b>	<b>45</b>
17.1	REPEAL OF PRIOR BY-LAWS.....	45
17.2	EXCEPTION.....	45
17.3	PROVISO.....	46
<b>ARTICLE 18.</b>	<b>INDEMNIFICATION.....</b>	<b>46</b>
18.1	REIMBURSEMENT FOR COSTS AND EXPENSES RELATING TO MUNICIPAL CONFLICT OF INTEREST PROCEEDINGS .....	46

## 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.

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

To: SEAC  
Date: January 22, 2020  
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".



## Consideration of Motion: IEPs Completion Rate - Report request

To: SEAC

January 22, 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.



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

<b>Date Approved:</b>	<b>Date of Next Review:</b>	<b>Dates of Amendments:</b>
<p><b>Cross References:</b>            Education Act, 265 (g)            Effective Educational Practices for Students with ASD, 2007            Growing Success, 2010            Growing Success - The Kindergarten Addendum, 2016            Learning For All, 2013            Ontario Schools K-12 Policy and Program Requirements, 2016            O.R. 181/98: Identification and Placement, Exceptional Pupils            PPM 156: Supporting Transitions for Students with Special Education Needs, 2013            Policy on Accessible Education for Students with Disabilities, 2018            Special Education in Ontario K-12 Policy and Resource Guide, 2017            Supporting English Language Learners: A Practical Resource Guide for Ontario Educators, Gr. 1-8</p>		
<p><b>Appendix: TCDSB Operational Procedures – Acceleration and Retention</b></p>		

**Purpose:**

This policy and the appended operational procedures for acceleration and retention have been developed in accordance with the following:

- a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and
- c) other Ontario Ministry of Education resource documents that inform the principles of:
  - i) Differentiated Instruction (DI),
  - ii) Universal Design for Learning (UDL), and
  - iii) assessment, evaluation, and reporting for student success.



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

**Scope and Responsibility:**

This policy applies to all TCDSB elementary and secondary schools. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

**Alignment with MYSP:**

Living Our Catholic values  
Enhancing Public Confidence  
Fostering Student Achievement and Well-Being

**Policy:**

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 *Education Act* and Ontario *Human Rights Code*, to provide individualized accommodations to students with abilities/disabilities to enable them to have meaningful access to education programs and services.

**Regulations:**

1. All accommodation requests pertaining to the grade-level acceleration or retention of students 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 grade-level acceleration and retention requests, the communication of the approval or denial of the request to affected parties, the implementation of the grade-level acceleration or retention accommodation, the



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

roles and responsibilities of the involved parties, and approaches to student academic and social-emotional development and well-being.

3. In circumstances where a parent requests to have the student grade-level accelerated or retained, each such request shall be reviewed individually by the TCDSB giving consideration to the student's dignity, integration, independence and disability-related learning abilities/needs, and other types of accommodations available to enable meaningful access to education.
4. A copy of this policy shall be available on the TCDSB's website and may be requested by a parent in a different language through the school attended by the student.
5. The Board shall retain data regarding the requests for grade-level acceleration or retention as outlined in the operational procedures.

### **Definitions:**

**Acceleration:** The term *acceleration* refers to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade. Grade-level acceleration involves the placement of a pupil in the grade beyond an age-appropriate placement.

**Accommodations:** The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with Special Education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade-level or course.

**Assessment:** This refers to the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

"assessment *for* learning" and "assessment *as* learning." Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course and often at the end of a period of learning.

**Differentiated Instruction:** refers to a promising practice of Ontario educators. It is considered to be an excellent means of educating students with a variety of needs and abilities in a shared setting. Differentiated instruction allows them to address students' specific skills and difficulties.

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Individual Education Plan (IEP):** A written plan describing the Special Education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his/her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has Special Education needs but has not been identified as exceptional. An IEP is working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

**Inquiry-Based Learning:** The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to respond closely and accurately to individual students' learning needs.

**Modifications:** The term *modifications* refers to changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

the number and/or complexity of the regular grade-level curriculum expectations.

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

**Promotion:** Students who have successfully completed Grade 8 will be promoted from elementary school and admitted to a secondary school.

**Readiness:** This does *not* refer to the student's general ability level, but to the current knowledge, understanding, and skill level a student has in relation to a particular sequence of learning. Some students may require remediation or modified expectations; others may need learning concept extensions or opportunities for independent study.

**Retention:** This refers to withholding the promotion of a pupil to an age-appropriate grade-level; the repeat of the current grade placement; or to the placement of a pupil in a grade below an age-appropriate placement.

**Tiered Approach:** The "tiered" approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

**Transfer:** A pupil is transferred to the next grade (1 through 8) though s/he has not met an average of Level 1 in the curriculum expectations for the various subjects; or has not achieved a Level 1 in any of the following core subjects: Language (English/French - Extended or Immersion), Mathematics, Science, Geography, or History.

**Universal Design for Learning (UDL):** UDL provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. It is a teaching approach that focuses on using teaching strategies or pedagogical materials; and is designed to meet special needs to enhance learning for *all* students, regardless of age, skills, or situation.



**POLICY SECTION:**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: S.P. 03, 04, 06, 09, 10, 11 (TBC)**

**Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

1. Data will be gathered annually regarding the number of requests for students to be grade-level accelerated or retained; as well as approvals, and denials.
2. This policy shall be reviewed on a regular basis (as needed), but no less than every five years.

DRAFT FOR CONSULTATION



**TCDSB Operational Procedures:  
Acceleration and Retention**

DRAFT FOR CONSULTATION

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 *Education Act* and Ontario *Human Rights Code*, to provide individualized accommodations to students with abilities/disabilities to enable them to have meaningful access to education services.

1.2 These operational procedures identify the individualized process to be followed when a parent (on behalf of a student) applies to the TCDSB to have a student grade-level accelerated or retained.

1.3 These procedures and the attendant policy - Policy **S.P. 03, 04, 06, 09, 10, 11 (TBC)** Acceleration and Retention - will be posted on the TCDSB website in order to inform the school community about how parents can apply to have a pupil grade-level accelerated or retained.

1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:

- a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;
- b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and
- c) Notwithstanding any provision in the Policy and these Operational Procedures, the Board will consider each application for a student's grade-level acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

## 2.0 Background

Until the creation of this DRAFT policy and attendant procedures, there was no TCDSB policy on grade-level acceleration or retention. However, notwithstanding the creation of this new policy and procedures the Board continues to uphold its current practice of endorsing an age-appropriate, grade-level placement for students. Within such placement, the appropriate accommodations would continue to be made either for students seeking enrichment or, otherwise, those who might require accommodations either to meet curriculum expectations or to meet those expectations outlined in the Individual Education Plan (IEP).

In the event that a parent requests consideration for grade-level acceleration or retention, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met within the age-appropriate, mainstream classroom. Accommodations to the mainstream (non-Special Education) classroom can include: enrichment activities, special peer groupings, or individualized attention.

## 3.0 Three Effective Approaches to Classroom Instruction

*(Learning for All, 2013, p.12-14)*

Instruction that both responds to the characteristics of a diverse group of students and that is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- a. Universal Design for Learning (UDL),
- b. Differentiated Instruction (DI), and
- c. Tiered approach to prevention and intervention.

Used in combination, UDL and DI enable educators to respond effectively to the strengths and needs of all students.

The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in a class.

## Universal Design for Learning (UDL)

3.1 Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms.

Incorporating the principles of *universality* and *equity*, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of *all* students.

The “universal” in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress (Rose & Meyer, 2002). This means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his/her potential.

Incorporating the principles of *flexibility* and *inclusiveness*, the planning of teaching and the time teachers allocate to students’ activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level. Students are accommodated through:

- a. a variety of teaching strategies and pedagogical materials that are relevant, engaging, and responsive to their learning needs; that make use of all the senses; and that vary in form, level of difficulty, and manner of presentation;
- b. a variety of technological media and tools;
- c. different types of assessment strategies, involving a range of media, formats, and response options (Note: During assessments, students have access to the same supports that they have during instruction unless those supports undermine the purpose of the assessment.); and
- d. various ways of using space.

## Common Classroom Strategies

3.2 Common classroom strategies support the principles of DI and UDL.

The best way to engage students is by offering them choice (*Karen Hume, 2008*). By providing Differentiated Instruction options, this can be made possible. Some key essentials of differentiated instruction are the following (*Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008*):

- i) Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid;
- ii) Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners;
- iii) Ensuring that all differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time;
- iv) Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance;
- v) Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student;
- vi) Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria; and
- vii) A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

Differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Ontario Ministry of Education, 2004b, p.4, in Learning for All, 2013, p.18*)

Differentiated Instruction includes (*Ontario Ministry of Education, 2004b, p.1*):

- Providing alternative instructional and assessment activities;
- Challenging students at an appropriate level;
- Using a variety of groupings to meet student needs.

Differentiated Instruction does not include:

- Doing something different for every student in the class;

- Disorderly or undisciplined student activity;
- Using groupings that never change or isolating struggling students within the class;
- Never engaging in whole-class activities with all students participating in the same endeavour.

Differentiation of Content, Process, and Product: A Checklist to Guide Classroom Practice (*Adapted from Differentiated Instruction Educator's Guide: Getting to the core of teaching and learning (Ontario Ministry of Education, 2007, in Learning for All, 2013, pp.20-21)*)

### Differentiate Content

- ✓ Vary content (e.g., provide content at different levels of difficulty; enable students to extend knowledge and skills) to suit student readiness, interests, motivational needs, and learning styles.
- ✓ Unpack the big ideas of the curriculum to create achievable learning goals.
- ✓ Introduce new learning and pose open questions as appropriate to the student's zone of proximal development (ZPD).

### Differentiate Process

- ✓ Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.
- ✓ Use various types of learning activities and various grouping strategies to draw on students' strengths and provide support in areas that need improvement.
- ✓ Use a variety of instructional and management strategies that engage all modalities.
- ✓ Provide students with opportunities to choose from an array of activities and projects that involve differentiated processes.
- ✓ Monitor students' response to the differentiated strategies used, and assess their progress on a regular basis.
- ✓ Provide the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

### Differentiate Product

- ✓ Gather achievement data through various assessment tools.
- ✓ Engage students' interest by involving them in various different types of projects and problem-solving activities.
- ✓ Foster students' awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.

### The Tiered Approach (*Learning for All, 2013, p.24*)

3.3 The tiered approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.

It can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individual or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

- a. Facilitate early identification of both students who may be at risk and students who may be in need of greater challenges;
- b. Ensure appropriate and timely intervention to address these students' needs and significantly reduce the likelihood that they will develop more intractable problems in the future.

(*Vaughn, Linan-Thompson, & Hickman, 2003*).

## **4.0 Understanding Students' Social-Emotional Needs and Abilities**

4.1 Only in extraordinary circumstances should a student be grade-level accelerated. If an accommodated or exceptional student is to be considered for grade-level acceleration, it should be so only if the student has had opportunities to engage in differentiated learning opportunities in the mainstream classroom and all available Special Education programming supports ex. the Intensive Support Program environment, have been exhausted.

4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development

4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.

4.4 In young children the individual needs of each child must be addressed within an environment that is appropriate to the child's interests and abilities. Psychologists and educators have cautioned against the dangers of accelerating learning opportunities (Elkind, 1986) or "hothousing" young children (Siegal, 1987).<sup>i</sup>

4.5 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.

4.6 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students. This may impact negatively on the child's self-esteem and result in a discouraged student who does not attain his/her potential in academic areas.

### **5.0 Considerations for Acceleration**

5.1 There are competency-based and age-based programming acceleration options for gifted and talented learners. "Education programs and curricula can be differentiated in a variety of ways to provide Canada's most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn 'what they don't already know.' (Stanley, 2000, p. 216)."<sup>ii</sup>

5.2 Educators should consider engaging some form of acceleration when the three following considerations hold true:

- a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are beyond his/her grade-level peers.
- b) Achievement assessed includes assignments done independently at home as well as those done in the classroom.
- c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

5.3 Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school. <sup>iii</sup>

5.4 **Categories and Forms of Acceleration** include the following that are either content-based or grade-based:

a) Content-based:

- (i) Advanced placement,
- (ii) concurrent enrolment,
- (iii) e-learning courses,
- (iv) credit by examination,
- (v) curriculum compacting,
- (vi) co-curricular programs,
- (vii) International Baccalaureate (IB) programs,
- (viii) mentoring,
- (ix) single-subject or subject-matter acceleration.

b) Grade-based:

- (i) Combined classes,
- (ii) continuous progress,
- (iii) early admission to K or Gr.1,
- (iv) early entrance to high school or post-secondary education,
- (v) early graduation from secondary school,
- (vi) grade-skipping (whole grade acceleration),
- (vii) self-paced instruction,
- (viii) telescoping curriculum.



(See **Appendix A** for a more detailed explanation of the above.)

5.5 Key questions to consider in order to determine if a student will benefit from grade-level acceleration according to the Ontario Psychological Association are the following:

- i) Is child able to master material at a rapid pace relative to age-mates?
- ii) Does child understand concepts at a deeper level than classmates?
- iii) Does a child demonstrate the emotional maturity to handle the demands of an advanced grade?
- iv) Does the child demonstrate the social skills required to handle the demands of an advanced grade?
- v) Are the parent, child, and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.

5.6 **Characteristics of Giftedness**<sup>iv</sup> are recognized by educators and have been typified as indicated in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The list of characteristics seen below is neither prescriptive or exhaustive:

#### Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

#### Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her

- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

### Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

### Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults
- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

5.7 Reach Ahead Opportunities for Elementary School Students: In certain circumstances, consideration may be given for reach-ahead opportunities for Gr. 8 students seeking enrichment.

*“Under exceptional circumstances, an individual student in Gr. 8, with parental consent, may be given permission by the principal of a secondary school to ‘reach ahead’ to take secondary school courses, either during the school year or in the summer prior to entering Gr. 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether ‘reaching ahead’ to take a secondary school course is in the best interests of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit.”*  
(Ontario Schools, K-12, p.32, 2.5.2.1)

5.8 Individual Education Plan Accommodations and Modifications: An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school year/semester. A review of the identification and placement will be determined annually.

5.9 Academic and Psycho-educational Assessments: Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.

5.10 Identification and Placement in a (Gifted) Special Education Program:

Step 1: The OLSAT8 group screening test is administered to **all grade 4 students** as well as to students who are nominated in higher grades but have not previously completed the OLSAT8 test.

Step 2: Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

Gifted Programs: Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To further develop creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills
- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities

- ✓ To provide students with the opportunity to collaborate with like-minded peers

A detailed listing of TCDSB Gifted Congregated and Withdrawal Programs can be found in **Appendix B**.

### Is Grade-Level Acceleration an Appropriate Response?

5.11 If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the grade-level acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

## **6.0 Considerations for Promotion (Grade 8 to Grade 9)**

*(Ontario Schools K-12 Policy and Program Requirements, 2016, p.31)*

6.1 Students without an IEP who have successfully completed the Gr. 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.

6.2 Students with an Individual Education Plan (IEP):

1. All students who have achieved the grade-level expectations will be promoted.

a) students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.

b) students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report



card promotion status should indicate that the student is “*progressing well towards promotion.*”

c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kinders with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.

2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.

### 6.3 English Language Learners (ELLs)

*(Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36)*

English Language Learners should be placed in an age-appropriate grade-level rather than a lower grade based on their level of language acquisition and/or academic functioning.

ELLs will require variable lengths of time and levels of support in ESL/ELD programs to acquire the English language skills necessary for integration into non-ESL/ELD programs.

Ongoing monitoring and assessment of student progress and a flexible approach are needed in order to ensure that ESL/ELD programming and/or monitoring continue to be appropriate for them.

## 7.0 Considerations for Retention

### Is Grade-Level Retention an Appropriate Response?

7.1 If a student is considered for grade-level retention, it would be only after all programming options, including Intensive Support Programs (ISP), have been considered, and it is deemed to be an essential response to enhance a student's continued academic, social, and emotional growth.

In order to consider the grade-level retention of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

## 8.0 Considerations for Transfer

A pupil is transferred to the next grade (1 through 8) though s/he has not met an average of Level 1 in the curriculum expectations for the various subjects; or has not achieved a Level 1 in any of the following core subjects: Language (English/French - Extended or Immersion), Mathematics, Science, Geography, or History.

## 9.0 Roles and Responsibilities

### 1. Principal:

- ✓ Is responsible for the management of the school premises, curriculum leadership of staff providing educational programs, and the safety and well-being of all staff/students;
- ✓ Is responsible for the promotion, transfer, acceleration, or retention of students;
- ✓ Co-ordinates the Case Conference or SBSLT process with all school and/or board-level staff, parent, and student (as appropriate);
- ✓ Provides professional learning opportunities for all school staff regarding the abilities and needs of the spectrum of learners within the school community.

### 2. Superintendent:

- ✓ Reviews with the principal any parental applications received for grade-level acceleration or retention;
- ✓ Collaborates with the principal and/or parent regarding unresolved recommendations for grade-level placement for the following school year;
- ✓ In consultation with the Superintendent of Special Services, collects and maintains yearly data pertaining to parent requests for student grade-level acceleration/retention, and students who have been accelerated or retained.

### 3. Classroom Teacher:

- ✓ Engages UDL and DI instructional approaches that engage high-yield strategies, and promote inquiry-based learning and student engagement in the age-appropriate grade-level;
- ✓ Engages students in a collaborative teaching-learning process;
- ✓ Creates learning profiles for their class(es) as well as individual student profiles in order to identify a baseline of student achievement and to identify any students at risk or otherwise in need of increased challenges. (See *Learning for All, 2013, p. 39 – Process for Developing a Class Profile; and p. 48 – Process for Developing an Individual Student Profile.*);
- ✓ Consults with parents on an ongoing basis;
- ✓ Engages the Tiered Approach to the identification of and intervention for academic and social-emotional needs, informing the principal about any academic and/or social-emotional developmental concerns; and
- ✓ Consults with the school team as needed regarding student achievement.

#### 4. Special Education Teacher

- ✓ Creates in a timely manner an IEP as required for students who have been identified as exceptional by an IPRC;
- ✓ May create an IEP for students not identified as exceptional by an IPRC but who might have Special Education needs;
- ✓ Monitors the implementation and update of IEPs for students with Special Education needs and;
- ✓ Advocates for students with special education needs.

#### 5. Guidance Teacher

- ✓ Assists students with course selections (secondary) and pathways planning (elementary/secondary);
- ✓ Advocates for all students, but in particular students not otherwise supported by Special Education or English as a Second Language (ESL) resource teachers.

#### 6. Student:

- ✓ Accepts his/her responsibility for engaging with all aspects of the curriculum including active participation with in-class teaching/learning as well as independent completion of homework and assignments.
- ✓ Seeks assistance (as developmentally appropriate) when requiring remediation and/or deeper learning opportunities; and

- ✓ Actively participates in all aspects of pathways planning.

### 7. Parent:

- ✓ Works closely with their child/ren to promote their own interest and engagement with subjects being studied, and helps them self-advocate for their learning needs;
- ✓ Consults with teachers/administrators regarding their child's achievement; and
- ✓ Engages in the consultation process for the purpose of considering and implementing, if appropriate, their request for grade-level acceleration or retention.

### Receiving an Application for Grade-level Acceleration or Retention

9.2 On receipt of a parental application for grade-level acceleration or grade-level retention (**Appendix C**), 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 these forms of 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 Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;
- d) Consider the application on an individual basis giving consideration to all relevant factors (**Appendix D**);



- e) Communicate the Board’s determination with respect to the application for grade-level acceleration or grade-level retention to the parent in writing in accordance with **Appendices E or F**;

9.3 Each application for grade-level acceleration or grade-level retention 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 grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;
- d) the impact of the accommodation on the student’s dignity, integration, and independence;
- e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and
- f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.

9.4 The process of accommodation shall respect the student’s right to privacy. The TCDSB will not provide information about a student’s abilities, disability, diagnosis, or specific learning needs unless appropriate consent is obtained.

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

### Implementing the Accommodation

9.6 Where the application is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:

- a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
- b) forward the following letters as appropriate:
  - i) Decision Letter Approving Grade-Level Acceleration/Retention, or
  - ii) Decision Letter Declining Grade-Level Acceleration/Retention.
- c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;
  - 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.

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

### Continuous Assessment

9.8 A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.

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

- a) there are any concerns about academic performance or social-emotional well-being of the student;
- b) there has been a change to the student's circumstances or ability/disability-related needs, which had supported the original approval; and
- c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.

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

## 10.0 Records

- 10.1 A copy of the application and the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 10.2 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.
- 10.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:
- a. Total number of requests for students to be grade-level accelerated or retained;
    - i. Whether requests are for elementary or secondary school students;
    - ii. The student's grade; and
  - 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.

## 11.0 Definitions

**Acceleration:** The term *acceleration* refers to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade.<sup>v</sup> Grade-level acceleration involves the placement of a pupil in the grade beyond an age-appropriate placement.

**Accommodations:** The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by

students with Special Education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course (Ontario Ministry of Education).

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning." Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. (*Learning for All, 2013, p. 64.*)

**Differentiated Instruction:** refers to a promising practice of Ontario educators. It is considered to be an excellent means of educating students with a variety of needs and abilities in a shared setting. Differentiated instruction allows them to address specific skills and difficulties (Raynal & Rieunier, 1998 in *Learning for All, 2013, p.12*)

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (*Learning for All, 2013, p.64.*)

**Individual Education Plan (IEP):** A written plan describing the Special Education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his/her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has Special Education needs but has not been identified as exceptional. An IEP is working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. (*Learning for All, 2013, p.64-65.*)

**Inquiry-Based Learning:** The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to



respond closely and accurately to individual students' learning needs. (*Learning for All, 2013, p.21*).

It involves transforming wonder into knowledge. “Inquiry involves more than simply answering questions or getting the right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction.” (*Kuklthau, Maniotes & Caspari, 2007, p.2, found in K-12 Capacity Building Series, Secretariat Special Edition #32.*)

**Modifications:** The term *modifications* refers to changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations. (Ontario Ministry of Education).

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

**Promotion:** Students who have successfully completed Grade 8 will be promoted from elementary school and admitted to a secondary school. (*Education Act, R.S.O. 1990, Chapter E.2, Part II, subsection 41 (1)* [www.ontario.ca/laws/statute/90e02#BK46](http://www.ontario.ca/laws/statute/90e02#BK46), in *Ontario Schools K-12 Policy and Program Requirements, 2016, p. 31*)

**Readiness:** Does not refer to the student's general ability level, but to the current knowledge, understanding, and skill level a student has in relation to a particular sequence of learning.

Differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Ontario Ministry of Education, 2004b, p. 4, in Learning for All, 2013, p.18.*)

**Retention:** Refers to withholding the promotion of a pupil to an age-appropriate grade-level; the repeat of the current grade placement; or to the placement of a pupil in a grade below an age-appropriate placement.

**Tiered Approach:** The “tiered” approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. (*Learning for All, 2013, p.24*)

**Transfer:** A pupil is transferred to the next grade (1 through 8) though has not met an average Level 1 in the curriculum expectations for the various subjects; or has not achieved a Level 1 in any of the following “core” subjects: Language (English/French (Extended or Immersion), Mathematics, Science, Geography, History.

**Universal Design for Learning (UDL):** UDL provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. It is a teaching approach, that focuses on using teaching strategies or pedagogical materials, that is designed to meet special needs to enhance learning for *all* students, regardless of age, skills, or situation. (*Learning for All, 2013, p. 66.*)

## 11.0 Cross References:

Education Act, 265 (g)

Effective Educational Practices for Students with ASD, 2007

Growing Success, 2010

Growing Success - The Kindergarten Addendum, 2016

Learning For All, 2013

Ontario Schools K-12 Policy and Program Requirements, 2016

O.R. 181/98: Identification and Placement, Exceptional Pupils

PPM 156: Supporting Transitions for Students with Special Education Needs, 2013

Policy on Accessible Education for Students with Disabilities, 2018

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

Supporting English Language Learners: A Practical Resource Guide for Ontario Educators, Gr. 1-8

## 12.0 Attachments:

- Appendix A:** Categories and Forms of Acceleration
- Appendix B:** TCDSB Gifted Congregated and Withdrawal Programs
- Appendix C:** Application for Grade-Level Acceleration/Retention
- Appendix D:** Principal’s Checklist for Consideration of Grade-Level Acceleration or Retention
- Appendix E:** Sample Decision Letter Approving Grade-Level Acceleration or Retention
- Appendix F:** Sample Decision Letter Declining Grade-Level Acceleration or Retention

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### Endnotes:

<sup>i</sup> The Association of Chief Psychologists of Ontario School Boards, Learning Challenges: Grade Acceleration, p.2. <http://www.acposb.on.ca/grade-acceleration>

<sup>ii</sup> Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada*, in Canadian Journal of Education, 34, 3 (2011), p.155.

<sup>iii</sup> Kanevsky, p.157

<sup>iv</sup> Adapted from: <http://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/>

<sup>v</sup> Kanevsky, Lannie: *Accelerating Gifted Students in Canada* in Canadian Journal of Education, 36:3 (2013), ©2013 Canadian Society for the Study of Education, p.233.

## Accelerating Students in Canada

### Content Based

**Advanced Placement (AP):** The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

**Concurrent or Dual Enrolment:** The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still enrolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

**Correspondence Courses:** A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

**Credit by Examination:** The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as “course challenge” or “testing out.”

**Curriculum Compacting:** Based on high levels of mastery demonstrated on a pre-assessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

**Extracurricular Programs:** A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

**International Baccalaureate Programs:** Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

**Mentoring:** A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

**Subject Matter, Single Subject, or Partial Acceleration:** A student is placed in classes with older peers for a part of the day or works with materials from higher



grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

### **Grade Based**

**Combined classes:** Students in two or more consecutive grades are enrolled in one class (e.g., a fourth- and fifth-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

**Continuous progress:** A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

**Early entrance to Grade 1:** Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

**Early admission to kindergarten:** Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

**Early entrance to middle school, high school, or college/university:** A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

**Early graduation from high school:** A student graduates from a 4-year high school program in 3½ years or less. Generally, this is accomplished by increasing the amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

**Grade skipping:** A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

**Self-paced instruction:** The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

**Telescoped curriculum:** A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

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1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, *Canadian Journal of Education*, 34(3), 179–180.

DRAFT FOR CONSULTATION



**Gifted Congregated (Full Time)**

Transfiguration of Our Lord (Grades 6-8)

St. Francis of Assisi (Grades 6-8)

St. Victor (Grades 6-7)

**Gifted Congregated (Partial Integration)**

St. Bonaventure

- Grades 6-8
- Half day Gifted/half day Extended French

**Gifted Withdrawal (1 Day/week)**

**North**

Blessed Trinity

St. Charles

St. Conrad

St. Monica

**West**

Our Lady of Sorrows

St. Angela

St. Clement

St. Eugene

St. Louis

**South**

St. Catherine

St. James

Holy Name

St. Bruno/St. Raymond

**East**

St. Ignatius of Loyola

St. Rose of Lima

**Application for a Grade-Level Acceleration or Retention**

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 be grade-level accelerated/retained ( <i>circle appropriate</i> ).
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 Grade-Level Acceleration/Retention**  
(*circle appropriate*)

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the ability or disability-related learning needs to be accommodated. This information will help to inform appropriate accommodation decisions.
- Where necessary, in the implementation and accommodation process, the TCDSB reserves the right to request additional information and/or documentation to ensure that the requested accommodation is a viable response to the stated learning abilities/needs of your child. Consideration will be given to alternative accommodations if it is deemed, through consultation with school/board staff, that the requested grade-level acceleration/retention of your child is not appropriate for meeting the academic and/or social-emotional needs of your child.

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

cc: OSR  
 Superintendent of Schools  
 Superintendent of Special Services

Personal information of the student and parent/guardian is being collected by the Toronto Catholic District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention

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

### Application Requirements for Grade-Level Acceleration/Retention

- Receive Application for grade-level acceleration or retention
- Assessment report with diagnosis that will inform the specific request for accommodation
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Consult with Superintendent of Schools
- Convene a school Case Conference Team or School-Based Support Learning Team meeting (as appropriate)
- Consult with school staff regarding professional learning opportunities for Differentiated Instruction (DI), Universal Design for Learning (UDL)
- Consult with school staff regarding opportunities already taken to engage the principles of DI and UDL in order to provide the student (subject of the application for grade-level acceleration/retention) either accelerated or remedial learning opportunities and/or environments (as appropriate)

### Implementation Requirements

- Accommodation plan outlining either accelerated or remedial learning opportunities and/or environments (as appropriate)
- Timetable adjustments to incorporate possible accelerated or remedial learning opportunities and/or environments
- Training for staff member acting as Handler (if required)
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP and updated annually in accordance with IEP regulations)



## Principal's Checklist for Consideration of Grade-Level Acceleration/Retention



**Additional Comments:**

Signature of Principal:	Date:
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DRAFT FOR CONSULTATION



## Sample Decision Letter Approving Parental Request for Student Grade-Level Acceleration or Retention

(Date)

Dear Parent

I am writing to communicate the decision regarding your request that your child be grade-level accelerated/retained (*circle appropriate*) to provide accommodation for ability/disability-related (*circle appropriate*) learning needs.

I wish to confirm approval of your request.

As we have discussed, the assessment of benchmarks established for evaluating the effectiveness of the requested accommodation for your child's learning abilities/needs (*circle appropriate*) will take place on a regular basis.

If concerns arise regarding the requested accommodation, a meeting will be scheduled to review your child's current academic and/or social-emotional progress and placement. 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 Parental Request for Student Grade-Level Acceleration or Retention

(Date)

Dear Parent

I am writing to communicate the decision regarding your request that your child be grade-level accelerated/retained (*circle appropriate*) to provide accommodation for ability/disability-related (*circle appropriate*) learning needs.

I wish to communicate that your request is being denied.

As we have discussed, it has been deemed, in consultation with the school team, Field Superintendent, and Superintendent of Special Services, that the requested accommodation of grade-level acceleration/retention (*circle appropriate*) is not a viable response to the stated learning abilities/needs of your child. Furthermore, the school is able to provide reasonable alternative accommodations that respect your child's dignity, encourage independence, and facilitate integration that will address your child's learning needs and enable him/her to have meaningful access to educational programs/services.

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

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services





**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** PROGRAMS  
**POLICY NAME:** SPECIAL EDUCATION PROGRAMS AND SERVICES  
**POLICY NO:** S.P. 01

<b>Date Approved:</b> January 1965	<b>Date of Next Review:</b> January 2023	<b>Dates of Amendments:</b> January 25, 2018 October 16, 1986 April 1968 December 1967
<b>Cross References:</b> Education Act, 1990, s.170(7) O. Reg. 181/98, IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS		
<b>Appendix</b>		

**Purpose:**

This policy ensures students receive access to special education services they require as per regulation.

**Scope and Responsibility:**

This policy applies to all students of the TCDSB requiring special education assistance. The Director is responsible for this policy with the support of the Special Services Department.

**Alignment with MYSP:**

- Living Our Catholic Values
- Strengthening Public Confidence
- Fostering Student Achievement and Well-Being
- Providing Stewardship of Resources



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** PROGRAMS  
**POLICY NAME:** SPECIAL EDUCATION PROGRAMS AND SERVICES  
**POLICY NO:** S.P. 01

**Policy:**

The TCDSB shall provide education programs which will serve the spiritual, emotional, intellectual, physical, social and cultural needs of all its students. The Board of Trustees shall provide education programs which permit all students to achieve their potential. Each student requiring special education assistance shall be instructed in accordance with Regulation 181/98 and the programs and services outlined in the Board's Special Education Plan. An intervention model (which includes consultation, assessment, alternative programming and review) shall be the means to identify the special needs of students and determine the program which will best serve their needs. The programs shall be based on Catholic doctrine, values and principles.

**Regulations:**

1. Educators and support personnel shall develop administrative procedures for the delivery of special education services in keeping with the Education Act and regulations.

2. Assessment:

(a) The TCDSB shall provide an appropriate assessment service in order to determine learning needs and to assist the Identification Placement and Review Committee (IPRC) in the identification of students as exceptional.

(b) Assessments in the following areas may be requested by the Identification Placement and Review Committee:

- audiological
- educational



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** PROGRAMS  
**POLICY NAME:** SPECIAL EDUCATION PROGRAMS AND SERVICES  
**POLICY NO:** S.P. 01

- intellectual
- psychological
- social work
- speech and language
- medical

3. The TCDSB shall purchase special education programs/services for students for whom TCDSB is unable to establish a viable program.

4. Administrative procedures flowing from the policy and regulations should be reviewed and updated annually.

**Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

An annual report, “Accountability Framework for Special Education” is brought to the Board of Trustees.

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	March 27, 2019 SEAC	TBC	Regular Board	<p>That the Board direct staff to provide a report with respect to the following Items and report back to Board:</p> <p>*Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe</i></p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

				<p><i>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 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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

				<p>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 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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

				<p>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 recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	October 18, 2019	March 2020	Regular Board	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	The SO of student success and curriculum will create a report that outlines the supports/accommodations/modifications for exceptional students engaging in STEAM extracurricular

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

				<p>Programming and Supports for Students with Special Education Needs);</p> <p><i>Motion recommended at September 18, 2019 SEAC meeting; carried at October 16, 2019 Board meeting.</i></p>	<p>activities in our schools.</p>
3	December 5, 2019	March 2020	Student Achievement and Well-Being	<p>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 <b>(Presentation: Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate);</b></p> <p><i>Motion recommended at October 16, 2019 SEAC meeting; carried at December 5, 2019 Student Achievement and Well-Being meeting.</i></p>	<p>Superintendent of Special Services</p>
4	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	<p>Superintendent of Special Services</p>



**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

5	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Special Education Graduation Rate:</p> <p>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;</p> <p>WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;</p> <p>WHEREAS: The Ministry of Education has reported a high incidence of students with IEP not completing high school across the province; and</p> <p>WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.</p> <p>BE IT RESOLVED: That SEAC recommend to the Board that an annual "Special Education Needs Students (SENS) Graduation report" be prepared for the Board and SEAC on Special Needs</p>	Superintendent of Special Services
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

			<p>students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following:</p> <ol style="list-style-type: none"> <li>1. Total number of students who enrolled and attended;</li> <li>2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD);</li> <li>3. Number of students who graduated with an Ontario Secondary School Certificate (OSSC);</li> <li>4. Number of students who graduated with a Certificate of Attendance;</li> <li>5. Number of students who enrolled in the next school year (fifth year, sixth year, seventh year);</li> <li>6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;</li> <li>7. Number of students who did not graduate and did not return for other</li> </ol>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO January 22, 2020**

				<p>reasons than above but completed the school year; and 8. Number of students who did not complete the school year.</p> <p>We ask that the report be prepared annually and include the five 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 (Item 11d).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	
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