

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA February 19, 2020

**Nancy Crawford, Chair and  
Trustee Member**

**George Wedge, Vice Chair  
Easter Seals**

**Melanie Battaglia  
Community Representative**

**Lori Ciccolini  
Community Representative**

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

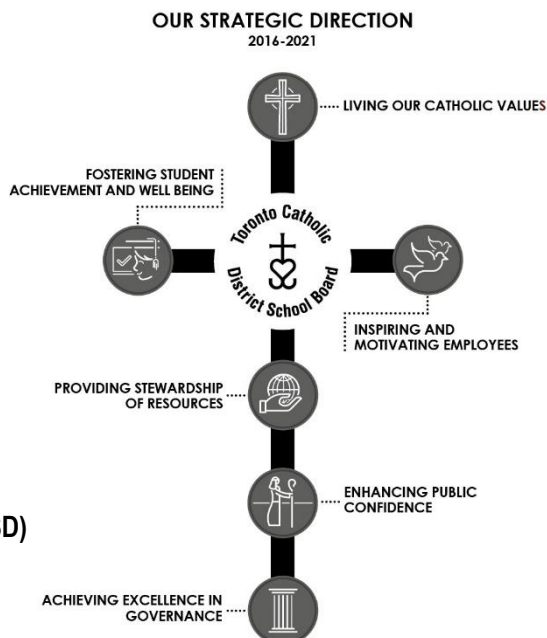
**Tyler Munro  
Integration Action for Inclusion  
Representative**

**Deborah Nightingale  
Association for Bright Children**

**Mary Pugh  
VOICE for Hearing Impaired**

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

**Sandra Mastronardi  
Autism Ontario**



### 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**  
**Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207**

**Rory McGuckin  
Director of Education**

**Joseph Martino  
Chair of the Board**

**Trustee Members  
Angela Kennedy  
Daniel Di Giorgio**



### **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, February 19, 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 January 22, 2020 for Public Session	1 - 14
6. Delegations	
7. Presentations	
7.a How to Set-up your Toronto Catholic District School Board Email Account on your personal device? - Frank Costa, Enterprise Infrastructure Architect	
8. Unfinished Business	
9. Notices of Motion	
9.a From Trustee Angela Kennedy regarding Operational Procedures and	15



Protocol for Appealing Student Exclusions as clearly outlined in the  
Education Act

**10. Consent and Review**

**11. Communications**

11.a SEAC Monthly Calendar Review 16 - 18

11.b Special Education Plan Review

a. Roles and Responsibilities

b. Categories and Definitions of Exceptionalities

c. Provincial and Demonstration Schools in Ontario

11.c Special Education Superintendent Update 19

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

From the January 22, 2020 Special Education Advisory Committee Meeting

12.a Annual Report on the Accessibility Standards Policy (A.35) 20 - 73  
(Information)

12.b Parent Reaching Out (PRO) Regional Grant 2019-2020 74 - 75

12.c Communication from Windsor-Essex Catholic District School Board

12.d Set SEAC Goals for this year (from the Draft Annual Calendar)

12.e Special Plan Review (from the Draft Annual Calendar)

12.f New Policy on Age-Appropriate Placement - Curriculum and 76 - 109  
Program Supports (previously listed as Draft Acceleration/Retention  
Policy)

12.g Review of Policy: Special Education Programs and Services (S.P.01) 110 - 112

12.h Inquiry from Sandra Mastronardi regarding Student Trustee Report



12.i Association Reports - George Wedge (Verbal)

From the November 20, 2019 Special Education Advisory Committee Meeting

12.j Consideration of Motion from Melanie Battaglia regarding Third Party Protocol 113

12.k Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility 114 - 115

12.l Inquiry from Tyler Munro regarding Special Education Fair

12.m Inquiry from Tyler Munro regarding Email Blasts

From the December 4, 2019 Special Education Advisory Committee Meeting

12.n Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request 116

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

**14. Reports of Officials for Information**

14.a SEAC Email Requirements and Member Contact Information

**15. Inquiries and Miscellaneous**

15.a Letter of Interest to Serve as Special Education Advisory Committee Member from Joy Alma 117 - 118

**16. Association Reports**

**17. Update from Trustees on resolutions recommended to the Board by the Committee**

**18. Pending List**

18.a Pending List as at February 19, 2020 119 - 126

**19. Adjournment**



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

**HELD WEDNESDAY, JANUARY 22, 2020**

## **PRESENT:**

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

**External** George Wedge, Vice Chair

**Members:** Melanie Battaglia  
Sandra Mastronardi  
Lori Mastrogiuseppe  
Tyler Munro

**Staff:** D. Koenig  
A. Della Mora  
F. Cifelli  
M. Eldridge  
L. Maselli-Jackman  
R. Macchia  
J. Mirabella  
D. Reid  
P. Stachiw

S. Harris, Recording Secretary

S. Skeeter Hinds-Barnett, Assistant Recording Secretary

## **2. Roll Call & Apologies**

Apologies were extended on behalf of Lori Ciccolini, Mary Pugh and



Glenn Webster.

Gizelle Paine was absent.

### **3. Approval of the Agenda**

MOVED by Sandra Mastronardi, seconded by Lori Mastroguiseppe, that the Agenda, as amended to include Items 11g) Communication from Windsor Essex Catholic District School Board; renumber Items 12a) and 12b) Presentations regarding Special Education Advisory Committee By-Laws on Agenda Setting and Exclusion Process respectively to Items 7a) and 7b); include 15a) and 15b) Inquiries from Sandra Mastronardi regarding Student Trustee Report, and Budget Consultation Memo from the Ministry of Education to School Boards respectively, be approved.

On the Vote being taken, the Motion was declared

CARRIED

### **4. Declarations of Interest**

Trustee Kennedy declared an interest in Item 11e) 2019-20 Budget Revised Revenue Estimates as she has family members who are employees of this Board.

Trustee Kennedy indicated that she would neither participate in that discussion nor vote on the Item.

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

MOVED by Trustee Kennedy, seconded by Di Giorgio, that the Minutes of the Regular Meeting held December 4, 2019 for PUBLIC Session be approved.



On the Vote being taken, the Motion was declared

CARRIED

## **7. Presentations**

MOVED by Sandra Mastronardi, seconded by George Wedge, that Item 7a) (formerly 12a) be adopted as follows:

### **7a) Special Education Advisory Committee By-Laws on Agenda Setting and Exclusion Process** received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by George Wedge, that SEAC recommend to Board that we have a Parliamentarian to assist with Agenda setting and also to be present at SEAC meetings up to the end of June.

On the Vote being taken, the AMENDMENT was declared

LOST

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Di Giorgio, that Item 7b) (formerly 12b) be adopted as follows:

### **7b) Exclusion Process** received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by George Wedge, that SEAC recommend to Board that a Safety Exclusion policy be



developed to include the appeal process, operational procedures and protocols.

On the Vote being taken, the AMENDMENT was declared

CARRIED

The Chair ruled the AMENDMENT out of order based on the Toronto Catholic District School Board's Operating By-Law, Article 10.9.10  
*Presentations 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.*

On the Vote being taken, the Main Motion was declared

CARRIED

## **10. Consent and Review**

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

- 11a) Draft SEAC Annual Calendar - Melanie Battaglia;
- 11b) Special Education Superintendent Update – Trustee Di Giorgio;
- 11c) Annual Report on the Accessibility Standards Policy – Sandra Mastronardi;
- 11d) Mental Health and Well-Being Annual Report 2018-2019 – Sandra Mastronardi;
- 11e) 2019-20 Budget Revised Revenue Estimates – Sandra Mastronardi;
- 11f) Parent Reaching Out (PRO) Regional Grant 2019-2020 – Sandra Mastronardi;



- 11g) Communication from Windsor-Essex Catholic District School Board – George Wedge; -
- 12c) Consideration of Motion from Melanie Battaglia regarding Third Party Protocol;
- 12d) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility;
- 12e) Inquiry from Tyler Munro regarding Special Education Fair;
- 12f) Inquiry from Tyler Munro regarding Email Blasts;
- 12g) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request;
- 13a) Draft Acceleration / Retention Policy – Tyler Munro;
- 13b) Review of Policy: Special Education Programs and Services (S.P.01) – Sandra Mastronardi;
- 15a) Inquiry from Sandra Mastronardi regarding Student Trustee Report;
- 15b) Inquiry from Sandra Mastronardi regarding Budget Consultation Memo sent to School Boards from the Ministry of Education; and
- 16a) Association Reports - George Wedge (Verbal)

MOVED by Sandra Mastronardi, seconded by Trustee Di Giorgio, that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN ABOVE MOTION**

- 18a) Pending List as at January 22, 2020



## 11. Communications

MOVED by Sandra Mastronardi, seconded by Lori Mastrogiuseppe, that Item 11a) be adopted as follows:

- 11a) Draft SEAC Annual Calendar** received and referred to staff to add the budget approval process to the month of February.

MOVED in AMENDMENT by Lori Mastrogiuseppe, seconded by Sandra Mastronardi, that SEAC recommend to Board that all Awareness days be added under the Board events/ deadline column.

On the Vote being taken, the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Lori Mastrogiuseppe, that SEAC recommend to Board that Awareness days for all exceptionalities covered by Special Services be added under the Board events/ deadline column.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED



MOVED by George Wedge, seconded by Trustee Kennedy, that the Agenda be reopened.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Di Giorgio, that the following Items from the Draft SEAC Annual Calendar be added to the January 22, 2020 Agenda:

- 11e(ii) Priority Budget Setting Discussion (effective January 2020);
- 11h) Set SEAC goals for the year; and
- 11i) Special Education Plan Review (document included in October 2019 SEAC Agenda):
  - Special Education Staff;
  - Specialized Equipment;
  - Transportation for Students with Special Education Needs; and
  - Transition Planning

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that Item 11b) be adopted as follows:

**11b) Special Education Superintendent Update** received.



On the Vote being taken, the Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

The attendance list remained unchanged.

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

- 11c) Annual Report on the Accessibility Standards Policy** that the Item be tabled.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by George Wedge, that Item 11d) be adopted as follows:

- 11d) Mental Health and Well-Being Annual Report 2018-2019** received.

On the Vote being taken, the Motion was declared

CARRIED



MOVED by Trustee Kennedy, seconded by Sandra Mastronardi, that Item 11c) be adopted as follows:

- 11c) Annual Report on the Accessibility Standards Policy** that the Item be lifted from the table.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that Item 11c) be adopted as follows:

- 11c) Annual Report on the Accessibility Standards Policy** that the Item be deferred to the February 19, 2020 SEAC meeting.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy left the table at 10:49 pm due to a Declaration of Interest in Item 11e), as earlier indicated.

MOVED by Sandra Mastronardi, seconded by Trustee Di Giorgio, that Item 11e) be adopted as follows:

- 11e) 2019-20 Budget Revised Revenue Estimates** received.

Time for business expired.

Trustee Kennedy returned to the table at 11:03 pm.



MOVED by Sandra Mastronardi, seconded by Melanie Battaglia, that the time to complete the debate on the item, as per Article 12.6, be extended by 15 minutes.

Trustee Kennedy left the table at 11:05 pm.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the table at 11:08 pm.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that Item 11e (ii) be adopted as follows:

**11e (ii)Priority Budget Setting** that the Item be deferred to the February 19, 2020. SEAC meeting and that members come back with recommendations that can be discussed with staff.

On the Vote being taken, the Motion was declared

LOST

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that SEAC recommend to Board that the equivalent of 20 Full-Time Equivalent (FTE) Education Assistants and Child Youth Workers be added using additional funds.

Time for business expired.



MOVED by Sandra Mastronardi, seconded by Trustee Di Giorgio, that the time to complete the debate on the item, as per Article 12.6, be extended by a further 15 minutes.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Lori Mastronardi, that the Special Education Budget for 2020/2021 at least remain the same as previously.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Melanie Battaglia, that \$2M be added to supplement the existing full-time equivalent (FTE) allocation in the Special Services - Mental Health Division.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastroguiseppe, that the Psychology Department of Special Services be augmented with additional funds of \$1M.



On the Vote being taken, the Motion was declared

CARRIED

**15. Inquiries and Miscellaneous**

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

- 15b) Inquiry from Sandra Mastronardi regarding Budget Consultation**  
**Memo sent to School Boards from the Ministry of Education** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Tyler Munro, that all Items not discussed be deferred to the February 19, 2020 SEAC meeting.

On the Vote being taken, the Motion was declared

CARRIED

**ITEMS NOT DISCUSSED AS CAPTURED IN ABOVE MOTION**

- 11c) Annual Report on the Accessibility Standards Policy;
- 11f) Parent Reaching Out (PRO) Regional Grant 2019-2020;
- 11g) Communication from Windsor-Essex Catholic District School Board;



- 11h) Set SEAC Goals for this year (from the Draft Annual Calendar);
- 11i) Special Plan Review (from the Draft Annual Calendar);
- 12c) Consideration of Motion from Melanie Battaglia regarding Third Party Protocol;
- 12d) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility;
- 12e) Inquiry from Tyler Munro regarding Special Education Fair;
- 12f) Inquiry from Tyler Munro regarding Email Blasts;
- 12g) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request;
- 13a) Draft Acceleration/Retention Policy;
- 13b) Review of Policy: Special Education Programs and Services (S.P.01);
- 15a) Inquiry from Sandra Mastronardi regarding Student Trustee Report; and
- 16a) Association Reports – George Wedge (Verbal)

## **19. Adjournment**

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





*Angela Kennedy  
Trustee Ward 11*

*E-mail: [Angela.Kennedy@tcdsb.org](mailto:Angela.Kennedy@tcdsb.org)*

*Voicemail: 416-512-3411*

**To:** Special Education Advisory Committee, February 19, 2020

**From:** Angela Kennedy, Trustee Ward 11

**Subject:** Notice of Motion – Operational Procedures and Protocol for appealing student exclusions as clearly outlined in the *Education Act*

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**MOVED BY:** **Angela Kennedy**, Toronto Catholic District School Board

**WHEREAS:** The operational procedures and protocol for appealing student exclusions as clearly outlined in the *Education Act*.

**WHEREAS:** The operational procedures and protocol for appealing are clearly understood and acted on by the school administrators.

**WHEREAS:** Parents who are faced with the question “How do I appeal an exclusion?” would only know the protocol if their own child was involved.

**WHEREAS:** Most parents are not reading the *Education Act* to get information regarding a policy or protocol that would affect their child.

**WHEREAS:** Parents would likely go to the TCDSB website and search for a policy and/or form for information.

**BE IT RESOLVED THAT:** SEAC recommend to the Board to develop and draft a policy with protocol and procedures outlining the appeal process for Exclusion Appeals.

**Angela Kennedy**  
**Trustee, Ward 11**

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# 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> <ul style="list-style-type: none"> <li>o Special Education Staff</li> <li>o Specialized Equipment</li> <li>o Transportation for Students with Special Education Needs</li> <li>o Transition Planning</li> </ul> </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> <ul style="list-style-type: none"> <li>o Roles &amp; Responsibilities</li> <li>o Categories and Definitions of Exceptionalities</li> <li>o Provincial and Demonstration Schools in Ontario</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>o The Board's Consultation Process</li> <li>o Early Identification Procedures and intervention Strategies</li> <li>o Specialized Health Support Services in School Settings</li> <li>o Parent Guide to Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Ontario Secondary School Literacy Test (OSSLT) takes place</li> </ul>



# 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> <ul style="list-style-type: none"> <li>o Educational and Other Assessments</li> <li>o Coordination of Services with other Ministries or Agencies</li> <li>o Staff Development</li> <li>o 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> </li> </ul>	<ul style="list-style-type: none"> <li>- ONSIS report on identified students</li> <li>- Autism Awareness Month</li> </ul>
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> <ul style="list-style-type: none"> <li>o Accessibility (AODA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Budget Consultation continues</li> <li>- EQAO Assessment</li> </ul>
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>	<ul style="list-style-type: none"> <li>- EQAO Grade 3 and 6 Testing</li> </ul>
July		<ul style="list-style-type: none"> <li>- School Board Submits balanced Budget for the following year to the Ministry</li> <li>- Special Education Report Checklist submitted to the Ministry of Education</li> </ul>
August		



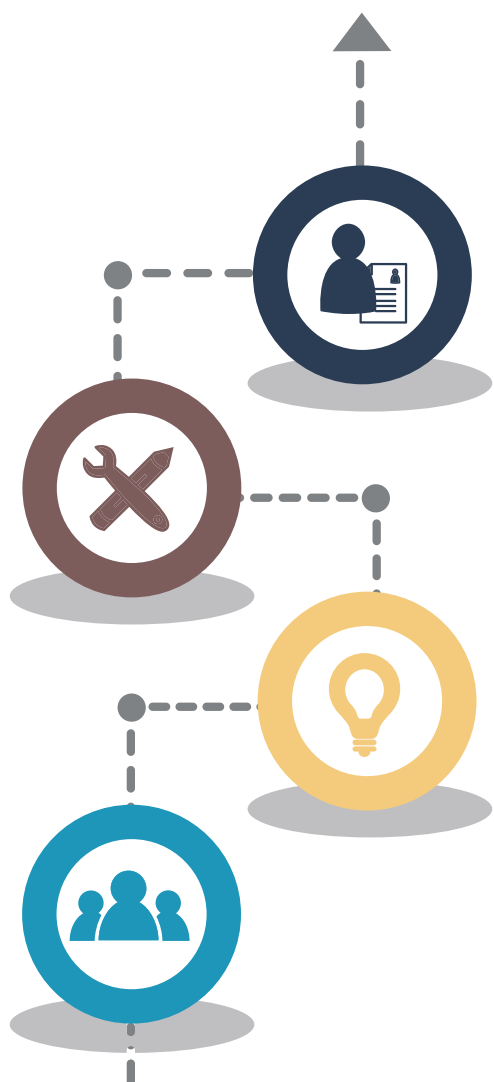
# SEAC Annual Calendar

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> <ul style="list-style-type: none"> <li>o The Special Education Advisory Committee (SEAC)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- FASD Awareness Day – 9th</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> <ul style="list-style-type: none"> <li>o Model for Special Education</li> <li>o Identification, Placement, and Review Committee (IPRC) Process</li> <li>o Special Education Placements Provided by the Board</li> <li>o Individual Education Plans (IEP)</li> <li>o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement</li> </ul> </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> <li>- Multi-Year Strategic Plan (MYSP)</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>	<ul style="list-style-type: none"> <li>- Independent review of assessment and reporting</li> </ul>



# Path 2 Work

**A six-month program helping adults with a developmental disability find employment**



An employment program for adults 18 or older with developmental disabilities to better understand their learning style and develop strategies to gain and keep meaningful employment.

## **WE CAN HELP YOU:**

- Determine employment goals through employment counselling
- Enhance your employability and workplace skills through work-readiness workshops
- Become confident at work with job coaching support

## **YOU WILL LEARN:**

- Resume building, employer expectations, workplace safety, effective communication, and professional boundaries

## **PROGRAM INCLUDES:**

- An Employment Action Plan
- 6 weeks of employment-preparedness workshops
- Job search support and coaching to give you the tools to build your skills and transition into employment
- Programs begin in April and October

[www.jvstoronto.org/find-a-job/disability-employment-services/](http://www.jvstoronto.org/find-a-job/disability-employment-services/)

**JVS Toronto**  
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REPORT TO

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

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

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

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

**Vision:**

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

**Mission:**

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

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

This report 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
<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)		
<b>Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)</b>		

**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
<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		

## MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022





## **MULTI-YEAR ACCESSIBILITY PLAN**

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

**Prepared by**

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

**December 2017**

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





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## 1.0 **Aim**

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

### **Objectives**

This Plan:

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





## **2.0 Commitment to Accessibility Planning**

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

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

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





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

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

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

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

#### **Our Mission**

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

#### **Vision of TCDSB**

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

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

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





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

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

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





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

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

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

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

Rory McGuckin  
Director of Education





## **5.0 Members of Accessibility Working Group**

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

The members represent the following groups:

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

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

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





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

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

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

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

### **Planning & Facilities:**

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

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





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

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

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

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

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





### **Special Services:**

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



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

Guidelines	
<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>	

Event Details	
Location	
Date/Time	
Speaker/Facilitator	
Number of Parents in Attendance	
Event Content (2 – 5 Sentences)	
Exit Survey	
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@tcdsb.org">manuela.sequeira@tcdsb.org</a> (Please include title of project on the subject line of the email)

Expenditures		
Possible Budget Category	Maximum Amount that Can be Spent	Amount
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>		<b>\$</b>

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

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

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





REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### NEW POLICY ON AGE-APPROPRIATE PLACEMENT: CURRICULUM AND PROGRAM SUPPORTS

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

#### Created, Draft

January 27, 2020

#### First Tabling

February 11, 2020

#### Review

Linda Maselli-Jackman, Superintendent of Education, Special Services  
Vanessa Cocco, Andrea Coke, Dr. Marie-Josée Gendron, Rachelina Macchia, Dr. Joseph Mirabella, Don Reid, and Peter Stachiw - Special Services Chiefs  
Dr. Marina Vanayan, Senior Co-ordinator, Educational Research

#### RECOMMENDATION REPORT

##### Vision:

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

##### Mission:

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

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **Executive Summary**

This report recommends the adoption of a new policy on age-appropriate placement: curriculum/program supports.

This new policy has been created in response to a motion, carried by the Board of Trustees, which is intended to address parental requests for grade-level acceleration or retention. While the Toronto Catholic District School Board routinely engages the Ministry-mandated practice of the age-appropriate placement of students, it finds itself, from time to time, needing to address parental requests for grade-level acceleration or retention. This new policy's accompanying operational procedures will provide curriculum and program support suggestions that will enable students to engage with age-appropriate and meaningful enrichment or support activities and/or program settings that are within-grade.

This report also recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Age-Appropriate Placement: Curriculum/Program Supports.

*The cumulative staff time required to prepare this report was 50 hours.*

## **A. PURPOSE**

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

## **B. BACKGROUND**

1. The Toronto Catholic District School Board (TCDSB) Policy on Age-Appropriate Placement: Curriculum/Program Supports has been created in response to a motion carried by Trustees at the April 4, 2019 Student Achievement and Wellbeing Committee meeting. The motion was as follows:  
*“The Board of Trustees recommend that a task force chaired by the Superintendent of Special Services, be formed to document current TCDSB practices and to develop a policy in the areas of acceleration and retention. Furthermore, it is recommended that staff create a draft policy, and that it be*



*presented to the Governance and Policy (GAP) Committee for consideration.”*

2. This policy and the appended operational procedures 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, 2013;
  - 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.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

This policy has been created in consultation with Family of Schools Superintendents, as well as Senior Staff in Special Services, Research, Legal Services, Curriculum and Innovation, Communications, and Equity and Indigenous Education. Other TCDSB stakeholders consulted are those from among the various staff work groups, students, and parent representatives on the Special Education Advisory Committee (SEAC).

## **D. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services
2. Policy updates will be brought to Board in accordance with the policy review schedule.



## **E. IMPLEMENTATION**

The policy as approved will be posted on the TCDSB policy register.

## **F. STAFF RECOMMENDATION**

Staff recommends that the newly created Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.





POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Date Approved:	Date of Next Review:	Dates of Amendments:
<p><b>Cross References:</b></p> <p>A Guide for Effective Assessment and Instruction for All Students, Kindergarten to Grade 12</p> <p>Education Act, 265 (g): Duties of a Principal</p> <p>Effective Educational Practices for Students with Autism Spectrum Disorders, 2007</p> <p>Growing Success, 2010: Assessment, Evaluation, and Reporting in Ontario Schools,</p> <p>Growing Success - The Kindergarten Addendum, 2016</p> <p>Learning For All, 2013</p> <p>Ontario Equity and Inclusion Strategy, 2009</p> <p>Ontario Schools K-12 Policy and Program Requirements, 2016</p> <p>Ontario Regulation (O Reg.) 181/98: Identification and Placement, Exceptional Pupils</p> <p>PPM 156: Supporting Transitions for Students with Special Education Needs, 2013</p> <p>Policy on Accessible Education for Students with Disabilities, 2018, Ontario Human Rights Commission</p> <p>Special Education in Ontario Kindergarten to Grade12, Policy and Resource Guide, 2017</p> <p>Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008</p> <p>Toronto Catholic District School Board Equity Action Plan, 2018-2021</p>		
<p><b>Appendix:</b> TCDSB Operational Procedures - Age-Appropriate Placement: Curriculum/Program Supports</p>		

**Purpose:**

This policy and the appended Operational Procedures for Age-Appropriate Placement and Curriculum/Program Supports 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





**POLICY SECTION: Students**

**SUB-SECTION: Programs**

**POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports**

**POLICY NO: S.P. 03**

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.

### **Scope and Responsibility:**

This policy applies to all Toronto Catholic District School Board (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. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, Kindergarten to Grade 12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services.

The accompanying operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.





**POLICY SECTION: Students**

**SUB-SECTION: Programs**

**POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports**

**POLICY NO: S.P. 03**

**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:
  - i. the consideration of grade-level acceleration and retention requests;
  - ii. the communication of the approval or denial of the request to affected parties;
  - iii. the implementation of the grade-level acceleration or retention accommodation;
  - iv. the roles and responsibilities of the involved parties; and
  - v. 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 learning abilities/needs, and other types of accommodations available to enable meaningful access to education.

**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 that are deemed to be necessary for 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.





**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement: Curriculum/Program Supports

**POLICY NO:** S.P. 03

**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 "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 (DI):** An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs.

**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 (*Ontario Equity and Inclusion Strategy, 2009*).

**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 a 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.





**POLICY SECTION:** Students

**SUB-SECTION:** Programs

**POLICY NAME:** Age-Appropriate Placement: Curriculum/Program Supports

**POLICY NO:** S.P. 03

**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.

**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 advancement of a pupil to the next 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.

**Universal Design for Learning (UDL):** Is an approach utilized by educators to ensure that teaching strategies, pedagogical materials and tools appropriately respond to the special needs of a specific student or group of students, and can also be useful for *all* students. Examples include, but are not limited to, various types of assistive technology, such as speech-to-text software, organizational software, and interactive whiteboards, enable students who have special education needs to access the curriculum. (*Learning for All*, 2013, p.13).

### **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.





**POLICY SECTION: Students**

**SUB-SECTION: Programs**

**POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports**

**POLICY NO: S.P. 03**

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





## **TCDSB Operational Procedures: Age-Appropriate Placement – Curriculum and Program Supports**



**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. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, K-12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario *Human Rights Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* - conflict with applicable legislation, the legislation shall prevail.
- 1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.
- 1.3 These procedures and the attendant policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.
- 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 *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational



Procedures, the Board will consider each request 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

The Board upholds its current practice of endorsing an age-appropriate, grade-level placement for students. In this context, the appropriate accommodations would continue to be engaged for a variety of types of learner, whether it is one seeking enrichment, accommodations to meet curriculum expectations, or to meet alternative expectations outlined in the Individual Education Plan (IEP). This new policy will formalize the process for consideration of acceleration or retention of a student.

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.

### 3.1 Universal Design for Learning (UDL)

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.

### 3.2 Common Classroom Strategies

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.

Differentiated Instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. It recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (*Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010, p.146*)



Furthermore, 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. (*Learning for All, 2013, p.18*)

Differentiated Instruction includes:

- 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' responses 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.

Based on the premise of the *growth mindset* (Carol Dweck, Stanford University), tiered supports incorporate the following incremental supports:

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

Tiered supports can be used to address both academic and social-emotional needs. The nature, intensity, and duration of interventions may be decided by teachers individually 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 those who might be in need of greater support;
- b. Ensure appropriate and timely intervention to address these students' needs.

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

- 4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.
- 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 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.
- 4.5 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.



## 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>i</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 significantly beyond his/her grade-level peers.

b) Achievement assessed includes assignments done independently at home as well as those completed 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>ii</sup>

5.4 **Categories and forms curriculum delivery, enrichment, and acceleration** include the following which 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, and
- (xi) dual credit.

b) Grade-based:

- (i) Combined classes,
- (ii) continuous progress,
- (iii) early admission to Kindergarten or Grade 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 1** 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 there assessment evidence that the child able to master material at a rapid pace relative to age-mates?
- ii) Is there assessment evidence that the child understands concepts at a deeper level than classmates?
- iii) Does the 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>iii</sup>** are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics 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 Grade 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, Kindergarten to Grade 12, p.32, 2.5.2.1)*

- 5.8 Individual Education Plan (IEP) 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 Otis-Lennon School Ability Test (OLSAT8) is administered to **all grade 4 students** as well as to students who are nominated in higher grades 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 in the TCDSB.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To develop further 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

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 Grade 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, kindergarten students 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 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 requests 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 Request for Grade-level Acceleration or Retention

- 8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:
- a) 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 request.



- c) Organize a review of the request 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 request on an individual basis giving consideration to all relevant factors;
  - e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.
- 8.2 Each request 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.
- 8.3 The process of accommodation shall respect the student's right to privacy.
- 8.4 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.
- 8.5 Implementing the Accommodation  
Where the request 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.
- 8.6 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.
- 8.7 Continuous Assessment  
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.
- 8.8 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.
- 8.9 In all cases, however, the TCDSB will comply with its duty to accommodate under the *Education Act* and the *Human Rights Code*.

## 9.0 Records

- 9.1 A copy of 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).
- 9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Efforts should be made to limit the personal information to only that which is necessary.
- 9.3 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.





## 10.0 Attachments:

### Appendix 1: Categories and Forms of Acceleration

#### Endnotes

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

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

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





## Categories and Forms of Acceleration



### 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



## Categories and Forms of Acceleration

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.

**Dual Credit:** Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses. (<http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf>)

### Grade Based

**Combined classes:** Students in two or more consecutive grades are enrolled in one class (such as a dual-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





## Categories and Forms of Acceleration

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.





**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





<b>POLICY SECTION:</b>	<b>STUDENTS</b>
<b>SUB-SECTION:</b>	<b>PROGRAMS</b>
<b>POLICY NAME:</b>	<b>SPECIAL EDUCATION PROGRAMS AND SERVICES</b>
<b>POLICY NO:</b>	<b>S.P. 01</b>

**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.



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

To: SEAC

Date: February 19, 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 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

February 19, 2020

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.





## Special Education Advisory Committee (SEAC) Membership Application

**Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).**

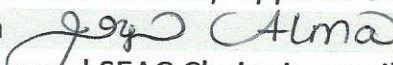
Position applying for: ☒ Community Member OR ☐ Local Associations Membership

Surname:	Alma	First Name:	Joy
Main Contact Number:	[REDACTED]	Alternate Contact Number:	
E-mail address:	[REDACTED]		
Child(ren)'s School(s):	St Brigid's Catholic Elementary School		
Organization Name:			
Organization Address:			
Main Contact Person:			
Main Contact Number:			
1. To which other TCDSB parent organizations do you presently belong: <input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations: I am the Special Education Representative on the St Brigid's Parent Council. Professionally, I am a Coordinator at Extend-A-Family, a not-for-profit organization which promotes the inclusion of youth with developmental disabilities in their schools and communities. I am a co-designer for the Change Foundation's Changing CARE initiative to support parent self-care in WoodGreen Community Services Parent Outreach Program.			
3. Briefly outline the reasons why you are interested in being a member of this committee: I believe in inclusion and am a passionate advocate for my children, along with other children in the community. The knowledge and skills that I have gained through my work on WoodGreen's Parent Outreach Program and as a Coordinator at Extend-A-Family would benefit SEAC, as my family and clients would benefit from my membership in the committee.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have two sons on the autism spectrum who have benefitted greatly from inclusive education at St Brigid's. I am the Special Education Representative on the St Brigid's Parent Council and am committed to supporting parents of children with special needs within the school. I want to give back to the community which has included my children.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: <input checked="" type="radio"/> NO <input type="radio"/> YES Please explain: No			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="radio"/> NO <input type="radio"/> YES Please specify the Committee:			





## Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB? Yes	
8. Provide any additional comments to be considered in regards to your participation on this committee: I am passionate about inclusive education and can bring years of personal as well as professional experience as an advocate for youth with developmental disabilities to my involvement in SEAC.	
Completed membership application form and request for nomination letter submitted by Joy Alma  to the attention of the Director of Education and SEAC Chair via email to:  <a href="mailto:rory.mcguckin@tcdsb.org">rory.mcguckin@tcdsb.org</a> & <a href="mailto:nancy.crawford@tcdsb.org">nancy.crawford@tcdsb.org</a>	
Date:	February 7 2020

### Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31<sup>st</sup> in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>



**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO February 19, 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



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				<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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				<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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				<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	<p>That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for SEN students in joining STEM/STEAM extracurricular activities and what role and responsibilities befall on both Principal and teaching staff in this process (Staff Responses to Various SEAC Recommendations Pertaining to</p>	<p>The SO of student success and curriculum will create a report that outlines the supports/accommodations/modifications for exceptional students engaging in STEAM extracurricular</p>



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3				<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>	activities in our schools.
	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>	Superintendent of Special Services
	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>	Superintendent of Special Services



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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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			<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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			<p>reasons than above but completed the school year; and</p> <p>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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