

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

**AGENDA**  
**April 22, 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

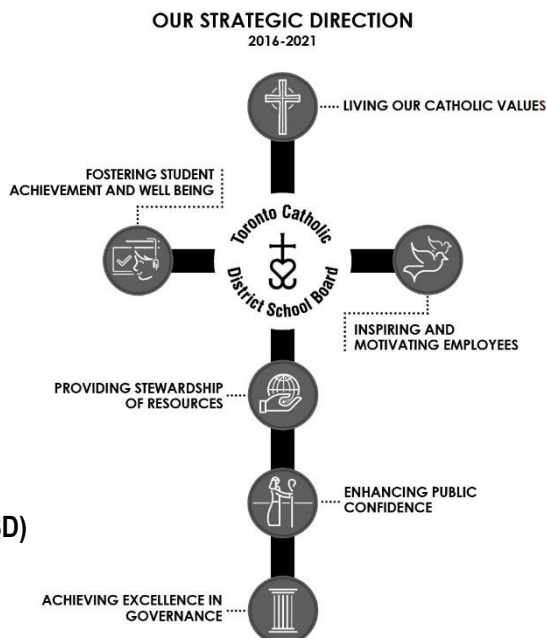
**Deborah Nightingale**  
Association for Bright Children

**Mary Pugh**  
VOICE for Hearing Impaired

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

**Sandra Mastronardi**  
Autism Ontario

**Trustee Members**  
**Angela Kennedy**  
**Daniel Di Giorgio**



## **MISSION**

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

## **VISION**

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**  
**Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207**

**Rory McGuckin**  
Director of Education

**Joseph Martino**  
Chair of the Board



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

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

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

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



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# **AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

## **PUBLIC SESSION**

**Nancy Crawford, Chair**

**George Wedge, Vice Chair**

Wednesday, April 22, 2020

7:00 P.M.

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	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Notices of Motion	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held February 19, 2020 for Public Session	1 - 10
7. Presentations	
8. Delegations	
9. Reports of Officials for Information	
9.a 2020-2021 Budget: Financial Planning & Consultation Review	11 - 19
9.b Special Education Superintendent Update (March/ April)	20 - 23
9.c Verbal Update - A Faith Community of Believers: Toronto Catholic	



District School Board (TCDSB) Distance Learning Implementation  
Plan and TCDSB Learning Resources - Linda Maselli-Jackman,  
Superintendent of Special Services

<https://sites.google.com/tcdsb.ca/tcdsbcurriculumdept/home>

- 9.d Verbal Update - Special Education Programs 2020 - 2021 - Linda Maselli-Jackman, Superintendent of Special Services
- 9.e Creating Awareness About Fetal Alcohol Spectrum Disorder (FASD) and Toronto Catholic District School Board (TCDSB) Supports 24 - 38
- 9.f Graduation Statistics for Students with Special Education Needs 39 - 44
- 9.g Verbal Update - Creation of Google Form/Document for Input for Special Education Plan Review

Special Education Plan Review (February)

- a. Roles & Responsibilities
- b. Categories and Definitions of Exceptionalities
- c. Provincial and Demonstration Schools in Ontario

Special Education Plan Review (March)

- a. The Board's Consultation Process
- b. Early Identification Procedures and Intervention Strategies
- c. Specialized Health Support Services in School Settings
- d. Parent Guide to Special Education

Special Education Plan Review (April)

- a. Educational and Other Assessments
- b. Coordination of Services with Other Ministries or Agencies
- c. Staff Development



d. 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

**10. Consideration of Motions for which previous notice has been given**

**11. Consent and Review**

**12. Unfinished Business from Previous Meetings**

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

From the February 11, 2020 Governance and Policy Committee Meeting

- |      |   |         |
|------|---|---------|
| 13.a | New Policy on Age-Appropriate Placement - Curriculum and Program Supports | 45 - 78 |
|------|---|---------|

**14. List of Communications**

**15. Association Reports**

- |      |   |         |
|------|---|---------|
| 15.a | From Easter Seals regarding Key Issues for Students with Physical Disabilities and Learning at Home | 79 - 80 |
|------|---|---------|

From the January 22, 2020 Special Education Advisory Committee Meeting

- |      |   |  |
|------|---|--|
| 15.b | Association Reports - George Wedge (Verbal) |  |
|------|---|--|

**16. Inquiries and Miscellaneous**

**17. Annual Calendar/Pending List**

- |      |                              |         |
|------|------------------------------|---------|
| 17.a | SEAC Monthly Calendar Review | 81 - 84 |
|------|------------------------------|---------|

- |      |                                   |         |
|------|-----------------------------------|---------|
| 17.b | Pending List as at April 22, 2020 | 85 - 89 |
|------|-----------------------------------|---------|

**18. Adjournment**



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

**HELD WEDNESDAY, FEBRUARY 19, 2020**

## **PRESENT:**

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

**External** George Wedge, Vice Chair

**Members:** Melanie Battaglia  
Sandra Mastronardi – via Teleconference  
Tyler Munro  
Deborah Nightingale

**Staff:** D. Koenig  
F. Cifelli  
L. Maselli-Jackman  
V. Cocco  
A. Coke  
M. Gendron  
R. Macchia  
J. Mirabella  
D. Reid  
G. Sequeira  
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary  
S. Pellegrini, Assistant Recording Secretary



Sandra Mastronardi connected via Teleconference at 7:06 pm.

Trustee Kennedy connected via Teleconference at 7:15 pm.

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

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

Trustee Di Giorgio and Glenn Webster were absent.

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

MOVED by George Wedge, seconded by Melanie Battaglia, that the Agenda, as amended to reorder Item 7a) How to Set-up your Toronto Catholic District School Board Email Account on your Personal Device? - Frank Costa, Enterprise Infrastructure Architect to Item 4a) under revised category 4 - Presentations; create a new category 10 for Consideration of Motions; and reorder Items 12j) Consideration of Motion from Melanie Battaglia regarding Third Party Protocol; 12k) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility; and 12n) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request to Items 10a), 10b) and 10c) respectively, be approved.

On the Vote being taken, the Motion was declared

**CARRIED**

## **5. Declarations of Interest**

Trustee Kennedy declared an interest in Item 10b) (previously Item 12K)  
**Consideration of Motion from Sandra Mastronardi regarding Applied**



**Behavioural Analysis (ABA) and Accessibility** as she has family members who are employees of this Board.

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

**4) Presentations**

MOVED by George Wedge, seconded by Deborah Nightingale, that Item 4a) (previously Item 7a) be adopted as follows:

- 4a) How to Set-up your Toronto Catholic District School Board (TCDSB) Email Account on your Personal Device? - Frank Costa, Enterprise Infrastructure Architect** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Tyler Munro, that the Agenda be reopened to approve the Addendum and reorder Items 12a) and 11a) to Items 8a) and 8b) respectively.

On the Vote being taken, the Motion was declared

CARRIED



**8. Unfinished Business**

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 8a) (previously Item 12a) be adopted as follows:

From the January 22, 2020 SEAC Meeting

**8a) Annual Report on the Accessibility Standards Policy (A.35) received.**

Trustee Kennedy disconnected via Teleconference and joined the table at 8:46 p.m.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Melanie Battaglia, that Item 8b) (previously Item 11a) be adopted as follows:

**8b) SEAC Monthly Calendar Review received and that the Presentation on Budget Setting from Gerard Sequeira be received.**

On the Vote being taken, the Motion was declared

CARRIED

Sandra Mastronardi disconnected via Teleconference at 9:06 p.m.

The Chair declared a five minutes recess.

Sandra Mastronardi reconnected via Teleconference at 9:07 p.m.



The meeting resumed with Trustee Crawford in the Chair.

Attendance list remained unchanged.

**6. Approval and Signing of the Minutes of the Meeting**

MOVED by Tyler Munro, seconded by George Wedge, that the Minutes of the Regular Meeting held January 22, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

**9. Notices of Motion**

- 9a) From Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act** will be considered at the March 25, 2020 Special Education Advisory Committee (SEAC) Meeting.

**10) Consideration of Motions**

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that Item 10a) (previously Item 12j) be adopted as follows:

From the November 20, 2019 SEAC Meeting

**10a) Consideration of Motion from Melanie Battaglia regarding Third Party Protocol**

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; and

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 recommend to Board that staff provide information regarding the Protocol contained within the Individual Education Plan (IEP) cover letter provided annually in September to students and/or parents/guardians of students with an Identification, Placement and Review Committee (IPRC) and/or receiving an IEP; and

BE IT FURTHER RESOLVED THAT: SEAC recommend to Board that staff include information regarding the Protocol in the cover letter including how to access the Protocol, such as website links and where they can receive a hard copy of 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.



On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy declared an Interest in Item 10b) (previously Item 12k) **Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility** and left the table at 10:00 p.m. Trustee Kennedy indicated that she would neither vote nor participate in discussions regarding that Item.

MOVED by Sandra Mastronardi, seconded by Melanie Battaglia, that Item 10b) (previously Item 12k) be adopted as follows:

From the November 20, 2019 SEAC Meeting

- 10b) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility** deferred to the March 25, 2020 SEAC Meeting.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 10c) (previously Item 12n) be adopted as follows:

From the December 4, 2019 SEAC Meeting

- 10c) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request**



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 Individual Education Plan (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 30 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." (page 42); and

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 recommend to the Board that a report be prepared for 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 five 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; and

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

Sandra Mastronardi disconnected via Teleconference at 10:33 p.m.

The Chair declared a five minutes recess.

The Meeting ended as quorum was lost.

### **ITEM UNFINISHED**

- 10c) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request.

### **ITEMS NOT DISCUSSED**

- 11b) Special Education Plan Review
  - a. Roles and Responsibilities
  - b. Categories and Definitions of Exceptionalities
  - c. Provincial and Demonstration Schools in Ontario
- 11c) Special Education Superintendent Update
- 12b) Parent Reaching Out (PRO) Regional Grant 2019-2020
- 12c) Communication from Windsor-Essex Catholic District School Board
- 12d) Set SEAC Goals for this year (from the Draft Annual Calendar)
- 12e) Special Plan Review (from the Draft Annual Calendar)
- 12f) New Policy on Age-Appropriate Placement - Curriculum and Program Supports (previously listed as Draft Acceleration/Retention Policy)
- 12g) Review of Policy: Special Education Programs and Services (S.P.01)



- 12h) Inquiry from Sandra Mastronardi regarding Student Trustee Report
- 12i) Association Reports - George Wedge (Verbal)
- 12l) Inquiry from Tyler Munro regarding Special Education Fair
- 12m) Inquiry from Tyler Munro regarding Email Blasts
- 14a) SEAC Email Requirements and Member Contact Information
- 15a) Letter of Interest to Serve as Special Education Advisory Committee Member from Joy Alma
- 16a) *Autism Ontario 2020 Pre-Budget Consultation Submission*

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SECRETARY

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CHAIR





# 2020-2021 BUDGET: **FINANCIAL PLANNING & CONSULTATION REVIEW**

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Special Education Advisory Committee  
April 22, 2020





# Planning for the Budget Process



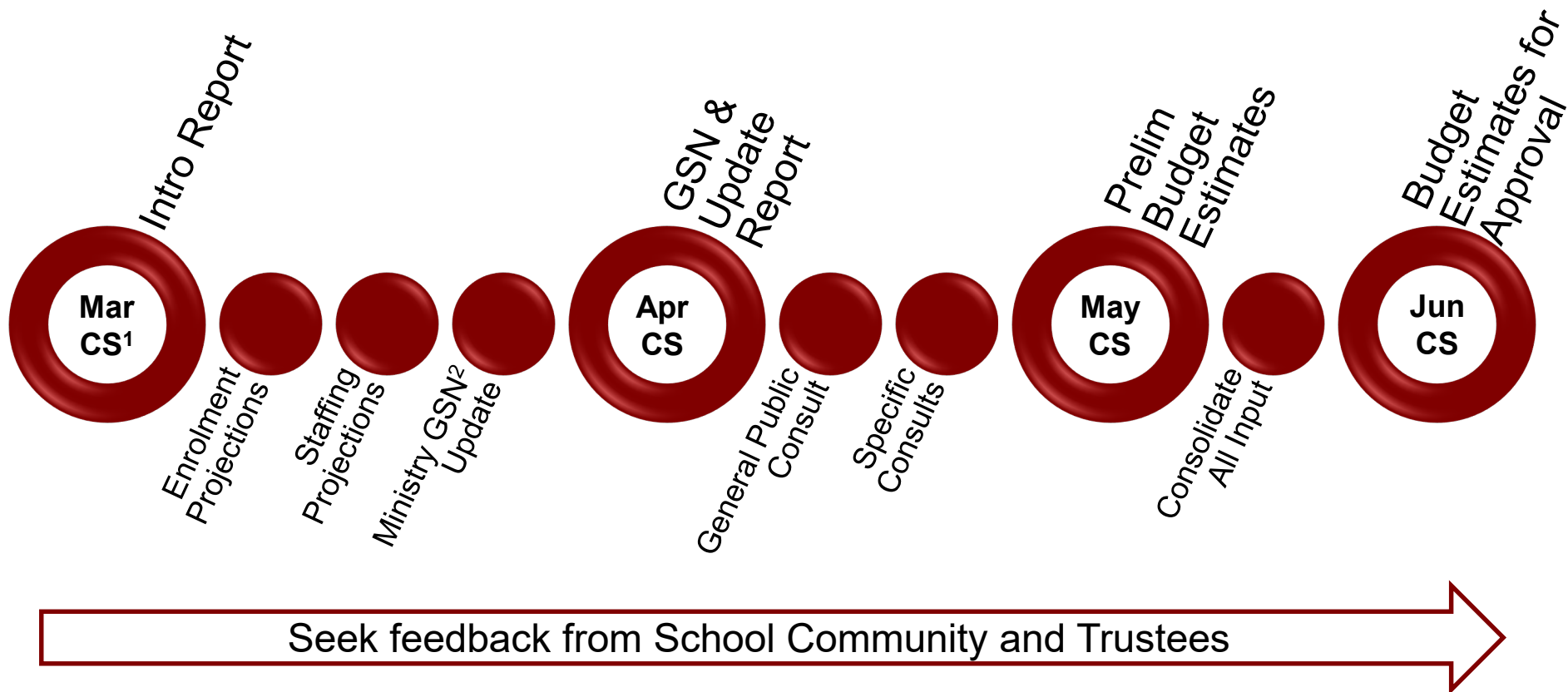
Objectives of **this** report:

- Introduction to the budget process
- Set context and aspects to budget process to serve our school community
- Identify known external risks
- Review public consultation schedule





# Planning for the Budget Process



***Subject to change based on Ministry release dates***

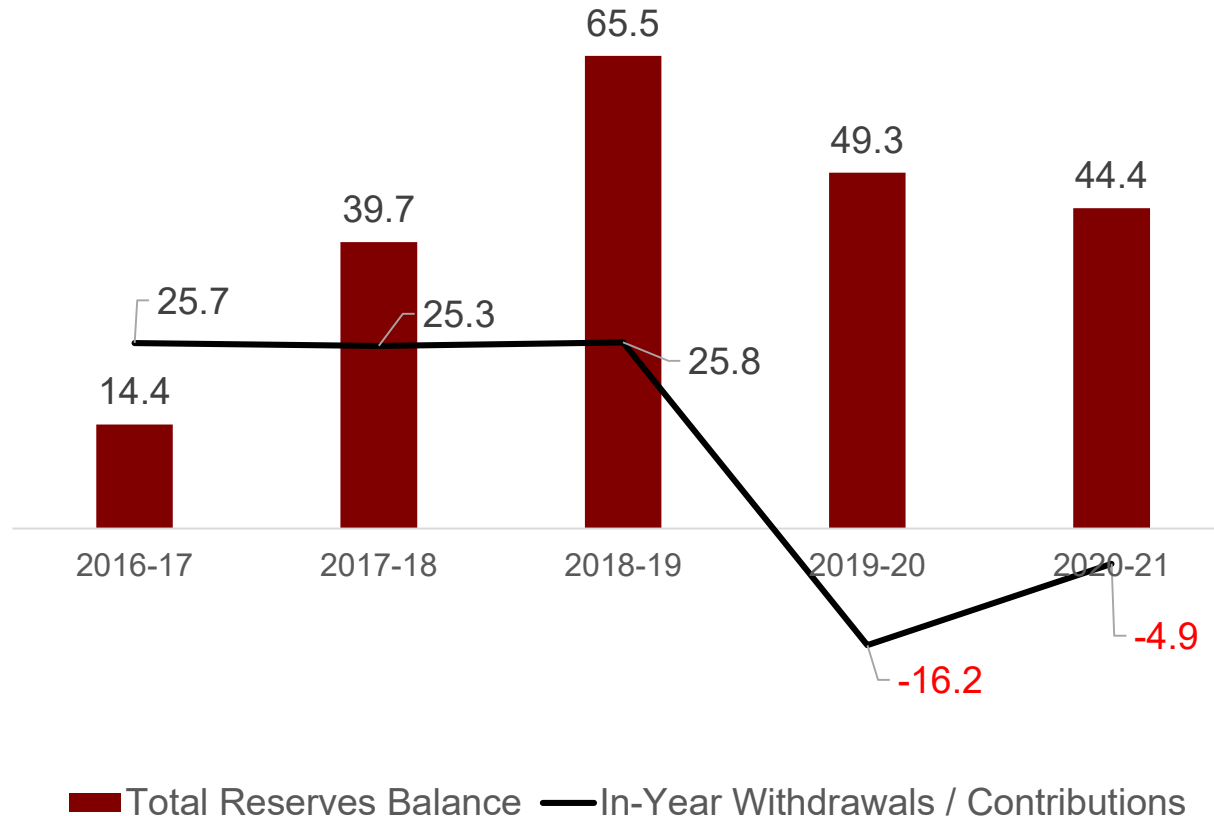
<sup>1</sup>Corporate Services Committee

<sup>2</sup>Grants for Student Needs



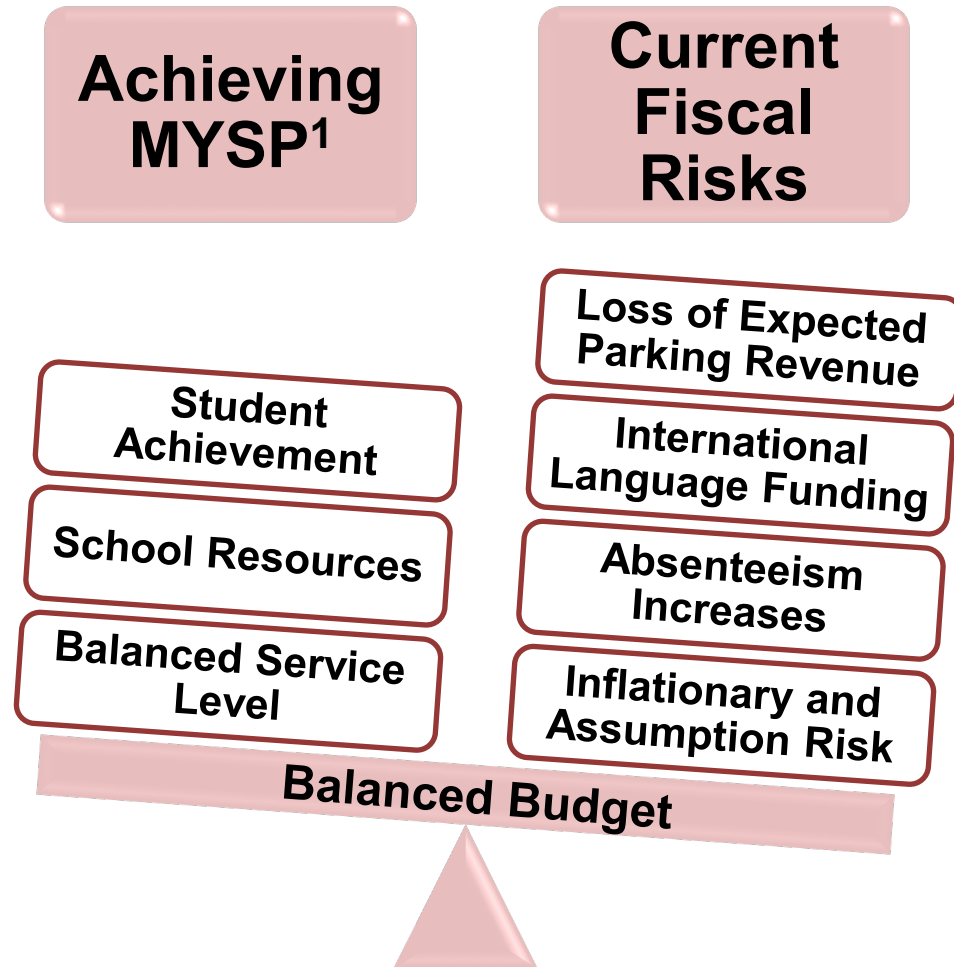


# The Board now has a Reserve Strategy in place





# Several External Risks Will Bring Challenges to the Next Budget Process



*<sup>1</sup>Multi Year Strategic Plan – Note: Not all elements are presented here*

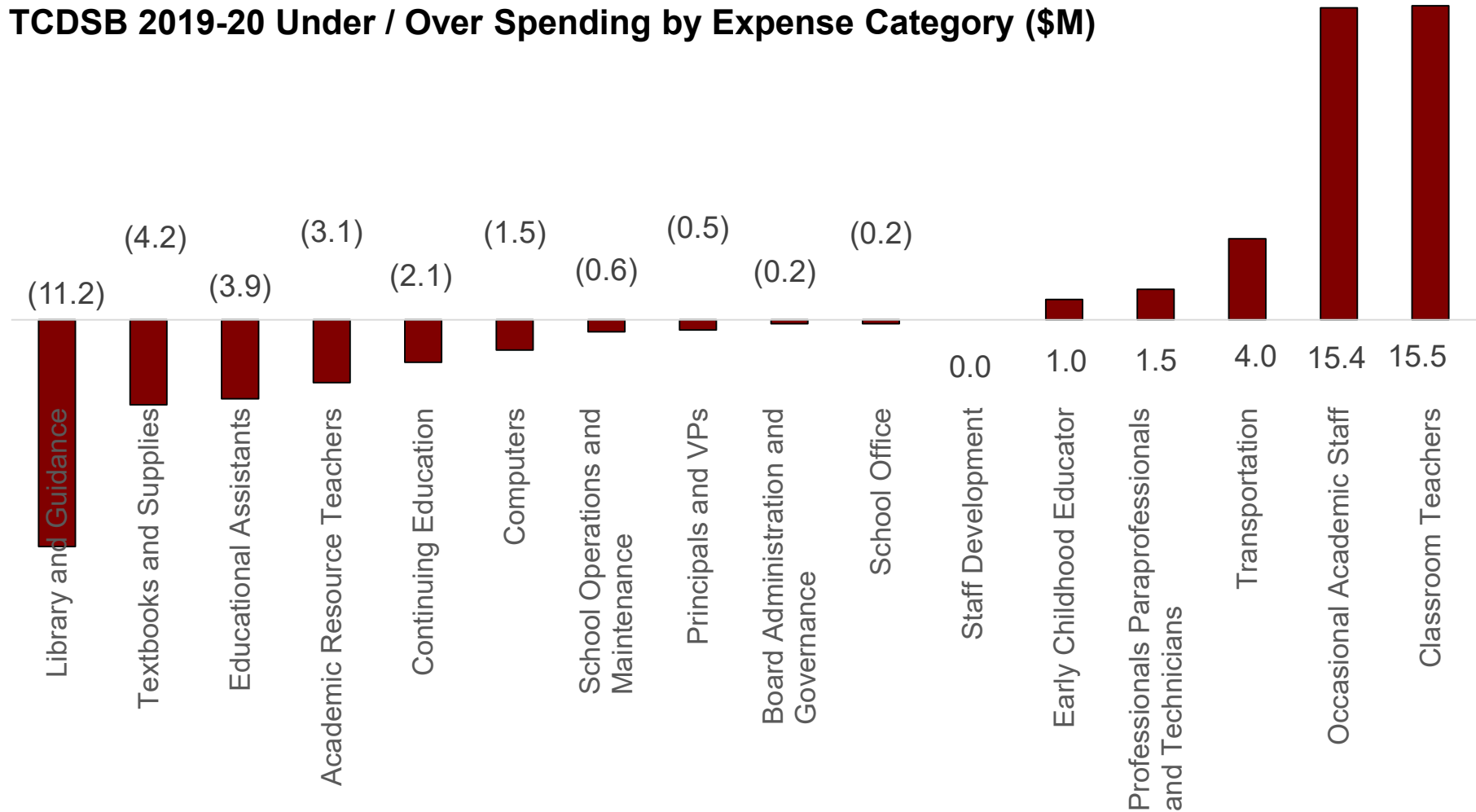




# Achieving a Balanced Service Level is an Iterative Process



TCDSB 2019-20 Under / Over Spending by Expense Category (\$M)





# The Board will face several cost pressures through the budget process



## Presumed Cost Pressures for 2020-21

\$M

Loss of Parking Revenues

6.40

Increased Contingency for Occasional Teachers

2.00

Green House Gas Pollution Pricing

1.00

Increased Contingency for Supply Education Assistants

1.00

Addition of Integrity Commissioner Office

0.15

Addition of Parliamentarian Services

0.05

**Total**

**10.60**

## Potential Other Cost Pressures for 2020-21

\$M

Special Education Advisory Committee (SEAC) committee requests

4.20

Reestablishment of Priority School Initiative (PSI) for Community Use of School Facilities

0.80

**Total**

**5.00**





# Determining Service Levels and Solutions to Fiscal Challenges Requires Consultation



Consultation to include:

- Online Budget Feedback Tool (April)
- Virtual Town Hall (April 28<sup>th</sup>)
- Communication to Archdiocese, Parents (toolkits for CSPCs) and Principals
- Engage SEAC, CPIC, OAPCE and CSLIT<sup>1</sup> (April/May)
- Meeting with Federations and Unions (May)
- Opportunities for delegation at Corporate Services and Student Achievement and Wellbeing Committees throughout April, May and June

<sup>1</sup>SEAC = Special Education Advisory Committee, CPIC = Catholic Parent Involvement Committee, OAPCE = Ontario Association of Parents in Catholic Education, CSLIT = Catholic Student Leadership Impact Team





# Questions or Feedback?







# Special Education Superintendent Update

## March 2020

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You're invited

### Autism Awareness Flag Raising Event

**April 2, 2020**

**9:45 - 11:30**

**CEC**

9:45 - Students arrive and gather - Quigley Hall

10:00- Welcome and Prayers - Quigley Hall

10:15- Flag Raising Event in front of the CEC

10:30- Snacks and activities - Quigley Hall

11:30 - Dismissal







## SPEECH - LANGUAGE

The Speech-Language Department launched the new AACcess (AAC Can Empower Students to Speak) Team to help support students who are minimally verbal and/or have complex communication needs. The dedicated team will provide the SLP department with AACcess to current research, assessment /intervention materials, and hands-on support to meet the needs of our students with complex communication needs who require Augmentative and Alternative Communication (AAC).

The D/HH department celebrated Support Staff Appreciation Day on March 2nd for our Communication Facilitators (CF) and Oral Interpreters (OI) who support our Deaf/Hard of Hearing students.



The Social Work Department held a PD Session:

**Jana Vinsky & Diane Hyles - Supporting African-Canadian children**

This training focused on anti-black racism and understanding our own invisible biases that may impact our work. The session equipped the department with tools and language to bring to the system in order to support our students and families and further propagate equity efforts. For more on this organization and their work in communities: <http://www.liberationeducation.com/about.htm>



### **BANCK – Building and Nurturing Capacity in Kindergarten**

This inaugural year of the BANCK team has already met great success in supporting students and teachers in ELP. The team, comprised of Assessment and Programming teachers, Speech-Language Pathologists and Social Worker, are using evidence-based strategies to weave emotion regulation, communication development and classroom environment into the curriculum to build connections. To date, four schools have received service with five new schools currently underway. The team hopes to continue to expand service and share results of this exciting intervention with the system.







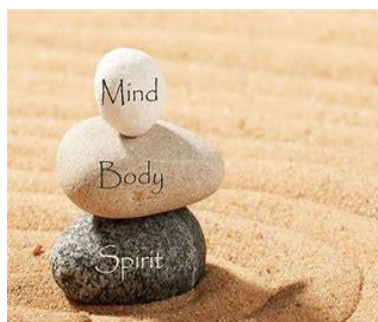
At the end of January, our schools celebrated Bell Let's Talk. They all received posters promoting Mental Health. Stop the Stigma teams in 72 elementary and all 32 secondary schools celebrated the day by launching initiatives such as learning about mental health, making stress putty, mindfulness, mindful drawing, etc.

In February, we launched **STRONG** (Support Transition Resilience for Our Newcomer Groups) program in seven of our secondary schools and elementary schools. This is a resiliency-building group for newcomers struggling with transition. The Mental Health Team met with all of our settlement workers to introduce them to the STRONG program to enhance their collaboration with our clinicians.

**re-sil-i-ence:**

the ability to bounce back when faced with stress or pressure.

In February, we trained several clinicians from Psychology and Social Work in BRISC (Brief Intervention for School Clinicians).



We continued to support *Faith & Wellness: an everyday classroom mental health resource* research project with about 50 of our teachers at the board.

In February, we delivered three SafeTalk sessions, suicide awareness workshop, to 90 support staff members and two Staff Well-Being workshops to 67 support staff members.

The Psychology department has started the pilot for "Feeling Explorers", the social emotional learning program that they are developing with the George Hull Centre. The program is being run in 5 primary classrooms in the west.

MY  
FEELINGS  
MATTER







# Special Education Superintendent Update

## April 2020

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The Speech & Language Department developed online classroom sites for their students in the Kindergarten Language Program to provide programming and support to families and students as the Board transitions to distance learning.

D'Arcy McGee KLP

<https://sites.google.com/tcdsb.ca/klp-darcymcgee/home>

Epiphany of our Lord KLP

<https://sites.google.com/tcdsb.ca/klp-epiphany-of-our-lord/home>

St. Charles Garnier KLP

<https://sites.google.com/tcdsb.ca/klp-st-charles-garnier/home>

St. Louis KLP

<https://sites.google.com/tcdsb.ca/st-louis-klp/home>

St. Theresa Shrine KLP

<https://sites.google.com/tcdsb.ca/klp-sttheresashrine/home>

St Mary KLP

<https://sites.google.com/tcdsb.ca/st-mary-klp/home>

St. Matthias

<https://sites.google.com/tcdsb.ca/klp-st-matthias/home>

Speech-Language Pathologists participated in professional learning webinars highlighting best practices and strategies for supporting students with speech and language difficulties within a distance-learning model.



Deaf and Hard  
of Hearing

The D/HH staff developed resources for classroom teachers to help support students who are Deaf/Hard of Hearing as they engage in distance learning.





REPORT TO

REGULAR BOARD

## CREATING AWARENESS ABOUT FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND TORONTO CATHOLIC DISTRICT SCHOOL BOARD (TCDSB) SUPPORTS

*Then he will answer them, 'Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.' (Mt 25:45)*

Created, Draft	First Tabling	Review
March 2, 2020	March 26, 2020	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services

### INFORMATION REPORT

#### Vision:

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

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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

This report contains information about Fetal Alcohol Spectrum Disorder (FASD), the actions that the Toronto Catholic District School Board (TCDSB) is now undertaking to provide supports to students with FASD, as well as future plans to create awareness and help more of our students with FASD.

*The cumulative staff time required to prepare this report was 15 hours*

## **B. PURPOSE**

This report will provide information to TCDSB Trustees, staff and stakeholders about FASD, its prevalence, and effects on students served within the TCDSB. It also provides information about ways in which TCDSB staff support students with FASD, including strategies and resources for promoting their wellbeing within the educational context.

## **C. BACKGROUND**

1. This information report is on the Order Paper for the 25 March 2020 Special Education Advisory Committee (SEAC) meeting as a result of a motion recommended at the October 16, 2019 SEAC and carried at the December 5, 2019 Student Achievement and Wellbeing Committee (SAWBC): *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.*
2. Arising out of a Board motion, an annual FASD Awareness Day was established for the TCDSB with the first observance being held on September 9, 2019.

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

1. **Fetal Alcohol Spectrum Disorder (FASD) – Overview**  
FASD is a neuro-developmental disability that occurs in individuals who were exposed prenatally to alcohol. It is a lifelong disability for which there is no



cure. This disorder can be prevented by avoiding alcohol during pregnancy. More detailed information about this disorder can be found in **Appendix A**.

2. **Bill 172: Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Bill 43: Sandy's Law:**

The prevention of FASD is supported by Bill 172 (Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Sandy's Law: (Liquor Licence Amendment), 2004, S.O. 2004, c.12 – Bill 43, a provincial requirement for establishments selling or serving alcohol to post signs warning women of the risks of consuming alcohol during pregnancy. (See **Appendix B**)

3. Current Special Education supports and services for students with FASD include:
- behaviour management classroom supports
  - speech and language pathology (by internal TCDSB providers and/or Local Health Integration Network (LHIN) partners)
  - physical therapy (LHIN partnership) and
  - mental health and other education supports.
4. Furthermore, TCDSB Intensive Support Programs (ISPs) can be accessed if a student with FASD, like any other, has met the criteria for identification with any of the following ministry indicated exceptionalities:
- Autism
  - Behaviour
  - Deaf/Hard of Hearing
  - Language/Speech Impairment
  - Learning Disability
  - Mild Intellectual Disability, or
  - Multiple Exceptionalities/Developmental Disability.
5. In order to promote awareness among stakeholders of the TCDSB the Board approved a motion to establish an FASD Awareness Day, with the first annual observance being held on September 9, 2019. The Communications Department shared information via social media, website, E-News and the Weekly Wrap-up, focusing on staff, students, parents and other stakeholders. Additionally, communications were sent to all schools and Catholic School Parent Council (CSPC) chairs via the monthly update for school newsletters.



6. Suggested additional strategies for TCDSB stakeholders to engage in order to provide further support of students with FASD are the following:
  - a) Continue to engage and consult with the FASD representative on SEAC as well as any related FASD organization(s):
    - i. for evidence-based teaching/learning strategies;
    - ii. to engage, for additional information, lived experience with children/families with FASD, and
    - iii. to help inform TCDSB Special Education and Safe Schools policy direction and alignment.
  - b) provide opportunities for professional learning regarding FASD that:
    - i. will promote the building of healthy and resilient learning communities;
    - ii. enable TCDSB staff to further improve the address of students' complex needs; and
    - iii. enhance public confidence in the services being provided to students with FASD.
  - c) provide services to students with FASD with a level of intensity that:
    - i. matches a student's needs;
    - ii. provides choice and flexibility, and
    - iii. ensures that it is responsive to individual student needs.

## **E. METRICS AND ACCOUNTABILITY**

1. Special Services staff will meet with the FASD Representative on SEAC in order to strategize about developing a deeper understanding about the most appropriate supports for students with FASD, as well as about viable professional learning opportunities for staff.
2. The Superintendent of Special Services will meet with Special Services staff to determine appropriate means for the provision of professional learning opportunities for TCDSB staff, including Special Education service providers.
3. Special Services staff will provide an update regarding the efficacy of existing and proposed strategies for serving the needs of students with FASD, as well as regarding any professional learning opportunities provided for staff supporting students with FASD.



## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



## **Fetal Alcohol Spectrum Disorder (FASD) – Overview**

FASD is a neuro-developmental disability that occurs in individuals who were exposed prenatally to alcohol. It is a lifelong disability for which there is no cure. However, it can be prevented by avoiding alcohol during pregnancy.

Every year 3,000 babies in Canada are born with Fetal Alcohol Spectrum Disorder (FASD). It is estimated that more than 130,000 children and adults in Ontario are currently living with this lifelong disability.<sup>i</sup>

FASD is a term used to describe a range of physical, mental, behavioural, and learning effects in children who were exposed to alcohol as a fetus. It is now a known fact that alcohol use in any amount is unsafe and causes birth defects in varying degrees. Alcohol consumption during pregnancy, whether a large quantity in a short timeframe or frequent consumption ex. more than seven drinks per week, poses significant risk to the fetus.<sup>ii</sup>

When a woman drinks alcohol while pregnant, her fetus is exposed directly to alcohol through her bloodstream. Alcohol can interfere with the growth and development of all fetal body systems; however, the developing central nervous system (the brain and spinal cord) is especially vulnerable to the damaging effects of alcohol. These effects, which can vary from mild to severe, may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications.<sup>iii</sup> FASD affects individuals from all socioeconomic and ethnic backgrounds.

FASD is one of the leading causes of preventable birth defects and developmental delays among Canadian Children. Although this disorder is preventable, the statistics for prevalence in Canada are not decreasing. In fact, according to the first population-based study in Canada, conducted by the Centre for Addiction and Mental Health (CAMH), an estimated 2 to 3% of elementary-aged children (7-9 years) in the Greater Toronto Area (GTA) likely have FASD.<sup>iv</sup>

Although some children with FASD possess certain characteristic facial features, the majority of people with FASD are not visibly different. As such, FASD is primarily an invisible disability. People with FASD may have average to above-average intelligence; however, they can experience executive functioning and communication challenges along with neuromotor deficits.<sup>v</sup>

“People living with FASD, particularly those who have not received effective early and ongoing interventions, are at increased risk for a range of issues including:



disrupted school experiences and early school failure; depression, anxiety, and other mental health conditions; substance use issues; involvement with the law; and, family disruption. The majority of people with FASD are unable to live independently and are at risk for homelessness.”<sup>vi</sup> The fact that FASD is preventable, yet the rates of prevalence remain high signals the need for enhanced public awareness, particularly awareness among educators of school-aged children.

**Bill 172: Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Bill 43: Sandy’s Law:**

The prevention of FASD is supported by Bill 172 (Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Sandy’s Law: (Liquor Licence Amendment), 2004, S.O. 2004, c.12 – Bill 43, a provincial requirement for establishments selling or serving alcohol to post signs warning women of the risks of consuming alcohol during pregnancy. (See **Appendix B**)

Bill 172 requires school boards to develop policies and guidelines regarding FASD. Teacher education programs (colleges) and early childhood education programs shall now be required to provide training regarding FASD. All of the following: Early Childhood Educators Act, 2007, Ontario College of Teachers Act, 1996, and the Education Act have been amended to include minimally:

- a) awareness of the signs and symptoms of FASD; and
- b) strategies to accommodate the needs of children who have diagnosed or suspected FASD.
- c) however, the Education Act amendments go into more detail to include also that every board shall establish policies and guidelines respecting FASD.

The policies and guidelines must:

- a) promote awareness and understanding of FASD;
- b) include established and emerging best practices to support pupils who have diagnosed or suspected FASD; and
- c) identify strategies for the identification of pupils who have diagnosed or suspected FASD and for providing accommodation for those pupils.

Furthermore:

- d) Every board shall facilitate collaboration with parents and FASD Support Groups in undertaking the promotion of awareness and understanding of FASD.



**Causes, Risk Factors, and Prevention of FASD:**

FASD is preventable. There is no safe amount or type of alcoholic beverage, and no safe time to drink alcohol during pregnancy. Pregnant women are advised not to drink any alcohol during pregnancy.

**Signs and Symptoms:**

The Centre for Addiction and Mental Health (CAMH) provides the following detailed information regarding FASD<sup>vii</sup>. Individuals with FASD do not all present with the same visible and non-visible physical features, or strengths and weaknesses. However, individuals with a diagnosis anywhere on the FASD spectrum will have some degree of brain dysfunction. The signs and symptoms of FASD are categorized into primary and secondary disabilities such as the following:

Primary, brain-based disabilities of FASD are those that most directly reflect the underlying central nervous system damage caused by prenatal exposure to alcohol. This damage is made manifest in a range of difficulties with adaptive behaviour, attention, cognition, executive functioning and memory. As a result, individuals with FASD may have trouble with abstract reasoning, organization, planning, understanding or recalling a sequence of events, connecting cause and effect relationships, and/or regulating their own behaviours and emotions. They include:

- a) inconsistent memory and recall;
- b) inability to filter out environmental or emotional distractions and sensory stimuli;
- c) slow and inconsistent cognitive and auditory processing;
- d) decreased mental stamina;
- e) difficulty interpreting and applying abstract concepts (for example, managing money and time);
- f) impulsivity and poor judgment;
- g) inability to predict outcomes (of their own or others' actions);
- h) difficulty shifting from one context to another;
- i) resistant to change;
- j) inability to see another person's perspective;
- k) inability to recognize indirect social cues.

Another common characteristic of individuals diagnosed with FASD is dysmaturity. Dysmaturity is a term used to refer to widely varying levels of maturity in different areas of development, such as expressive language and language comprehension, social and self-care skills, and awareness and regulation of emotions.



Individuals with FASD do not have the ability to meet many of society's age-based social and academic expectations. Since FASD is not usually outwardly visible, the effects of dysmaturity can be confusing and frustrating to people who have FASD as well as to those around them.

Individuals with FASD can also have permanent vision and hearing problems; poorly developed bones, limbs and fingers; and damage to the heart, kidney, liver and other organs.

Secondary disabilities are those not present at birth, but occur later in life as a result of the primary disabilities associated with FASD. They include:

- a) mental health problems;
- b) disrupted school experience (suspension, expulsion, and/or drop-out;
- c) involvement with the law (trouble with authorities, charged and/or convicted of a crime);
- d) confinement (inpatient treatment for mental health and/or alcohol/drug problems, or incarceration for crime);
- e) alcohol and/or drug problems;
- f) poor academic achievement and school failure
- g) sexually deviant behaviour;
- h) problems with employment; and
- i) dependent living.

When combined with individuals' primary disabilities, these secondary disabilities increase the complexity of care for individuals both while school-aged and later on in life.

### **Diagnosis and Treatment - Strategies for Home and School:**

According to CAMH, if FASD is diagnosed early, interventions may be able to lessen its impact and prevent secondary disabilities. Many types of treatment are available for individuals with FASD such as:

- a) medical care/specialists (for example, speech-language pathology, occupational therapy, physical therapy, mental health care, etc.);
- b) medication to help lessen some of the symptoms of FASD;
- c) behavioural and educational therapy;
- d) parent training; and
- e) alternative approaches (auditory training, creative art therapy, meditation.



An individual with FASD can be assisted by special school programs with their learning and behaviour. Such assistance can enable a person with FASD to maximize their independence and achievements. Other factors can help reduce the effects of FASD and help individuals with these conditions to reach their full potential such as:

- a) early diagnosis;
- b) involvement in special education and social services; and
- c) loving, nurturing and stable home and school environments.

### **Strategies for Home and School:**

When dealing with a child with FASD, it may become evident that s/he presents with difficulty learning a pattern of acceptable behaviour or that s/he responds inconsistently in a favourable manner to learning situations.<sup>viii</sup>

When situations such as this emerge, the challenge for educators becomes the determination about which teaching method to utilize in order to maximize the FASD child's ability to learn.

While many children without FASD tend to learn in sequential stages of difficulty of task completion, the child with FASD requires repetitive teaching of a task until it becomes automatic. All children learn best in a way that resonates with their strengths.

### **The Importance of Routine:**

High importance is placed on the creation of routines for individuals with FASD as they do not adapt well to change. Therefore, daily routines are a source of comfort and stability.<sup>ix</sup> The use of visuals/signs can be helpful for children's memory for the order of tasks in daily routines such as: dressing, personal hygiene, and the organization of one's personal space.

### **Behaviour and Discipline:**

The consistency of one's approach to discipline is critical when considering the effects of FASD. Changing or make exceptions to the rule can become confusing for the child. Problems with memory and making the link between actions and consequences mean that strategies such as reflecting on one's past mistakes might not be effective.<sup>x</sup>

### **Adapting the Environment:**

Both at home and at school, the learning environment has a significant impact. The manifestations of FASD highlight the importance of creating a safe, stable, and



nurturing environment. Since sensory integration can be a challenge for children with FASD, it is important for educators and parents to have a good understanding of potential impacts of the environment on the five senses. Caregivers are encouraged to seek out an assessment with an Occupational Therapist if there are concerns.<sup>xi</sup>

If a child presents with hypersensitivity (feels too much), consider taking the following steps to mitigate the effects of it:

- a) use soft bedding and avoid new linen;
- b) remove labels from clothing and wash it several times before wearing;
- c) avoid wool sweaters, turtlenecks, jeans, or other close-fitting clothing that has a distinct texture;
- d) avoid crowds or other high-traffic areas;
- e) turn off strong lights and use softer, indirect lighting; and
- f) keep spaces clutter free.

If a child presents with hyposensitivity (feels too little), supervise him/her carefully as s/he might not feel pain, hot, or cold. Consider taking the following steps:

- a) help ensure that s/he is not over/underdressed for the season;
- b) provide opportunities for oral stimulation using various foods that are: crunchy, chewy, or slurpy;
- c) provide opportunities to engage in physical/kinaesthetic activities such as: running, jumping, lifting, or shovelling snow;
- d) offer the use of a fiddle toy, stress ball, or bean bag when required to sit still for long periods of time in order to improve focus and sustain attention.<sup>xii</sup>

It is essential that educators and other providers avail themselves of opportunities to engage with specialized trainers who can provide the skills and strategies that are useful for children and youth with FASD. A number of resources and links can be found through the Best Start Resource Centre (Health Nexus) (see **Appendix A**), CAMH, Catholic/Children's Aid Societies of Toronto, Toronto FASD Coordinating Network, and Toronto Public Health.

### **Building Better Brains:<sup>xiii</sup>**

“To build better futures, we need to build better brains.” As parents, educators, and community members, we have the capacity and responsibility to help build healthy



brains. Brain builders are who we are. Brains are not just born, but they are built over time.

The experiences of our lives help to build the architecture of the brain: positive experiences help to build a more solid foundation; negative experiences prevent the building up of solid supports for healthy brain function. Just as a house needs a solid foundation on which to be built, a brain needs a solid foundation on which to grow. A solid foundation and the earliest years build a good foundation in the earliest years of life. A good foundation helps to promote a lifetime of success

A solid brain foundation is built and maintained in a developing child through what are known as “Serve and Return” interactions that function similarly to a tennis match. In ‘serve and return’ relationships, the child acts, the parent responds and notices the child.

Stress and Executive Functions: Stress helps to shape childhood development, for better or for worse. However, toxic stress can damage sturdy brain architecture. Executive function and self-regulation are like the air traffic control centre of the brain. These centres of the brain help children to self-regulate.

### **Brain Hero:**<sup>xiv</sup>

The Harvard Centre on the Developing child, 2011, provides some critical facts about the developing brain and the impact of communities on the shaping of childhood experiences and the quality of life within communities.

The brain is built and shaped over time. Parents, extended family, and care givers of all kinds have a part to play in a child’s life. Formative events and family and community events can shape child development. What happens early matters for a lifetime. Formative events, family, and community environment affect child development.

Lower levels of stress and more opportunities for learning improve brain architecture. Serious adversity early in life can disrupt brain development. Brain architecture and behaviour are increasingly difficult to change over time.

A child raised in a healthy environment, who is exposed to lower levels of stress, and who is provided with more opportunities for learning, has the foundation that creates a sturdier brain architecture. Good early brain development can improve health, behaviour, and learning and have an impact throughout life.





Resiliency and (community) protective factors can help to inform the translation of a strategy into action. A community/organization needs to create opportunities for “stress inoculation” in children. However, it is important to note that not all stress is toxic; in fact, some is instrumental towards positive change and growth in a child’s life. The emerging biology of parenting and adults who are working towards reducing adversity in the lives of children is a goal towards healthy social and emotional (childhood) development.

## ENDNOTES




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- <sup>i</sup> City of Toronto, Fetal Alcohol Spectrum Disorder, <https://www.toronto.ca/community-people/children-parenting/pregnancy-and-parenting/pregnancy/during-pregnancy/staying-healthy/fetal-alcohol-spectrum-disorder/>
- <sup>ii</sup> Toronto Public Health (TPH) Report: Fetal Alcohol Spectrum Disorder (FASD) - Activities to Address Key Priorities, May 30, 2019, p.2.
- <sup>iii</sup> Centre for Addiction and Mental Health (CAMH), Mental Illness and Addiction Index, FASD, <https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/fetal-alcohol-spectrum-disorder>.
- <sup>iv</sup> TPH FASD Report, 2019, p. 3.
- <sup>v</sup> TPH, p.3.
- <sup>vi</sup> TPH, p.3.
- <sup>vii</sup> CAMH, Mental Illness and Addiction Index, FASD.
- <sup>viii</sup> Toronto FASD Coordinating Network, 2008, p.13.
- <sup>ix</sup> Ibid, p.14
- <sup>x</sup> Ibid, p. 15.
- <sup>xi</sup> Ibid, p. 16.
- <sup>xii</sup> Ibid, p. 17.
- <sup>xiii</sup> How Brains are Built: <https://www.youtube.com/watch?v=LmVWOe1ky8s&list=PL8trYXJ3BbwMO-ORVmeLtBSa6J9sfT6v5&index=2&t=0s>
- <sup>xiv</sup> Brain Hero: Harvard Center on the Developing Child, October 2011, <https://www.albertafamilywellness.org/resources/video/brain-hero>.







[www.beststart.org](http://www.beststart.org)



Français

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FASD information  
for Ontario


New! Click here to discover the latest Health Nexus website.



### Information Exchange

We connect you to current trends in preconception health, prenatal health and early child development and education. Contact us if you have a question or sign up for our electronic bulletins and online networks (listservs).

#### Electronic Bulletins




Maternal, Newborn and Child Health Promotion Bulletin



Bulletin de santé maternelle et infantile



OPEN News Brief




FASD Ontario


#### Online Networks (listservs)




Maternal Newborn and Child Health Promotion Network




Best Start Indigenous Sharing Circle Network




Réseau de Santé Maternelle et Infantile



Healthy Babies Healthy Children Network for HBHC program staff




Ontario Prenatal Education Network




FASD Ontario Network

### Resources and Research


We offer a variety of resources that range from fact sheets, brochures, decals, posters, videos to program planning guides and reports. [Browse and download them free of charge, adapt them, or refer your clients to them!](#)




The FASD Ontario Website:  
a source of accurate, up-to-date FASD information for Ontario



Make sure families know where to find our trustworthy resources: distribute our bilingual flyer for parents!



Pregnancy and alcohol don't mix. Visit our [newly revised bilingual alcohol and pregnancy website](#) for parents AND service providers!



Atuaqsijut: Following the Path Sharing Inuit Specific Ways

### News and Events

#### Best Start Conference 2020 – Building Healthy Brains

#### Webinar: Infant and Early Mental Health in an Indigenous Context - Feb 4th, 12PM


#### Webinar : La santé mentale des tout-petits : Les éléments fondamentaux et une application pratique (in French) - Jan 29, 1pm

#### Webinar: Why ACEs Impact Neurological Development? - Jan 21st, 12PM

#### Webinar Recordings

### New!

#### Best Start's Online Resources Platform



Page 37 of 89



## **FASD is Preventable!**

There is neither a safe time to drink **alcohol** during pregnancy nor a safe amount to drink.

It is best to **stop drinking** before trying to get pregnant, when trying to conceive and as soon as you know you're pregnant.



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**REPORT TO**

**REGULAR BOARD**

## GRADUATION STATISTICS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

*"I came today to the spring, and said, 'O Lord, the God of my master Abraham, if now you will only make successful the way I am going!'" (Gn 24:42)*

Created, Draft	First Tabling	Review
March 3, 2020	March 26, 2020	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services  
Dr. Marina Vanayan, Senior Co-ordinator, Educational Research

### INFORMATION REPORT

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

As recommended by the Special Education Advisory Committee (SEAC), this report was prepared to highlight Graduation statistics for students with Special Education needs enrolled in Grade 12 for the 2018-19 school year. Results showed that most students with Special Education needs graduate (with one of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or Certificate of Achievement (COA) by their 3<sup>rd</sup> or 4<sup>th</sup> year in Grade 12. This report will be prepared annually to track change over time.

*The cumulative staff time required to prepare this report was 20 hours*

## **B. PURPOSE**

On December 12, 2019, SEAC recommended to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC regarding students with Special Education needs, starting with those in the 2018-19 school year.

## **C. BACKGROUND**

1. Reports are presented to SEAC on an ongoing basis regarding programs and services to address the learning and well-being of students with Special Education needs.
2. Graduation from high school is an indicator of student success. There are three designations of successful completion of high school: Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC) and Certificate of Achievement (COA). The provincial goal is for all students to graduate in four years; however, students may require additional time. Students with Special Education needs may be enrolled in school until age 21.
3. As recommended by SEAC, this report was prepared to highlight graduation statistics for students enrolled in Grade 12 for the 2018-19 school year.



## D. EVIDENCE/RESEARCH/ANALYSIS

1. For the 2018-19 school year, data were extracted, summarized and analyzed for Grade 12 students (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years) in the following areas (see Appendix A):

- Total number of students who enrolled and attended
  - i. All students enrolled in Grade 12 as of October 31<sup>st</sup>
  - ii. Students in Grade 12 with an IEP (*including* those with exceptionality of Giftedness and those designated as Non Applicable - NA)
  - iii. Students in Grade 12 with Exceptionality 1\* (*excluding* Giftedness)
- Graduation - number of students who graduated with:
  - i. an Ontario Secondary School Diploma (OSSD)
  - ii. an Ontario Secondary School Certificate (OSSC)
  - iii. a Certificate of Achievement (COA)
- Non-graduating students included:
  - i. Aging Restriction
  - ii. Early Leavers
  - iii. Returning Students

2. Based on the data in Appendix A, the following results are highlighted for the 2018-2019 school year.

	<b>All</b>	<b>With IEP</b>	<b>Exceptionality 1 (excluding Giftedness)</b>
Graduated	7132/8929 = 79.9%	1385/1840 = 75.3%	655/942 = 69.5%
Returning for 2019-2020	1003/8929 = 11.23%	306/1840 = 16.6%	215/942 = 22.8%
Did not Graduate and did not return	786/8929 = 8.8%	148/1840 = 8%	71/942 = 7.5%

\**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.



3. Most students with Special Education needs graduate (either with OSSD, OSSC or COA) by their 3<sup>rd</sup> or 4<sup>th</sup> year of Grade 12.
4. Students with Special Education needs require more time to fulfil graduation requirements. The goal remains to improve graduation outcomes for all students and for students with Special Education needs.

## **E. METRICS AND ACCOUNTABILITY**

1. As recommended by SEAC, this report will be prepared annually starting in 2018-19.
2. This is the first annual report. Subsequent reports will include additional years of data (up to five years, once available), to allow tracking of change over time.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



APPENDIX A –Graduation 2018-19

Grade 12 Students - Special Education Graduation (2018-19 School Year)	Grade 12 Students		
	All	With IEP*	With Exceptionality 1 Excluding Giftedness
<b>A. Enrollment - as of October 31st (OnSIS)</b>			
<b>Total number who enrolled and attended (active as of October 31)</b>	<b>8,929</b>	<b>1,840</b>	<b>942</b>
a) number in Grade 12 - first year (year 4)	7,633	1,485	657
b) number in Grade 12 - second year (year 5)	983	211	151
c) number in Grade 12 - third year (year 6)	213	82	73
d) number in Grade 12 - fourth year (year 7)	100	62	61
<b>B. Graduation as of August 31st</b>			
<b>Total Graduates (OSSD/OSSC/COA)</b>	<b>7,132</b>	<b>1,385</b>	<b>655</b>
<b>Proportion Graduating</b>	<b>79.9%</b>	<b>75.3%</b>	<b>69.5%</b>
<b>Total number who graduated with an Ontario Secondary School Diploma (OSSD)</b>	<b>7,020</b>	<b>1,291</b>	<b>568</b>
a) number in Grade 12 - first year - graduated in year 4	6,234	1,153	476
b) number in Grade 12 - second year - graduated in year 5	652	110	69
c) number in Grade 12 - third year - graduated in year 6	103	19	15
d) number in Grade 12 - fourth year - graduated in year 7	31	9	8
<b>Total number who graduated with an Ontario Secondary School Certificate (OSSC)</b>	<b>77</b>	<b>60</b>	<b>53</b>
a) number in Grade 12 - first year - graduated in year 4	32	21	16
b) number in Grade 12 - second year - graduated in year 5	21	18	16
c) number in Grade 12 - third year - graduated in year 6	10	8	8
d) number in Grade 12 - fourth year - graduated in year 7	14	13	13
<b>Total number who graduated with a Certificate of Achievement (COA)</b>	<b>35</b>	<b>34</b>	<b>34</b>
a) number in Grade 12 - first year - graduated in year 4	1	1	1
b) number in Grade 12 - second year - graduated in year 5	1	1	1
c) number in Grade 12 - third year - graduated in year 6	5	4	4
d) number in Grade 12 - fourth year - graduated in year 7	28	28	28
<b>C. Aging Restriction</b>			
<b>Total number who did not return due to aging restrictions (did not graduate)</b>	<b>8</b>	<b>1</b>	<b>1</b>
<b>D. Early Leavers**</b>			
<b>Total number who did not graduate and did not return (completed the school year)</b>	<b>786</b>	<b>148</b>	<b>71</b>
<b>E. Returning Students</b>			
<b>Total number who did not graduate and returned in the 2019-2020 School Year</b>	<b>1003</b>	<b>306</b>	<b>215</b>

\* IEP includes all students identified as exceptional *including* Giftedness and those designated as Non Applicable (NA)

\*\* Early Leavers includes: deceased, employment, home, home schooled, other board/province/country, private school, university



\* IEP includes all students identified as exceptional *including* Giftedness and those designated as Non Applicable (NA)  
\*\* Early Leavers includes: deceased, employment, home, home schooled, other board/province/country, private school, university





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

**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





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



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.



## Key Issues for Students with Physical Disabilities and Learning At Home

The following issues have been identified by families of students with physical disabilities:

- **Attitudes** – Any media or public discussion that devalues the life of people with disabilities and their right to health care in the Covid crisis.
- **Loss of Health and Personal Care supports** – Many families are electing to decline personal care supports because of the risk from workers entering multiple homes. Agency providers are using best practices for safety and hygiene, but the children are very vulnerable.
- **Health and physical care of students** – Parents are providing the majority of care to their child and this requires significant time and energy. It impacts the capacity of the parents to support learning. Single parent led families are even more impacted without additional help in the home.
- **Loss of therapy as it has been deemed a non-essential service** – Children's Treatment Centers who provide rehabilitation services at school are currently closed. Parents are trying to follow therapy recommendations and work with their child at home, but it is challenging.
- **Access to Equipment at school** – Special Equipment Amount (SEA) funded equipment that supports learning as well as health and safety, such as walkers, standers, Augmentative and Alternative Communication (AAC) devices, were not taken home at the start of March break. Families need this equipment for the health, safety and learning of students.
- **Accessibility features for on-line learning** – Students with disabilities require a wide range of accessibility features for learning, and some of the recommended learning website do not provide these features.
- **Graduation Planning** – Students with disabilities who are hoping to graduate in June, are concerned about marks and requirements to graduate or for admission to post secondary. Families and students are concerned about how planning for graduation be supported.
- **Transition Planning** – Students who are transitioning in the fall to a new grade, school or placement need to know how planning will occur while learning at home.
- **Social isolation** – Many children with disabilities have few friends and rely on school for all of their social connections. The absence of school leads to further isolation.



- **Family feelings of isolation and stress** – Families face the additional stress of caring for a student with disabilities at home to ensure their health and safety, while trying to work from home, or if employment and income has been impacted with limited resources, creates an incredibly difficult situation for families.

#### **Solutions:**

**Access to equipment at school** – Arrangements to have equipment delivered to the student's home.

**Accessibility features for on-line learning** – All recommended websites should be reviewed to ensure that they have the accessibility features that may be required. The available accessibility features for each site should be clearly identified.

**Access to Therapists** – Many CTCs are setting up on-line platforms and reaching out to individual families with suggestions for therapeutic exercises and activities that can be carried out at home. This should be required for all students on the School Health Support Program. Exercises and activities should be individualized to the student needs and family capacity.

**Social Isolation** – Peer support programs and the development of new initiatives to connect students with disabilities could use a variety of methods to reach out to the students using, mail, phone and video. Students with severe physical disabilities or communication impairments may need creative approaches to connect socially with school friends and peers.

#### **Issues related to other Ministries**

- **Ministry of Children, Community and Social Services** - Children's Treatment Centers who provide rehabilitation services at school are currently closed.
- **Ministry of Children, Community and Social Services** – Direct funding programs such as Special Services at Home (SSAH) and Passport rely on support workers and in many cases the family or workers are not comfortable entering the home or interacting directly with the child. This vital support provided on a daily or weekly basis has been an additional loss of respite, support and socialization for students with disabilities.
- **Ministry of Health Assistive Devices Program (ADP) is closed and not accepting any more applications** – This is a barrier for families who need additional mobility or accessibility equipment in their homes.
- **Ministry of Health Local Health Integration Networks (LHIN)** who provide health care and personal supports in homes, have not been flexible in allowing family members to be hired to provide personal care support.



# 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>- Bell Let's Talk Day (late January)</li> <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>- Psychology Awareness Month</li> <li>- New term begins in Secondary semestered Schools</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>- Easter Seals Awareness Month</li> <li>- World Down Syndrome Day – March 21</li> <li>- National Social Work Week (1<sup>st</sup> week)</li> <li>- CYW &amp; EA Appreciation Day (first Monday)</li> <li>- Ontario Secondary School Literacy Test (OSSLT)</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>- Autism Awareness Day – April 2</li> <li>- ONSIS report on identified students</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>- Children's Mental Health Week (first week)</li> <li>- Speech, Language &amp; Hearing Awareness</li> <li>- Megan's Walk</li> <li>- Budget Consultation</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>- World Sickle Cell Day – June 19</li> <li>- National Deaf Blind Awareness</li> <li>- EQAO Grade 3 and 6 Testing</li> </ul>
July		<ul style="list-style-type: none"> <li>- School Board Submits to the Ministry a balanced Budget for the following year</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 – September 9</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>- Autism Awareness (Canada)</li> <li>- Child Abuse Prevention Awareness</li> <li>- Learning Disabilities Awareness</li> <li>- World Mental Health Day (October 10)</li> <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>- Down Syndrome Awareness (first week)</li> <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>



## SEAC Annual Calendar

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>- International Day of Persons with Disabilities (December 3)</li> <li>- Human Rights Day (December 10)</li> <li>- Independent review of assessment and reporting</li> </ul>
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**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**PENDING LIST TO April 22, 2020**

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



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

				<p><i>Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**PENDING LIST TO April 22, 2020**

				<p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**PENDING LIST TO April 22, 2020**

				<p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	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



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

3	January 22, 2020 SEAC	March 12, 2020	Corporate Services & Strategic Planning Committee	<p>That the following recommendations be referred to Staff for a report to come back at the March 12, 2020 Corporate Services &amp; D. Koenig The Superintendent of Special Services will ensure that the annual calender is updated to reflect the motion. Finance will include the additional financial</p> <p>i) That the Special Education Budget for 2020/2021 at least remain the same as previously;</p> <p>ii) ii). That \$2M be added to supplement the existing full-time equivalent (FTE) allocation in the Special Services – Mental Health Division; and</p> <p>iii) iii) That the Psychology Department of Special Services be augmented with additional funds of \$1M.</p>	Finance Dept to include the additional financial requests into their budget report
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