

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA September 16, 2020

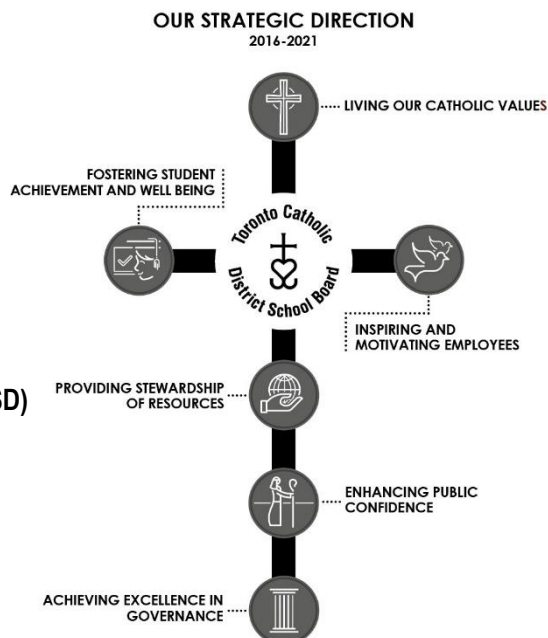
**Nancy Crawford, Chair and
Trustee Member**

**George Wedge, Vice Chair
Easter Seals**

**Melanie Battaglia
Autism Ontario 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**

**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

**Dr. Brendan Browne
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, September 16, 2020

7:00 P.M.

	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Declarations of Interest	
5. Approval & Signing of the Minutes of the Meeting held June 10, 2020 for Public Session	1 - 10
6. Annual Calendar Items	
6.a SEAC Annual Calendar as of September 2020	11 - 13
6.b Special Education Plan Review: The Special Education Advisory Committee (SEAC) https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/SpecEdPlanDoc/13%20SEAC%20rev.pdf	
6.c SEAC Annual Calendar as of March 2020	14 - 17
7. Presentations	

8. Nominations

9. Reports of Officials for Information by the Board/Other Committees

- 9.a Superintendent Update - September 18 - 23
- 9.b Superintendent Update - March 24 - 26
- 9.c Safe School Report 2019-2020 (Verbal)
- 9.d Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education Plan (To Be Distributed - Refer to the September 16, 2020 Addendum)
- 9.e Safe Schools Committee (Verbal) - Tyler Munro
- 9.f Mental Health Committee (Verbal)

From the February 19, 2020 Special Education Advisory Committee Meeting

- 9.g Special Education Superintendent Update - February 27

10. Consideration of Motions for which Previous Notice has been Given

- 10.a From Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act 28

11. Notice of Motion

12. Consent and Review

13. Unfinished Business

From the January 22, 2020 Special Education Advisory Committee Meeting

- 13.a Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate - Report Request 29

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

From the June 10, 2020 Special Education Advisory Committee Meeting

- | | | |
|------|--|---------|
| 14.a | Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn | 30 - 32 |
| | <u>From the April 22, 2020 Special Education Advisory Committee Meeting</u> | |
| 14.b | Graduation Statistics for Students with Special Education Needs | 33 - 38 |
| | <u>From the February 11, 2020 Governance and Policy Committee Meeting</u> | |
| 14.c | New Policy on Age-Appropriate Placement - Curriculum and Program Supports | 39 - 72 |
| | <u>From the January 22, 2020 Special Education Advisory Committee Meeting</u> | |
| 14.d | Parent Reaching Out (PRO) Regional Grant 2019-2020 | 73 - 74 |
| 14.e | Communication from Windsor-Essex Catholic District School Board | |
| 14.f | Set SEAC Goals for this year (from the Draft Annual Calendar) | |
| 14.g | Review of Policy: Special Education Programs and Services (S.P.01) | 75 - 77 |
| 14.h | Inquiry from Sandra Mastronardi regarding Student Trustee Report | |
| | <u>From the November 20, 2019 Special Education Advisory Committee Meeting</u> | |
| 14.i | Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility | 78 - 79 |
| 14.j | Inquiry from Tyler Munro regarding Special Education Fair | |
| 14.k | Inquiry from Tyler Munro regarding Email Blasts | |

15. List of Communications

From the February 19, 2020 Special Education Advisory Committee

- | | | |
|------|---|----|
| 15.a | Greater Essex County District School Board Letter to Minister of Education, February 20, 2020 | 80 |
|------|---|----|

16. Association Reports

From the February 19, 2020 Special Education Advisory Committee Meeting

16.a	Autism Ontario 2020 Pre-Budget Consultation Submission	81 - 86
17.	Inquiries and Miscellaneous	
17.a	Letter of Resignation from Lori Ciccolini as a Special Education Advisory Committee (SEAC) Community Representative	87
17.b	SEAC Email Requirements and Member Contact Information (Verbal)	
18.	Pending List	
18.a	Pending List as at September 16, 2020	88 - 92
18.b	Pending List as at March 25, 2020	93 - 100
	<u>From the February 19, 2020 Special Education Advisory Committee Meeting</u>	
18.c	Pending List as at February 19, 2020	101 - 108
19.	Adjournment	

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

HELD WEDNESDAY JUNE 10, 2020

PRESENT:

Trustees: N. Crawford, Chair – In Person
D. Di Giorgio
A. Kennedy

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

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

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

2. **Roll Call & Apologies**

Apologies were extended on behalf of Lori Ciccolini.

3. **Approval of the Agenda**

MOVED by George Wedge, seconded by Deborah Nightingale, that the Agenda, as amended to include the Addendum, the addition of Item 7b) Acknowledgement of Service to the Toronto Catholic District School Board (TCDSB) for Linda Maselli-Jackman (Verbal) – Dan Koenig, Associate Director of Education; that Item 7a) Letter of Acknowledgement of Service and Certificate for Sandra Mastronardi be reordered after Item 8c; Item 7b) be reordered as the second Item of business; and that Item 8d) Letter of Interest from Melanie Battaglia to Serve as Autism Ontario Representative on the Special Education Advisory Committee be reordered as the first Item of business, be approved.

On the Vote being taken, the Motion was declared

CARRIED

8d. **Nominations**

MOVED by Tyler Munro, seconded by Mary Pugh, that Item 8d) be adopted as follows:

- 8d) Letter of Interest from Melanie Battaglia to Serve as Autism Ontario Representative on the Special Education Advisory Committee (SEAC)** that the letter of interest be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that SEAC recommend to Board that the letter of interest application from Melanie Battaglia to serve as Representative of Autism Ontario – Toronto Chapter Association on SEAC be approved by the Board, and that Melanie Battaglia will subsequently resign as the Community Representative on SEAC.

On the Vote being taken, the Motion was declared

CARRIED

Melanie Battaglia left the meeting at 7:30 p.m.

5. **Declarations of Interest**

Trustee Kennedy declared an interest in Item 9b) **Budget Update (Verbal) – Linda Maselli-Jackman, Superintendent of Special Services** 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. **7. Presentations** MOVED by Mary Pugh, seconded by Trustee Di Giorgio, that Item 7b) be adopted as follows:

- 7b) Acknowledgement of Service to the Toronto Catholic District School Board (TCDSB) for Linda Maselli-Jackman (Verbal) – Dan Koenig, Associate Director of Education** received.

On the Vote being taken, the Motion was declared

CARRIED

6. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Kennedy, seconded by George Wedge, that the Minutes of the Regular Meeting held May 20, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

8. Nominations

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 8a) be adopted as follows:

8a) Letter of Interest to Serve as Special Education Advisory Committee Member from Joy Alma received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by George Wedge, that SEAC recommend to Board that the letter of interest application from Joy Alma to serve as a Community Member on SEAC be accepted by SEAC and approved by the Board.

MOVED in AMENDMENT to the AMENDMENT by Glenn Webster, seconded by Trustee Kennedy, that all new applicants be deferred until the application process can be reviewed.

Sandra Mastronardi connected to the virtual meeting at 8:00 p.m.

On the Vote being taken, the AMENDMENT to the AMENDMENT was declared

LOST

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Glenn Webster, that all future applications be accompanied by a report or summary from the Superintendent of Special Services to SEAC, stating that the application meets the eligibility requirements set out by the Education Act.

On the Vote being taken, the AMENDMENT to the AMENDMENT was declared

LOST

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

MOVED by Tyler Munro, seconded by Mary Pugh, that Item 8b) be adopted as follows:

- 8b) Letter of Interest to Serve as Special Education Advisory Committee Member from Wendy Layton received.**

MOVED in AMENDMENT by Mary Pugh, seconded by George Wedge, that SEAC recommend to Board that the letter of interest application from Joy Alma to serve as a Community Member on SEAC be accepted by SEAC and approved by the Board.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 8c) be adopted as follows:

- 8c) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn** deferred until it can be clarified whether or not the applicant is employed to the Learning Disabilities of Toronto District.

MOVED in AMENDMENT by Trustee Kennedy, seconded by George Wedge, that SEAC recommend to Board that the letter of interest application from Hilary Quinn to serve as a Community Member on SEAC be accepted by SEAC and approved by the Board.

MOVED by Glenn Webster, seconded by Lori Mastrogiuseppe, that this nomination be deferred until it can be clarified whether the applicant is employed to the Learning Disabilities Association of Toronto District or not.

On the Vote being taken, the Motion to defer was declared

CARRIED

7. Presentations

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

- 7a) Letter of Acknowledgement of Service and Certificate for Sandra Mastronardi** received.

On the Vote being taken, the Motion was declared

CARRIED

9. Reports of Officials for Information by the Board/Other Committees

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

- 9a) Special Education Superintendent Update (June)** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9b) Budget Update (Verbal) – Linda Maselli-Jackman, Superintendent of Special Services** received.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Sandra Mastronardi, that:

WHEREAS: The Board currently underspends by approximately \$3Million on Educational Assistants.

BE IT RESOLVED THAT: The entire Grant for Students Need (GSN) allocation for Educational Assistants be deployed to supplement our existing Educational Assistants roster for the 2020-2021 school year.

Trustee Kennedy left the virtual room at 9:30 p.m due to a Declaration of Interest in Item 9b.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Trustee Kennedy returned to the virtual room at 9:43 p.m.

MOVED by Sandra Mastronardi, seconded by Trustee Kennedy, that Item 9c) be adopted as follows:

- 9c) Special Education Advisory Sub-Committee for the Special Education Plan – New Participation South (Verbal) – Linda Maselli-Jackman, Superintendent of Special Services** that Lori Mastrogiuseppe be nominated and approved to join the working group of the Special Education Advisory Sub-Committee for the Special Education Plan.

On the Vote being taken, the Motion was declared

CARRIED

16. Inquiries and Miscellaneous

MOVED by Glenn Webster, seconded by George Wedge, that Item 16a) be adopted as follows:

- 16a) From Trustee Crawford regarding Congratulations to Andrea Coke, Chief Speech-Language Pathologist on receiving the Business Leadership Awards as part of the Exemplary Practice Awards 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

17. Annual Calendar/Pending List

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 17a) be adopted as follows:

- 17a) SEAC Annual Calendar Review received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 17b) be adopted as follows:

- 17b) Pending List as at June 10, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

18. Adjournment

MOVED by Glenn Webster, seconded by Sandra Mastronardi, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Special Education Advisory Committee (SEAC) 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9
October	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) 	<ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate) - Engagement and Governance Supports Discussion - Professional Learning Plan - Special Education Fair - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Model for Special Education o Identification, Placement, and Review Committee (IPRC) Process o Special Education Placements Provided by the Board o Individual Education Plans (IEP) o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement 	<ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT) - Engagement and Governance Supports Discussion Guide - ONSIS report on identified students - Year End for School Board Financial Statements - Multi-Year Strategic Plan (MYSP)

SEAC Annual Calendar

December	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - SEAC Elections (Inaugural) - SEAC Elections: Chair & vice-Chair (Annual) - SEAC Mass and Social 	<ul style="list-style-type: none"> - International Day of Persons with Disabilities (December 3) - Human Rights Day (December 10) - Independent review of assessment and reporting
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Set SEAC goals for the year - Annual Accessibility Report 2020 - Multi-year Accessibility Plan/AODA-Updates - Review of Policy: Special Education Programs (S.P.01) - Mental Health Annual Report 2019-20 - Priority Budget Setting Discussion (effective January 2020) - Special Education Plan Review (document included in October 2019 SEAC agenda) https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Special Education Staff o Specialized Equipment o Transportation for Students with Special Education Needs o Transition Planning 	<ul style="list-style-type: none"> - Bell Let's Talk Day (late January) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing)
February	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Roles & Responsibilities o Categories and Definitions of Exceptionalities o Provincial and Demonstration Schools in Ontario 	<ul style="list-style-type: none"> - Psychology Awareness Month - New term begins in Secondary semestered Schools - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences
March	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Safe Schools Committee Update - Mental Health Committee Update - Budget Approval Updates - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Board's Consultation Process o Early Identification Procedures and intervention Strategies o Specialized Health Support Services in School Settings o Parent Guide to Special Education 	<ul style="list-style-type: none"> - Easter Seals Awareness Month - World Down Syndrome Day – March 21 - National Social Work Week (1st week) - CYW & EA Appreciation Day (first Monday) - Ontario Secondary School Literacy Test (OSSLT)

SEAC Annual Calendar

April	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Financial Report as at January, 2021 (GSNs) - March 31st Special Education student count - Update to Special Education Programs for 2021-2022 - Budget Approval Updates - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Educational and Other Assessments o Coordination of Services with other Ministries or Agencies o Staff Development 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 	<ul style="list-style-type: none"> - Autism Awareness Day – April 2 - ONSIS report on identified students
May	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Student Grants 2021-2022 - PRO Grants Application Update - Budget Approval Updates - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Accessibility (AODA) 	<ul style="list-style-type: none"> - Children's Mental Health Week (first week) - Speech, Language & Hearing Awareness - Megan's Walk - Budget Consultation - EQAO Assessment
June	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Budget approval update - Status of PRO Grant application 	<ul style="list-style-type: none"> - World Sickle Cell Day – June 19 - National Deaf Blind Awareness - EQAO Grade 3 and 6 Testing (not administered for June 2020)
July		<ul style="list-style-type: none"> - School Board Submits to the Ministry a balanced Budget for the following year - Special Education Report Checklist submitted to the Ministry of Education
August		

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Special Education Superintendent Update

September 2020



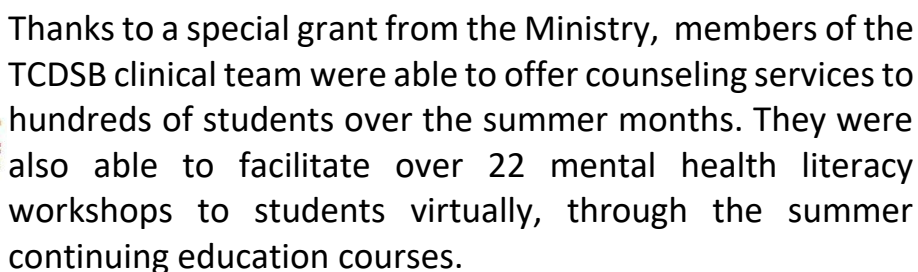
Special Services Summer Highlights

During the month of August, TCDSB held the first face-to-face programming for students since the closure. Almost 150 students were welcomed at three sites: St. Joan of Arc, Loretto College and St. Pius X.

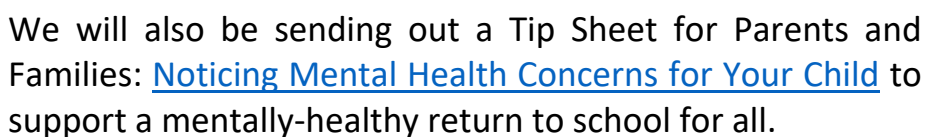


MEDD students took part in a host of experiential learning activities, games, academic lessons and arts and crafts. The students were supported by over 80 teaching and support staff as well as administrators and volunteers adhering to strict Health and Safety protocols.





- A short presentation about key messages for a mentally-healthy return to school for principals to facilitate with their staff, including some reflection questions.
- A one hour webinar on mental health with key messages about equity and diversity to be shared with staff. Included were also some resources for teachers to implement brief and simple social-emotional strategies with students upon return to school, virtually or in person (e.g., The First 10 days and Beyond from [School Mental Health Ontario](#) (SMHO)).
- A 45-minute webinar on Staff Well-Being that staff can view as their self-paced professional development.
- A 45-minute webinar on Supporting Students' Anxiety that staff can view as their self-paced professional development.





Resource

n available supply that can be used for support to cope with a difficult situation



SPECIAL SERVICES



TCDSB SPEECH & LANGUAGE DEPARTMENT



Supporting Students and Families
with Virtual Intervention
July - August 2020



Virtual Speech and Language Intervention Summer 2020

During July and August, eight TCDSB SLPs:

- provided intervention to **31** students
- conducted **106** intervention sessions



WHO?

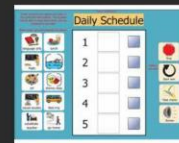
- Students on our caseload during 2019/2020
- Students from kindergarten to secondary:
 - at risk (LD, LI, ADHD)
 - KLP
 - Complex Communication Needs
 - Motor speech
 - ASD
 - Down Syndrome

Why?

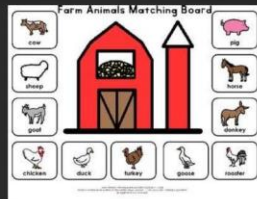
- Offer continuity of services to students and families
- Build capacity in parents, siblings, and other family members
- Improve student's communication skills
 - Speech (articulation/voice/fluency)
 - Language (receptive/expressive vocabulary, grammar, questions...)
 - Social Communication (joint attention/turn-taking/play/conversation)
 - Literacy (phonological awareness/decoding/reading/reading comprehension)
 - Augmentative and Alternative Communication (AAC)

WHAT?

AAC -
Augmentative and
Alternative Communication
systems

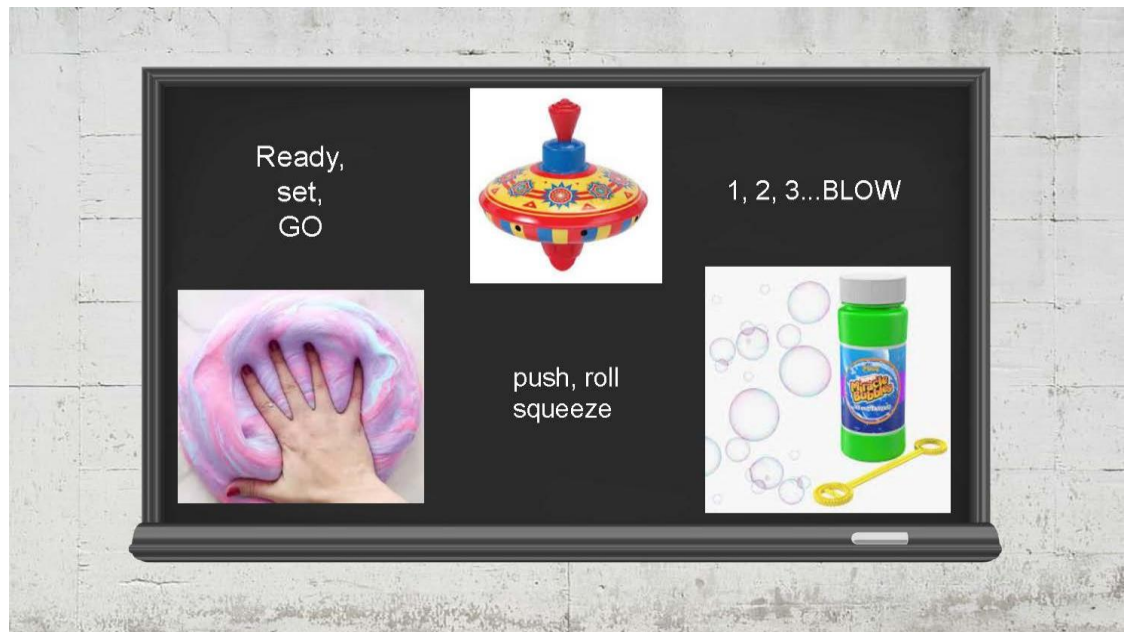


Online
intervention
activities



Games





Parent Perspective

"I am giving Jayden butter cake, he refused it, instead he went to show me the Flip 'n Talk and point (to) KFC...thank you so much for this Ms.Tania. Without these pictures, he would have just cried and I wouldn't have been able to figure out why."

Take away.....



Virtual intervention (via Zoom, OTN, Google Meet) is an effective and efficient way to support students. We were able to support students' communication skills development as well as build capacity in their parents and caregivers.



Special Education Superintendent Update

March 2020



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.



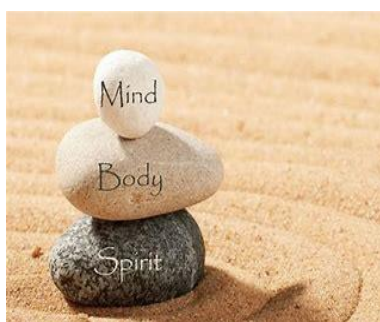


At the end of January, our schools celebrated Bell Let's Talk. They all received posters promoting Mental Health. Stop the Stigma teams in 72 elementary and all 32 secondary schools celebrated the day by launching initiatives such as learning about mental health, making stress putty, mindfulness, mindful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



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.

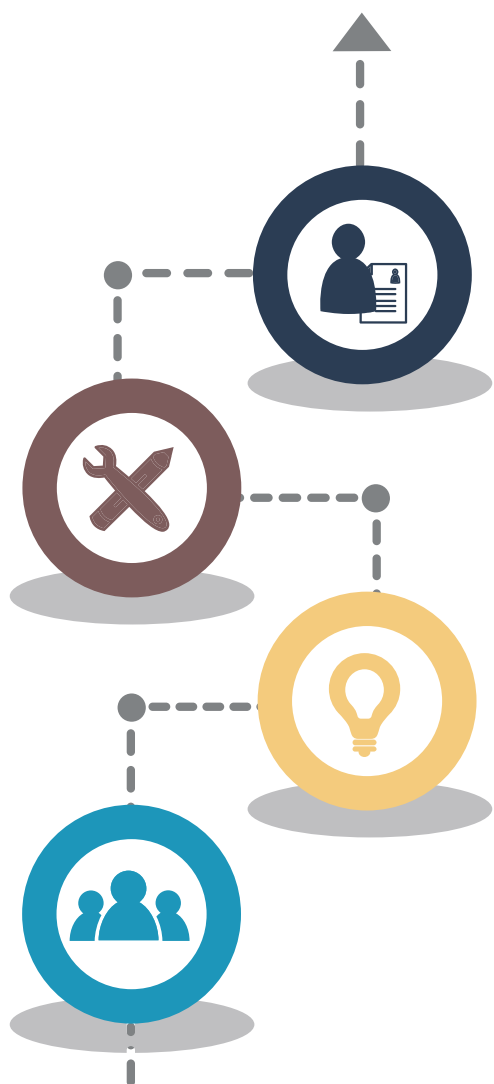
In February, we delivered three SafeTalk sessions, suicide awareness workshop, to 90 support staff members and two Staff Well-Being workshops to 67 support staff members.

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.



Path 2 Work

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



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

WE CAN HELP YOU:

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

YOU WILL LEARN:

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

PROGRAM INCLUDES:

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

www.jvstoronto.org/find-a-job/disability-employment-services/

JVS Toronto
74 Tycos Drive
Toronto, ON M6B 1V9
intake@jvstoronto.org
416-649-1619

Now Accepting Applications



*Angela Kennedy
Trustee Ward 11*

E-mail: Angela.Kennedy@tcdsb.org

Voicemail: 416-512-3411

To: Special Education Advisory Committee, February 19, 2020

From: Angela Kennedy, Trustee Ward 11

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

MOVED BY: Angela Kennedy, Toronto Catholic District School Board

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

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

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

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

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

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

**Angela Kennedy
Trustee, Ward 11**

Consideration of Motion: IEPs Completion Rate - Report request

To: SEAC

February 19, 2020

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

Seconded by:

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

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

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

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

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

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

Therefore be it resolved that

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

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

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

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

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

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

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



Special Education Advisory Committee (SEAC) Membership Application

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

Position applying for:



Community
Member

OR



Local Associations Membership

Surname:	Quinn	First Name:	Hilary
Main Contact Number:	416-229-1680	Alternate Contact Number:	
E-mail address:	hquinn@ldatd.on.ca		
Child(ren)'s School(s):	NA		
Organization Name:	The Learning Disabilities Association of Toronto District		
Organization Address:	121 Willowdale Ave, Suite 103, Toronto, ON M2N 6A3		
Main Contact Person:	Valerie Martin		
Main Contact Number:	416-229-1680		
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations: I am the Director of Children, Youth and Families at the Learning Disabilities Association of Toronto. I have gained a wealth of experience at the agency working in multiple roles and capacities over the past 6 years. My role includes overseeing programs, providing information, referrals and advocacy supports for children and youth with Learning Disabilities and/or ADHD.			
3. Briefly outline the reasons why you are interested in being a member of this committee: LDATD is a non-profit, charitable organization specializing in supports for people with Learning Disabilities and/or AD(H)D. I believe my experience and knowledge in the sector would be valuable to the committee. I would also like to contribute to the conversation regarding school supports for students who learn differently or who have attention challenges.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have over 8 years experience working with people with various exceptionalities. During my time at LDATD, I've supported children and youth one-on-one and in group settings to help them achieve their goals. I've also provided parents with information, tools and support to help them better understand their child's learning needs.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: <input checked="" type="radio"/> NO <input type="radio"/> YES Please explain:			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="radio"/> NO <input type="radio"/> YES Please specify the Committee:			



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes, I support the mission/vision and I hope there is an opportunity to learn more about how I can support TCDSB.

8. Provide any additional comments to be considered in regards to your participation on this committee:

LDATD connects with over 3500 families of children and youth with exceptionalities in Toronto each year. I hope that I can both provide input and learn from the comitee to better support Toronto's LD and AD(H)D community.

Completed membership application form and request for nomination letter submitted by Hilary Quinn to the attention of the Director of Education and SEAC Chair via email to:

rory.mcguckin@tcdsb.org & nancy.crawford@tcdsb.org

Date: March 11, 2020

Important

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

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

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



Idatd • Learning Disabilities Association of Toronto District

121 Willowdale Avenue, Suite 100, Toronto, Ontario M2N 6A3
Phone (416) 229 1680 Fax 416 229 1681 Website: www.idatd.on.ca

March 11, 2020

Attention: SEAC, TCDSB

The Learning Disabilities Association of Toronto District wishes to nominate Hilary Quinn to represent the agency on the SEAC committee. She brings years of experience in senior leadership supporting almost 4000 children, youth and adults who struggle with the difficult barriers associated to learning difficulties.

We believe her knowledge, expertise, professionalism will be an asset to the important work of this committee.

Please contact me if you require any additional information.

Valerie Martin, Executive Director
The Learning Disabilities Association of Toronto District.



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	Click here to enter a date.

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 3rd or 4th 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 (1st, 2nd, 3rd and 4th 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 31st
 - 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.

	All	With IEP	Exceptionality 1 (excluding Giftedness)
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 3rd or 4th 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
A. Enrollment - as of October 31st (OnSIS)			
Total number who enrolled and attended (active as of October 31)	8,929	1,840	942
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. Graduation as of August 31st			
Total Graduates (OSSD/OSSC/COA)	7,132	1,385	655
Proportion Graduating	79.9%	75.3%	69.5%
Total number who graduated with an Ontario Secondary School Diploma (OSSD)	7,020	1,291	568
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
Total number who graduated with an Ontario Secondary School Certificate (OSSC)	77	60	53
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
Total number who graduated with a Certificate of Achievement (COA)	35	34	34
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
C. Aging Restriction			
Total number who did not return due to aging restrictions (did not graduate)	8	1	1
D. Early Leavers**			
Total number who did not graduate and did not return (completed the school year)	786	148	71
E. Returning Students			
Total number who did not graduate and returned in the 2019-2020 School Year	1003	306	215

* 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:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

Executive Summary

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

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

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

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

A. PURPOSE

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

B. BACKGROUND

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

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

2. This policy and the appended operational procedures have been developed in accordance with the following:
 - a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs, 2013;
 - b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and
 - c) other Ontario Ministry of Education resource documents that inform the principles of:
 - i) Differentiated Instruction (DI),
 - ii) Universal Design for Learning (UDL), and
 - iii) Assessment, evaluation, and reporting for student success.

C. EVIDENCE/RESEARCH/ANALYSIS

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

D. METRICS AND ACCOUNTABILITY

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

E. IMPLEMENTATION

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

F. STAFF RECOMMENDATION

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

Purpose:

This policy and the appended Operational Procedures for Age-Appropriate Placement and Curriculum/Program Supports have been developed in accordance with the following:

- a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

c) other Ontario Ministry of Education resource documents that inform the principles of:

- i) Differentiated Instruction (DI),
- ii) Universal Design for Learning (UDL), and
- iii) assessment, evaluation, and reporting for student success.

Scope and Responsibility:

This policy applies to all Toronto Catholic District School Board (TCDSB) elementary and secondary schools. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

Alignment with MYSP:

Living Our Catholic values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, Kindergarten to Grade 12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services.

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

Regulations:

1. All accommodation requests pertaining to the grade-level acceleration or retention of students shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for:
 - i. the consideration of grade-level acceleration and retention requests;
 - ii. the communication of the approval or denial of the request to affected parties;
 - iii. the implementation of the grade-level acceleration or retention accommodation;
 - iv. the roles and responsibilities of the involved parties; and
 - v. approaches to student academic and social-emotional development and well-being.
3. In circumstances where a parent requests to have the student grade-level accelerated or retained, each such request shall be reviewed individually by the TCDSB giving consideration to the student's dignity, integration, independence and learning abilities/needs, and other types of accommodations available to enable meaningful access to education.

Definitions:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (*Ontario Equity and Inclusion Strategy, 2009*).

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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

Evaluation and Metrics:

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

1. Data will be gathered annually regarding the number of requests for students to be grade-level accelerated or retained; as well as approvals, and denials.



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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



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



TCDSB Special Services Department

1.0 Purpose

- 1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, K-12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario *Human Rights Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* - conflict with applicable legislation, the legislation shall prevail.
- 1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.
- 1.3 These procedures and the attendant policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.
- 1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:
- a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;
 - b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and
 - c) Notwithstanding any provision in *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational

Procedures, the Board will consider each request for a student's grade-level acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

2.0 Background

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

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

3.0 Three Effective Approaches to Classroom Instruction

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

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

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

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

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

3.1 Universal Design for Learning (UDL)

Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms. Incorporating the principles of *universality* and *equity*, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of *all* students.

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

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

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

3.2 Common Classroom Strategies

Common classroom strategies support the principles of DI and UDL. The best way to engage students is by offering them choice (Karen Hume, 2008). By providing Differentiated Instruction options, this can be made possible. Some

key essentials of differentiated instruction are the following (*Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008*):

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

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

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

Differentiated Instruction includes:

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

Differentiated Instruction does not include:

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

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

Differentiate Content

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

Differentiate Process

- ✓ Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.

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

Differentiate Product

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

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

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

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

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

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

The tiered approach can:

- a. Facilitate early identification of both students who may be at risk and those who might be in need of greater support;
- b. Ensure appropriate and timely intervention to address these students' needs.

4.0 Understanding Students' Social-Emotional Needs and Abilities

- 4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.
- 4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development
- 4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.
- 4.4 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.
- 4.5 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students.

5.0 Considerations for Acceleration

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

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.ⁱⁱ

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 Giftednessⁱⁱⁱ** are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics is neither prescriptive or exhaustive:

Learning Characteristics

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

Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

Creativity Characteristics

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

Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults

- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

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

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

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

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

- 5.10 Identification and Placement in a (Gifted) Special Education Program:
Step 1: The Otis-Lennon School Ability Test (OLSAT8) is administered to **all grade 4 students** as well as to students who are nominated in higher grades have not previously completed the OLSAT8 test.

Step 2: Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and

placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

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

Program Foci:

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

Is Grade-Level Acceleration an Appropriate Response?

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

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

6.0 Considerations for Promotion (Grade 8 to Grade 9)
(*Ontario Schools K-12 Policy and Program Requirements, 2016, p.31*)

- 6.1 Students without an IEP who have successfully completed the Grade 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.
- 6.2 Students with an Individual Education Plan (IEP):
1. All students who have achieved the grade-level expectations will be promoted.
 - a) students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.
 - b) students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report card promotion status should indicate that the student is *"progressing well towards promotion."*
 - c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kindergarten students with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.
 2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.
- 6.3 English Language Learners (ELLs)
(*Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36*)
- English Language Learners should be placed in an age-appropriate grade-level rather than a lower grade based on their level of language acquisition and/or academic functioning.

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

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

7.0 Considerations for Retention

Is Grade-Level Retention an Appropriate Response?

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

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

8.0 Roles and Responsibilities

1. Principal:

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

2. Superintendent:

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

3. Classroom Teacher:

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

4. Special Education Teacher

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

5. Guidance Teacher

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

6. Student:

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

7. Parent:

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

Receiving an Request for Grade-level Acceleration or Retention

- 8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:
- a) Request any additional information or clarification that is necessary to assess the request for these forms of accommodation.
 - b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the request.

- c) Organize a review of the request by the Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;
 - d) Consider the request on an individual basis giving consideration to all relevant factors;
 - e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.
- 8.2 Each request for grade-level acceleration or grade-level retention will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:
- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical Plan of Care (if any);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
 - c) evidence of how grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;
 - d) the impact of the accommodation on the student's dignity, integration, and independence;
 - e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and

- f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.
- 8.3 The process of accommodation shall respect the student's right to privacy.
- 8.4 The school principal shall be responsible for communication with the parent with respect to the accommodation process, and where approved, the implementation and management of the accommodation.
- 8.5 Implementing the Accommodation
Where the request is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:
- a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
 - b) forward the following letters as appropriate:
 - i) Decision Letter Approving Grade-Level Acceleration/Retention, or
 - ii) Decision Letter Declining Grade-Level Acceleration/Retention.
 - c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;
 - the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- 8.6 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.
- 8.7 Continuous Assessment
A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.
- 8.8 Approval may be revoked at any time by the principal if:
- a) there are any concerns about academic performance or social-emotional well-being of the student;

- b) there has been a change to the student's circumstances or ability/disability-related needs, which had supported the original approval; and
- c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.

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

9.0 Records

9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).

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

9.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:

- a. Total number of requests for students to be grade-level accelerated or retained;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
- b. The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.



10.0 Attachments:

Appendix 1: Categories and Forms of Acceleration

Endnotes

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

ⁱⁱ Kanevsky, p.157

ⁱⁱⁱ 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.

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.

PARENT REACHING OUT (PRO) REGIONAL GRANT 2019-2020

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

PARENT REACHING OUT (PRO) REGIONAL GRANT

TCDSB Reporting Template

MUST BE COMPLETED AND SUBMITTED BY JUNE 15th, 2020

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

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

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

Person-in-Charge

Signature

Date



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

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

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



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

Policy:

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

Regulations:

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

2. Assessment:

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

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

- audiological
- educational



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

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

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

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

Evaluation and Metrics:

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

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

Consideration of Motion

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

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

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

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

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

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

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

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

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

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

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

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

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



February 20, 2020

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON, M7A 1L2

Honourable Stephen Lecce

The Ministry Advisory Committee on Special Education (MACSE) plays a vital role in providing feedback and advice to the Minister of Education and other ministries on special education programs and their delivery.

We are supporting the concerns of the Durham District School Board (DDSB) in regard to the current inactive status of MACSE. We strongly agree with the statement put forward by the DDSB that with the growing number of students with special education needs and complex profiles, now more than ever, MACSE plays a vital role in providing ongoing information and guidance to the provinces 72 school boards.

We are also in agreement with DDSB's recommendation that moving forward, six of the voting members be selected from the Special Education Advisory Committees (SEACs) in the six Ministry of Education's regional areas. This method would not only be more expedient in identifying members to sit on MACSE but it would also ensure geographical and exceptionality representation with knowledgeable and experienced individuals who bring valuable SEAC experience to the advisory committee role.

We call on the Ministry of Education to move forward and fill outstanding MACSE vacancies so that the committee, mandated by the Education Act can resume its previous duties. In order to make this happen, we too, would be willing to make a representative available from the GECDSB's SEAC.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Omstead".

A. Omstead
Chair, SEAC
Greater Essex County District School Board

February 11, 2020

Honourable Rod Phillips
Minister of Finance
c/o Budget Secretariat
Frost Building North, 3rd floor
95 Grosvenor Street
Toronto ON M7A 1Z1



Submitted by Email: submissions@ontario.ca

Dear Minister Phillips,

Autism Ontario is grateful for the opportunity to have verbally presented key highlights of this submission to you and your team on January 31, 2020.

Now entering our 47th year, Autism Ontario has envisioned acceptance and opportunities for people on the autism spectrum. The families who formed Autism Ontario in 1973 would never have imagined the prevalence rates for autism to grow to 1 in 66 children in Canada. In Ontario that represents 135,000+ citizens.

Autism Ontario continues to envision a Province that offers seamless supports across the lifespan that reflect the wide range of expression in autism, the constantly changing needs of this able, yet vulnerable population and which addresses the needs of caregivers and families who bear both the joys and the substantial weight of care and advocacy for their children from infancy to and throughout adulthood.

Thank you for the support that is provided to parents through Autism Ontario through our Service Navigation Program for families accessing OAP funding, Social Learning Opportunities, March Break and Summer 1-1 funding, and funding to develop an OAP Provider list of qualified ABA Program Supervisors. Surveyed families have told us that these supports matter to them. Combined, these programs directly support over 20,000 people in Ontario.


Investments that support people on the autism spectrum and their families make life more affordable, help autistic people prepare for jobs, and encourage the return to work for parents who wish to but who have to remain at home as primary caregivers for their children. This represents an investment in Ontario's tax base and its citizens' well-being.

Top 5 Priorities Rated by Caregivers: In late 2018, Autism Ontario conducted a province-wide survey, resulting in 10 top areas identified by caregivers and autistic adults. In November 2018 we asked our survey respondents to rate these top ten items in order of priority and these top 5 emerged:

#1 Education Support



According to caregivers, the **#1 area** of need for a child with autism is support within the education system, even though **77.8%** of caregivers of high school aged children feel listened to by their child's school.



#2 Long Waitlists



According to caregivers, long waitlists are the largest barrier to accessing service, with **73.6%** of caregivers identifying waitlists as a large or very large barrier.




#3 Financial Hardship




Finances has been a large or very large source of stress in the last year for **50.7%** of autistic adults and **56.3%** for caregivers. According to caregivers, finances are the **2nd largest** barrier to accessing services.



#4 School Transitions



87.4% of caregivers of high school aged children say that it is stressful to plan for their child's transition out of high school. **59.2%** are not confident their child will have a smooth transition out of high school.



#5 Adult Services



According to adults, the largest barriers to service are: 1) A lack of necessary services, **63.4%** . 2) A lack of professionals who understand autism, **63.1%** .



Investment Recommendations for the 2020-2021 Ontario Budget:

- 1) **Ontario Autism Program:** There is broad community support for the recommendations in the OAP Advisory Panel's report and thousands of families have been waiting to receive the necessary supports for their children. They are tired, worried and yet hopeful about the potential changes to come in a proposed needs-based program. We ask for movement, with haste, to support and implement the recommendations as outlined in the *Ontario Autism Advisory Panel Report* released on October 30, 2019, even while the necessary policy work is being created or realigned with the existing Ontario Autism Program.
 - a. Invest the \$600 million as promised into the OAP
 - b. Implement the recommendations from the OAP Advisory Panel's Report
 - c. Conduct a province-wide capacity assessment of service gaps in order to develop a plan to build professional capacity in a province currently unable to support the current demand for the 4 core services in Applied Behaviour Analysis, Speech Language Pathology, Occupational Therapy and Mental Health intervention and supports.
 - d. Work with the Colleges and Universities, businesses and autism service providers to reverse the current trend of an exit of professionals from the autism field that are needed to keep the very programs being implemented through a needs-based OAP in place and functioning both now and for years to come.
 - e. Collaborate with northern and First Nations leaders to respond to their own culturally informed approaches to supporting indigenous persons on the autism spectrum in their local communities.
 - f. The OAP Implementation Committee should be provided with whatever financial or professional supports are required to roll out the program in a way that allows the needs based approach to be implemented as soon as possible. Families have been waiting and years of helpful and evidence-based intervention are being missed by many children.
- 2) **School years:** Students on the autism spectrum do not receive consistent educational supports across Ontario. It has been about 12 years since the report "Making a Difference for Students with Autism Spectrum Disorders in Ontario Schools, From Evidence to Action" was released. Meanwhile, the

number of Ontario Human Rights cases to address these gaps in learning needs and access to appropriate supports is growing.

In Autism Ontario's recent parent/caregivers survey they indicated that **the #1 concern out of the top ten concerns parents had were Educational Supports**. Although many notable gains have been made in the past 10 years, supports for Special Education are insufficient to meet the assessed need and Individual Education Plans for students with autism, even as currently defined in Ontario legislation and education policy.

- a. Immediately implement a new Autism Education Committee as recommended in the OAP Panel Report in the section with specific recommendations for the Ministry of Education.
- b. Require mandatory Pre-service training in Evidence-Based Practice education practices and Applied Behaviour Analysis for all educators.

3) **Health and Mental Health:**

- a. Implement the Mental Health Committee identified in the OAP Advisory Panel's Report in order to address the many gaps in providing health and mental health supports to people on the autism spectrum and their caregivers.
- b. Continue to financially support the world-class research efforts of the Province of Ontario Neurodevelopmental Disorders Network (POND).
- c. Continue to measure, financially support and aim for earlier and appropriate diagnostic service from health professionals. Programs that train health professionals, such as the ECHO Autism program, are already demonstrating improved professional capacity in this area.
- d. Continue to invest in the health, mental health, recreational and informational/training needs of children and adults and the families who remain the primary caregivers of their loved ones. Programs such as OAP Service Navigation and Social Learning Opportunities have demonstrated benefits for children and families.

4) **Non-siloed Approaches:** As noted in the OAP Panel's report recommendations, key Ministries – Children, Community and Social Services, Education, Health must work together in non-siloed, collaborative approaches with families and autistic people to reduce the coordination and planning burden on caregivers, to avoid unnecessary duplication of services and to provide seamless supports across the life course.

5) **Older Teens and Adults:** Autism's prevalence rates are not only an alarming statistic for children and youth, but we are now seeing these numbers grow along with the children as they become teens and adults. More importantly, **these students are now beginning to exit high school unprepared and unsupported for life as adults in higher numbers than ever.**

- a. Invest in high school and transition programs to directly assist students on the autism spectrum with their transition to adult life that include programs that support successful transitions to work, attend college/university, and build adaptive skills needed for adult living.
- b. Implement the recommendations in the Ontario Ombudsman's Report, "No Where to Turn."
- c. Eliminate the waiting lists for Special Services at Home and respite funding.
- d. Conduct a review of Ontario Disability Support Payments and Passport Funding to address ineligibility requirements, insufficient funding levels and unacceptable waiting lists. Claw back penalties for engaging in real work for real pay must not serve as disincentives for attempting varying degrees of employment towards something more sustainable.
- e. Create employer incentives to hire autistic adults capable of a wide range of skilled jobs, not for charitable reasons, but because it makes good business sense.
- f. **Housing:** In the absence of increasing supportive housing options, the number of adults with autism who are in crisis will continue to grow. And supporting a model that is primarily crisis driven is a far more costly proposition than focusing on prevention of the circumstances that result in more restrictive responses. We also worry about a new trend of seeing children with disabilities, including autism, in long-term care facilities, effectively replicating an institutional model of care which is neither appropriate nor necessary.

Invest in and collaborate with various disability and neurodevelopmental disability groups and all levels of government to make the process of short, medium and long-term planning for the affordable housing needs of adults on the spectrum. The process must be less daunting for their families, create genuine choices based on individualized and changing living requirements throughout adult life.

From: [Ciccolini, Lori \(SEAC\)](#)
To: [Maselli-Jackman, Linda \(Superintendent of Special Services\)](#)
Subject: Private & Confidential
Date: June 15, 2020 2:53:18 PM

Hello Ms. Maselli-Jackman,

I hope this email finds you healthy and safe.

I would like to advise you that due to my ongoing health, I unfortunately have to step down from my role on the SEAC Committee. My hope is that I can rejoin at a time when my health improves. [REDACTED]
[REDACTED]

I apologize for any inconvenience that this may have caused our committee as a whole.; I do hope that I can participate in the future and I certainly would like to thank all the committee members for the opportunity that I was given.

I truly wish everyone well and I hope and pray for everyone's safety as we continue to face this pandemic.

Please feel free to reach out, should you have any further questions or concerns.

Warmest Regards,

Lori Ciccolini

TCDSB Confidentiality Disclaimer: "This e-mail may be privileged and/or confidential. The sender does not waive any related rights and obligations. Any distribution, use, or copying of this e-mail or the information it contains by anyone other than the intended recipient(s) is unauthorized and may breach the provisions of the Municipal Freedom of Information & Protection of Privacy Act. If you received this e-mail in error, please advise me by return e-mail and delete the material."

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO September 16, 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 September 16, 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 September 16, 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 September 16, 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 September 16, 2020**

3	April 23, 2020	TBC	Regular Board	<p>Received; and</p> <p>1. That staff provide information regarding the Protocol contained within the IEP cover letter provided annually in September to students and/or parents/guardians of students D. Koenig The SO of Special Services will ensure that the information is shared via the cover letter for the IEP.</p> <p>2. 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.</p> <p><i>Motion recommended at February 19, 2020 SEAC meeting; carried at April 23, 2020 Regular Board meeting.</i></p>	<p>The Superintendent of Special Services will ensure that the information is shared via the cover letter for the IEP.</p>
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO March 25, 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 March 25, 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 March 25, 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 March 25, 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 5, 2019	March 2020	Student Achievement and Well-Being	<p>That staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students (Presentation: Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate);</p> <p><i>Motion recommended at October 16, 2019 SEAC meeting; carried at December 5,</i></p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO March 25, 2020**

3				<i>2019 Student Achievement and Well-Being meeting.</i>	
	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
4	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Special Education Graduation Rate:</p> <p>WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;</p> <p>WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;</p> <p>WHEREAS: The Ministry of Education has reported a high incidence of students</p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO March 25, 2020**

			<p>with IEP not completing high school across the province; and</p> <p>WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.</p> <p>BE IT RESOLVED: That SEAC recommend to the Board that an annual "Special Education Needs Students (SENS) Graduation report" be prepared for the Board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following:</p> <ol style="list-style-type: none">1. Total number of students who enrolled and attended;2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD);3. Number of students who graduated with an Ontario Secondary School Certificate (OSSC);	
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SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO March 25, 2020

			<p>4. Number of students who graduated with a Certificate of Attendance;</p> <p>5. Number of students who enrolled in the next school year (fifth year, sixth year, seventh year);</p> <p>6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;</p> <p>7. Number of students who did not graduate and did not return for other reasons than above but completed the school year; and</p> <p>8. Number of students who did not complete the school year.</p> <p>We ask that the report be prepared annually and include the five most recent years of accumulated history listed by school year going forward. (i.e. in the first years, report will only have 2018-19 results, the second year will have 2018-19 and 2019-20, etc...) and Board-wide results for all students and, if possible, Provincial comparable (Item 11d).</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO March 25, 2020**

5				<i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i>	
	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 & 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> <ul style="list-style-type: none"> i) That the Special Education Budget for 2020/2021 at least remain the same as previously; ii) ii). That \$2M be added to supplement the existing full-time equivalent (FTE) allocation in the Special Services – Mental Health Division; and iii) iii) That the Psychology Department of Special Services be augmented with additional funds of \$1M. 	Finance Dept to include the additional financial requests into their budget report

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO February 19, 2020**

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

SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO February 19, 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 February 19, 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 February 19, 2020**

				<p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	October 18, 2019	March 2020	Regular Board	<p>That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for SEN students in joining STEM/STEAM extracurricular activities and what role and responsibilities befall on both Principal and teaching staff in this process (Staff Responses to Various SEAC Recommendations Pertaining to</p>	<p>The SO of student success and curriculum will create a report that outlines the supports/accommodations/modifications for exceptional students engaging in STEAM extracurricular</p>

SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO February 19, 2020

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

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO February 19, 2020**

5	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Special Education Graduation Rate:</p> <p>WHEREAS: The mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;</p> <p>WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;</p> <p>WHEREAS: The Ministry of Education has reported a high incidence of students with IEP not completing high school across the province; and</p> <p>WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.</p> <p>BE IT RESOLVED: That SEAC recommend to the Board that an annual "Special Education Needs Students (SENS) Graduation report" be prepared for the Board and SEAC on Special Needs</p>	Superintendent of Special Services
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SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO February 19, 2020

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

			<p>reasons than above but completed the school year; and</p> <p>8. Number of students who did not complete the school year.</p> <p>We ask that the report be prepared annually and include the five most recent years of accumulated history listed by school year going forward. (i.e. in the first years, report will only have 2018-19 results, the second year will have 2018-19 and 2019-20, etc...) and Board-wide results for all students and, if possible, Provincial comparable (Item 11d).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	
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