

OUR MISSION

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

OUR VISION

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



AGENDA ADDENDUM THE REGULAR MEETING OF THE CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

PUBLIC SESSION

Michael Del Grande, Chair

Nancy Crawford, Vice-Chair

Thursday, November 12, 2020
7:00 P.M.

	Pages
11. Presentation	
11.a. Pat Daly, President of Ontario Catholic School Trustees' Association (OCSTA), regarding OCSTA (With Submission)	1 - 18
12. Priority Staff Reports	
12.b. Return to School Update (With Appendix B - Process for Selection of Projects for Covid-19 Resilience Infrastructure Stream (CVRIS) Funding Submission)	19 - 26

16. *Matters referred or deferred*

From the October 15, 2020 Regular Board Meeting and the November 11, 2020 Special Board Meeting

- 16.a. *Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held September 16, 2020* 27 - 75

Recommendations to Board:

1. To develop and draft a policy with protocol and procedures outlining *the use of exclusions* and the appeal process for Exclusion Appeals (**Consideration of Motion from Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act**)

2. That a report be prepared for the counting the number of Individual Education Plans (IEP) 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 2020/21 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; and

The report be included with the annual accountability framework report (**Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request**)

3. That the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted (**Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn**)

4. That SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B **(New Policy on Age-Appropriate Placement - Curriculum and Program Supports)**

5. i) That a budget presentation be made as soon as possible to SEAC on the Special Education Budget;

ii) That SEAC review, provide feedback and make recommendations about the Special Education Plan.

iii) That membership be encouraged on the SEAC Committee (**Set SEAC Goals for this year - from the Draft Annual Calendar**)

6.i) That the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section;

ii) On page 76, Line 2: That *in the most inclusive way possible* be added after students

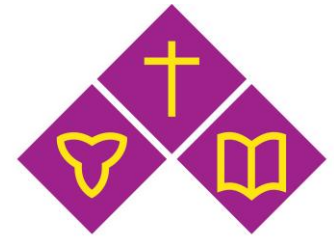
iii) That the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well (**Review of Policy: Special Education Programs and Services S.P.01**)

OCSTA PRESENTATION

TORONTO CATHOLIC DISTRICT SCHOOL BOARD – NOVEMBER, 2020

PATRICK J. DALY, PRESIDENT

NICK MILANETTI, EXECUTIVE DIRECTOR



Ontario Catholic School
Trustees' Association



CATHOLIC TRUSTEES: STEWARDS OF THE PROMISE

“He or she who seeks the office of trustee is seeking an honourable office.”

G. Emmett Cardinal Carter

WHO IS OCSTA?

- The Ontario Catholic School Trustees' Association (OCSTA) represents 237 trustees in 29 Catholic school boards across the Province
- Our mission is to **preserve and protect** publicly funded **Catholic education** in the Province of Ontario
- We are the official legislated bargaining agent for the school boards and we have a labour department that negotiates centrally all of the collective agreements for our various union groups

OCSTA BOARD OF DIRECTORS

Patrick J. Daly, President
Michael Bellmore, Vice President
Bev Eckensweiler, Past President

Region	OCSTA Director
Region 1	Colleen Landers, Northeastern CDSB
Region 2	Frank Bastone, Kenora CDSB
Region 3 (at large)	Leslie Cassidy-Amadio, Huron-Superior CDSB
Region 4	Marino Gazzola, Wellington CDSB
Region 5	Linda Ward, St. Clair CDSB
Region 6	Nancy Crawford and Garry Tanuan, Toronto CDSB,
Region 7	Luz del Rosario and Sharon Hobin, Dufferin-Peel CDSB
Region 8	Carol Cotton, York CDSB
Region 9	Linda Ainsworth, Peterborough Victoria Northumberland & Clarington CDSB
Region 10	Todd Lalonde, CDSB of Eastern Ontario
Region 11	Clifford Casey, Brant Haldimand Norfolk CDSB, Kathy Burtnik, Niagara CDSB
Region 12	Mark Mullan, Ottawa CSB
Region 13	Vincent Iantomasi, Halton CDSB

Bishop John Boissonneau,
ACBO Liaison

Fr. Patrick Fitzpatrick,
Chaplain

Nick Milanetti,
Executive Director



OCSTA STAFF

Executive Director	Nick Milanetti
Executive Assistant	Connie Araujo-De Melo
Director of Legislative & Political Affairs	Stephen Andrews
Director of Communications	Sharon McMillan
Director of Catholic Education	Anne O'Brien
Director of Administrative Services	Margaret Binns
Director of Labour Relations	TBA
Senior Labour Relations Advisor	Percy Toop
Labour Relations Advisor	Jim LoPresti
Labour Relations Coordinator	Mike McPhee, Ron McNamara
Policy Advisor – Finance	Dan Duszczyzyn
Administrative Staff	Ashlee Cabral, Pamela DeNobrega, Marie Palombi
Accountant	June Johnson

DENOMINATIONAL RIGHTS

- Canada's *Constitution Act, 1867* gives authority over education to the provinces
- The *Act* guaranteed Catholic education rights in Ontario and Protestant rights in Quebec
- We have the same obligations, duties, rights and privileges under the Education Act that public boards do
- Our boards have the preferential right to hire Catholics teachers to create a faith community where religious instruction, religious practice, virtues formation and faith development are integral to our schools
- There are continual challenges to this right
- On behalf of our 29 Member Catholic District School Boards we advocate that publicly funded Catholic Education in Ontario;
 - provides a distinct vision of education and makes a significant contribution to the fabric of our society
 - provides choice to parents through excellence in academics and faith formation

ROLES AND RESPONSIBILITIES OF TRUSTEES

- Elected to represent all Catholic Ratepayers in the school district by articulating and supporting a shared commitment to publicly funded Catholic Education
- Establish and monitor policies
- Approve budget and are stewards of available resources
- Appoint Director of Education and, consistent with board policy, other staff
- Act in the best interest of the board and in compliance with the Education Act

A MEMBER OF A BOARD SHALL, (BILL 177, 2009)

- a. carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b. attend and participate in meetings of the Board, including meetings of Board Committees of which he or she is a member;
- c. consult with parents, students and supporters of the Board on the Board's Multi-year plan under clause 169.1 (1) (f);
- d. bring concerns of parents, students and supporters of the Board to the attention of the Board;
- e. uphold the implementation of any Board resolution after it is passed by the Board;
- f. entrust the day to day management of the board to its staff through the Board's Director of Education;
- g. maintain focus on student achievement and well-being; and
- h. comply with the Board's Code of Conduct.

ROLE AS OFFICIAL BARGAINING AGENT FOR CATHOLIC SCHOOL BOARDS

- Ongoing engagement of OCSTA as the legislated employer bargaining agent for Catholic Boards, the *School Board Collective Bargaining Act, 2014* formalized the process for central bargaining across the Province
- Approximately 85% of School Board budgets are allocated to compensation and benefits to staff
- Our Labour Relations Department is funded by the Ministry through the GSN's and covers all expenses
- Represent Catholic School Boards in central dispute resolution on any central term that is applied universally
- Represent Catholic School Board(s) at Ontario Labour Relations Board at hearings flowing from Central Dispute process

POLITICAL ADVOCACY: PRIORITY ISSUES

- Adequacy in funding regarding school re-opening
- Bill 197 – expanded role of TVO and right to establish qualifications of Director of Education
- Regulation 274
- Autonomy/flexibility in education funding
- Student transportation funding (Provincial committee)
- Special education and student mental health funding
- Access to enhanced broadband services
- Sick leave costs
- Pupil accommodation reviews
- Capital funding
- Whole Child → Student Well-being

All of the above guided by our commitment to protect and promote the denominational rights of Catholic school boards

LEGISLATIVE ADVOCACY – OCSTA SUBMISSIONS

- Letter to Minister of Education re: Bill 197
- Joint letter to OTF re: flexibility in 50 day rule
- Pre-budget submission to the Ministry of Finance
- Child Care and Early Years consultation
- Submission to the Minister of Education – annual Finance Brief
- OCSTA response to Bill 68, Modernizing Ontario’s Municipal Act
- Submission to the Minister of Education –Supporting Students & Communities: Ontario’s Rural Education Strategy
- OCSTA/OPSBA joint response to the Ontario Human Rights Commission re: Update of the OHRC’s Guidelines on Accessible Education
- OCSTA response to the Ministry of Education’s “Engagement Guide for the Development of on Accessibility Standard for Education”
- Submission to the Ministry of Education on School Board Governance Supports
- Submission to the Attorney General, Cannabis Legal Framework
- OCSTA response to the Standing Committee on Justice Policy - Bill 174, Cannabis Smoke Free Ontario & Road Safety Statute Law Amendment Act
- OCSTA response to the Minister of Education – Pupil Accommodation Review and Community Planning and Partnership Guidelines
- Submission re: E-Learning

LEGAL CHALLENGES

- Threatens the rights of Catholic School Boards in Saskatchewan (Theodore Case)
- Initial ruling overturned by the Saskatchewan Appeals Court. (Court of Appeal revision in favour of the Saskatchewan Catholic School Trustees' Association)
- OCSTA received intervener status and acted in support of the Saskatchewan Catholic School Trustees' Association and in the best interest of publicly funded Catholic Education in Ontario

TOGETHER IN FAITH

- Campaign has generated over 24,000 subscribers
- Social media sharing is highest on posts about in-school charity and Christian service initiatives
- Subscribers are more likely to take action (e.g. share social media posts with their networks) when the post includes content about alumni
- Campaign goal: to get as many of our Catholic school supporters on this list as possible
- The list is used for communication and promotional purposes, however, should we need to encourage more specific actions from the Catholic community, this list provides a timely and effective way to connect with supporters.



Together in Faith

Ontario Catholic School Trustees' Association

TOGETHER, WE ARE BUILDING COMMUNITIES OF FAITH

Sign up now and help strengthen Catholic education in Ontario

www.togetherinfaith.ca

 @CatholicEdu  @CatholicEducationInOntario

THE JOY OF SERVICE: PRIVILEGE, RESPONSIBILITY

- The role of Catholic school trustee is a vocation in service to Catholic Education and the teaching Ministry of our church
- Trustees share in the joy of providing an education that addresses the spiritual, academic, social and physical needs of our young people
- Trustees contribute their skills, experience and time as an investment in the future and in the future leadership of our communities, our Catholic schools, and our church
- Responsibility of on-going personal and communal (Board of Trustees) faith formation and spiritual renewal

OCSTA FEES FOR EACH BOARD

Board	OCSTA Fees	Board Budget	% of Board Budget	Energy Savings	Cost/student
Dufferin-Peel CDSB	\$188,846	\$964,129,000	.0196%	\$1,239,000	\$1.33
Toronto CDSB	\$209,487	\$1,199,356,000	.0175%	\$1,275,000	\$1.29
York CDSB	\$141,000	\$634,276,000	.0224%	\$ 725,000	\$1.69
<u>Alberta CTA</u>	<u>Enrollment</u>	<u>Association Fees</u>			
Calgary CDSB	51, 207	\$254,398			
Edmonton CDSB	37,353	\$184,530			

RESOLUTIONS SUBMITTED TO OCSTA AGM

- Resolutions guide the work of OCSTA. They are submitted to the AGM for discussion and direction from the membership. The Toronto Catholic District School Board is an important contributor to the resolutions process
- At our AGM June 27th, the assembly approved that OCSTA establish an Ad Hoc Committee to review a series of resolutions to review membership fee structure, OCSTA vote allocations and general governance structure of the association. There will be representation from large boards on this committee. The three largest OCSTA member boards are represented on the Ad Hoc Committee
- Consistent with one of the resolutions, the committee has approved the hiring of a consulting firm to conduct research with regard to the OCSTA fee and governance structures
- Resolutions often are addressed in our Annual Finance Brief, GSN Consultation Paper, Pre-Budget and Budget Consultations. They as well guide our lobbying efforts with the Government and Ministry of Education

ONTARIO CATHOLIC SCHOOL TRUSTEES: 90 YEARS OF SERVICE

“Alone we can do so little; together we can do so much.”

- Economics of scale
- Unity – Advocacy
- Shared responsibility to protect and promote publicly funded Catholic Education

QUESTIONS...

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(647) 546-9784

APPENDIX B

Process for Selection of Projects for CVRIS Funding Submission

1. *Projects were selected for the CVRIS funding submission based on the following criteria:*

- 1) Improving facility condition with respect to air quality (ventilation, windows and outdoor learning), handwashing and access to drinking water;
- 2) Enhancing physical distancing (barriers, outdoor learning, playground enhancements, separate child care entrances and washrooms);
- 3) Facilitating distance learning (network infrastructure);
- 4) Work must be on permanent fixed assets; equipment and temporary structures are not eligible;
- 5) Assurance that projects can be completed by December 31, 2021 - this eliminated a number of projects that require a longer time frame;
- 6) Projects cannot be tendered before funding is approved – this eliminated projects that are underway or need to be started before the end of January, when funding approval is anticipated;
- 7) Projects meeting above criteria for which planning is already underway (“low hanging fruit”) under another funding source that can be reallocated to other needs if CVRIS funding is approved – School Renewal Plan, Playground Reserve and ICT budget;
- 8) Projects that will provide lasting, long-term enhancements to facilities in support of student achievement and well-being, in particular outdoor play and inquiry-based learning.

2. *Schools for each project type were selected based on the following criteria:*

- 1) Schools to be closed or replaced in the next 7 years are not eligible;
- 2) Need for ventilation upgrades and window replacements identified in VFA (Ministry building condition database);
- 3) Installation of water-bottle filling stations in ten Q5 schools with no existing units has already been initiated as an urgent priority; remainder of water bottle filling station installations have been included in the CVRIS funding submission;
- 4) Phase 3 of the Cooling Centre Program; these projects have not been tendered and can be completed by December 31, 2021;

- 5) Old handwashing facilities in need of replacement identified by Operations staff;
- 6) Schools with successful use of temporary tents prioritized for replacement of tents with permanent outdoor shelters; additional sites identified as Q4 and Q5 schools with sufficient site area;
- 7) Suitability of sites for outdoor classrooms and/or artificial turf play areas evaluated by Outdoor Environment Supervisor with Q4 and Q5 schools prioritized;
- 8) Playground Reserve projects that meet criteria of enhancing physical distancing or outdoor learning;
- 9) Child care projects meeting criteria identified as feasible in consultation with Early Years Department and City of Toronto Children's Services;
- 10) Remaining schools in Board-wide Wifi expansion and upgrade program already planned.

3. ***Projects were then ranked according to the following criteria:***

- 1) Prioritize projects that would not otherwise get done because no other funding source is available, and that address ventilation, handwashing and outdoor learning;
- 2) Prioritize projects with higher total project costs, to maximize the funding if we don't get the lower ranked projects.

4. ***Some schools may have no projects proposed for one of the following reasons:***

- 1) They are scheduled to be closed or replaced within the next seven years (these schools are not listed in the chart);
- 2) They are new, or relatively new schools with optimal air quality, handwashing, outdoor play and learning and ICT infrastructure;
- 3) Required facility upgrades are already underway or will be tendered before the end of January 2021; or
- 4) Required facility improvements will take longer and cannot be completed by December 31, 2021.

APPENDIX B - COVID-19 RESILIENCE INFRASTRUCTURE STREAM (CVRIS) PROPOSED PROJECT LIST & ESTIMATED PROJECT BUDGETS																				
		Facility Condition/H&S in Renewal Plan					New Facility Condition/H&S (not in Renewal Plan)				Physical Distancing/H&S Enhancements					Child Care			ICT	
Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
Intake Form Category Code		D30	B20	D20	D20	D30	D30	D30	C10	D20	G20	G20	G20	G20	G20	C10	C10	G20	D50	
Approximate Output		Optimizing Air Quality	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Optimizing Air Quality	Optimizing Air Quality	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Facilitate Distance Learning	
Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 1:																				
FATHER HENRY CARR	Q5				\$10,500						\$65,000	\$35,000								\$110,500
HOLY CHILD	Q5			\$25,000							\$65,000									\$90,000
MONSIGNOR JOHN CORRIGAN	Q5					\$133,000					\$65,000	\$35,000								\$233,000
MSGR. PERCY JOHNSON	Q5			\$25,000																\$60,000
ST. ANDREW	Q5			\$25,000	\$10,500		\$187,320	\$495,000		\$20,000	\$65,000	\$35,000								\$837,820
ST. ANGELA	Q5			\$25,000							\$65,000			\$35,000						\$175,000
ST. BENEDICT	Q5			\$25,000							\$65,000			\$35,000	\$50,000					\$140,000
ST. DOROTHY	Q5	\$187,500		\$25,000						\$40,000	\$65,000	\$35,000			\$50,000			\$60,000		\$412,500
ST. JOHN VIANNEY	Q5										\$65,000	\$35,000								\$100,000
ST. MAURICE	Q5			\$25,000							\$65,000	\$35,000								\$125,000
ST. STEPHEN	Q5										\$65,000									\$65,000
Total Ward 1		\$187,500	\$0	\$175,000	\$21,000	\$133,000	\$187,320	\$495,000	\$0	\$60,000	\$650,000	\$245,000	\$0	\$35,000	\$100,000	\$0	\$0	\$60,000	\$0	\$2,348,820
Ward 2:																				
ALL SAINTS	Q4																			\$110,000
FATHER SERRA	Q5				\$10,500		\$42,650				\$65,000	\$35,000	\$75,000	\$21,000						\$139,150
JOSYF CARDINAL SLIPYJ	Q3				\$21,000		\$44,600													\$65,600
MICHAEL POWER/ST JOSEPH	Q3	\$1,250,000																		\$1,250,000
MOTHER CABRINI	Q3									\$20,000	\$65,000	\$35,000		\$5,000						\$125,000
NATIVITY OF OUR LORD	Q3									\$10,000										\$10,000
OUR LADY OF PEACE	Q3																			\$0
ST.CLEMENT	Q1																			\$0
ST.DEMETRIUS	Q4	\$500,000			\$10,500															\$620,500
ST.EUGENE	Q5										\$65,000									\$65,000
ST.GREGORY	Q1									\$40,000										\$40,000
ST.MARCELLUS	Q5					\$133,000					\$65,000	\$35,000				\$250,000	\$57,500	\$60,000		\$600,500
TRANSFIGURATION	Q5					\$133,000					\$65,000									\$198,000
Total Ward 2		\$1,750,000	\$0	\$0	\$42,000	\$266,000	\$87,250	\$0	\$0	\$70,000	\$325,000	\$140,000	\$150,000	\$26,000	\$0	\$250,000	\$57,500	\$60,000	\$0	\$3,223,750

Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
Intake Form Category Code		D30	B20	D20	D20	D30	D30	D30	C10	D20	G20	G20	G20	G20	G20	C10	C10	G20	D50	
Approximate Output		Optimizing Air Quality	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Optimizing Air Quality	Optimizing Air Quality	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Facilitate Distance Learning	
Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 3:																				
BLESSED MARGHERITA CITTA FACILITIES WEST	Q5 n/a										\$65,000	\$35,000			\$25,000					\$125,000
JAMES CARDINAL McGUIGAN	Q5									\$40,000		\$35,000							\$21,000	\$21,000
MSGR. FRASER - Norfinch Campus	Q5				\$21,000					\$20,000									\$153,000	\$228,000
ST.ANDRE	Q5										\$65,000								\$82,000	\$123,000
ST.AUGUSTINE of Canterbury	Q5									\$20,000	\$65,000	\$35,000								\$65,000
ST.BASIL-THE-GREAT COLLEGE	Q5										\$65,000	\$35,000								\$120,000
ST.CHARLES GARNIER	Q5				\$10,500					\$20,000	\$65,000	\$35,000								\$100,000
ST.FRANCIS DE SALES	Q5					\$133,000					\$65,000	\$35,000								\$130,500
ST.JANE FRANCES	Q5										\$65,000	\$35,000			\$20,000					\$253,000
ST.JUDE	Q5										\$15,000				\$50,000					\$70,000
ST.PHILIP NERI (holding school)	Q5 n/a		\$165,000				\$143,070				\$65,000		\$75,000	\$23,181						\$471,251
ST.ROCH	Q5				\$10,500						\$65,000	\$35,000								\$0
ST.SIMON	Q5										\$65,000									\$110,500
ST.WILFRID	Q5										\$65,000			\$25,000	\$30,000					\$65,000
VEN. JOHN MERLINI	Q5										\$65,000	\$35,000			\$30,000					\$120,000
																				\$130,000
Total Ward 3		\$0	\$165,000	\$0	\$42,000	\$133,000	\$143,070	\$0	\$0	\$100,000	\$730,000	\$280,000	\$75,000	\$53,181	\$155,000	\$0	\$0	\$0	\$256,000	\$2,132,251
Ward 4:																				
BISHOP MARROCCO/THOMAS MERTON	Q1									\$40,000									\$190,200	\$230,200
FATHER JOHN REDMOND	Q4										\$65,000	\$35,000								\$100,000
HOLY FAMILY	Q2				\$21,000					\$30,000				\$47,765						\$98,765
JAMES CULNAN	Q1				\$10,500					\$40,000				\$15,000	\$25,000					\$90,500
OUR LADY OF SORROWS	Q1							\$110,000												\$110,000
ST.AMBROSE	Q2				\$10,500															\$10,500
ST.CECILIA	Q1									\$20,000										\$20,000
ST.ELIZABETH	Q3									\$10,000				\$2,000						\$12,000
ST.JAMES	Q1				\$10,500															\$10,500
ST.JOSAPHAT	Q4				\$21,000					\$20,000	\$15,000		\$75,000	\$5,000						\$136,000
ST.MARK	Q3													\$5,000	\$50,000	\$250,000				\$305,000
ST.PIUS X	Q1					\$133,000				\$20,000										\$153,000
ST.VINCENT DE PAUL	Q1									\$30,000					\$50,000					\$80,000
CHRIST THE KING (holding school)			\$250,000							\$30,000										\$280,000
THE HOLY TRINITY	Q4				\$10,500					\$30,000	\$65,000	\$35,000	\$75,000							\$215,500
Total Ward 4		\$0	\$250,000	\$0	\$84,000	\$133,000	\$0	\$110,000	\$0	\$270,000	\$145,000	\$70,000	\$150,000	\$74,765	\$125,000	\$250,000	\$0	\$0	\$190,200	\$1,851,965

Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
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Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 5:																				
ST. JOSEPH MORROW PARK (new)	n/a																			\$0
BLESSED SACRAMENT	Q1									\$20,000										\$20,000
BREBEUF COLLEGE	Q2																			\$30,000
CARDINAL CARTER ACADEMY	Q2				\$21,000									\$30,000						\$129,589
CATHOLIC EDUCATION CENTRE	n/a				\$21,000		\$750,000		\$50,000					\$16,589					\$92,000	\$821,000
DANTE ALIGHIERI ACADEMY	Q4		\$585,000		\$21,000					\$20,000									\$143,000	\$769,000
LORETTO ABBEY	Q3									\$50,000										\$50,000
MADONNA H.S.	Q5	\$150,000		\$25,000						\$20,000	\$65,000	\$35,000							\$129,000	\$424,000
MARSHALL McLUHAN	Q1				\$10,500															\$10,500
OUR LADY OF THE ASSUMPTION	Q4				\$10,500			\$55,000			\$65,000	\$35,000						\$30,000		\$195,500
ST.AGNES	Q2					\$133,000				\$20,000										\$153,000
ST.CHARLES	Q4										\$65,000		\$75,000		\$25,000					\$165,000
ST.CONRAD	Q5			\$25,000							\$65,000									\$90,000
ST.CYRIL	Q3				\$10,500			\$55,000		\$40,000				\$12,000	\$15,000					\$132,500
ST.EDWARD	Q3				\$10,500	\$133,000														\$143,500
ST.GABRIEL	Q2					\$133,000										\$250,000				\$383,000
ST.JEROME	Q5			\$25,000				\$110,000			\$65,000	\$35,000		\$49,000			\$80,500	\$60,000		\$424,500
ST.MARGARET	Q3				\$21,000					\$20,000										\$41,000
ST.MARTHA	Q5			\$25,000		\$133,000				\$20,000	\$65,000	\$35,000								\$278,000
ST.NORBERT	Q5									\$10,000										\$10,000
ST.PASCHAL BAYLON	Q4									\$40,000	\$15,000		\$75,000							\$130,000
ST.RAPHAEL	Q5			\$25,000		\$133,000				\$10,000	\$65,000	\$35,000	\$75,000							\$343,000
ST.ROBERT	Q3			\$25,000																\$25,000
STS.COSMAS & DAMIAN	Q4				\$10,500			\$110,000		\$20,000	\$65,000	\$35,000								\$240,500
Total Ward 5		\$150,000	\$585,000	\$150,000	\$136,500	\$665,000	\$750,000	\$330,000	\$50,000	\$290,000	\$535,000	\$210,000	\$225,000	\$107,589	\$40,000	\$250,000	\$80,500	\$90,000	\$364,000	\$5,008,589
Ward 6:																				
LORETTO COLLEGE	Q3				\$10,500					\$10,000									\$99,000	\$119,500
ST.ANTHONY	Q3				\$21,000					\$20,000										\$41,000
ST.CLARE	Q3		\$800,000							\$30,000										\$1,175,000
ST.HELEN	Q4				\$10,500					\$40,000	\$65,000	\$35,000	\$75,000	\$65,000	\$30,000	\$250,000				\$225,500
ST.JOHN BOSCO	Q2				\$10,500	\$133,000														\$143,500
ST.LUIGI	Q3				\$21,000															\$21,000
ST.MARY CATHOLIC ACADEMY	Q4				\$21,000									\$22,985						\$43,985
ST.MARY OF THE ANGELS	Q3																			\$0
ST.NICHOLAS OF BARI	Q2				\$21,000					\$30,000					\$30,000					\$81,000
ST.PAUL VI	Q5									\$30,000		\$15,000	\$75,000	\$5,000						\$125,000
ST.RITA	Q3				\$21,000					\$20,000					\$25,000					\$66,000
ST.SEBASTIAN	Q3				\$21,000															\$21,000
STELLA MARIS	Q3				\$21,000										\$50,000					\$71,000
Total Ward 6		\$0	\$800,000	\$0	\$178,500	\$133,000	\$0	\$0	\$0	\$180,000	\$65,000	\$50,000	\$150,000	\$92,985	\$135,000	\$250,000	\$0	\$0	\$99,000	\$2,133,485

Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
Intake Form Category Code		D30	B20	D20	D20	D30	D30	D30	C10	D20	G20	G20	G20	G20	G20	C10	C10	G20	D50	
Approximate Output		Optimizing Air Quality	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Optimizing Air Quality	Optimizing Air Quality	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Facilitate Distance Learning	
Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 7:																				
EPIPHANY OF OUR LORD	Q2				\$10,500					\$20,000						\$250,000				\$305,500
HOLY SPIRIT	Q4									\$30,000	\$65,000	\$35,000		\$25,000			\$57,500			\$208,819
MARY WARD	Q4			\$25,000	\$21,000		\$41,270			\$20,000	\$65,000	\$35,000		\$21,319						\$207,270
Mary Ward Linc	n/a				\$21,000															\$21,000
MSGR. FRASER - MIDLAND	Q2				\$21,000			\$330,000		\$40,000										\$391,000
OUR LADY OF WISDOM	Q3				\$10,500	\$133,000				\$10,000										\$153,500
PRECIOUS BLOOD	Q3			\$25,000							\$65,000	\$35,000	\$75,000							\$200,000
ST.AIDAN	Q2				\$10,500					\$40,000						\$250,000	\$57,500			\$358,000
ST.ALBERT	Q3				\$21,000					\$20,000										\$41,000
ST.HENRY	Q4									\$20,000	\$65,000	\$35,000								\$120,000
ST.JOAN OF ARC CATHOLIC ACADEMY	Q5				\$10,500						\$65,000	\$35,000								\$110,500
ST.KEVIN	Q3									\$20,000										\$20,000
ST.LAWRENCE	Q4				\$10,500					\$20,000	\$65,000									\$95,500
ST.MAXIMILIAN KOLBE housing SIS Dept	n/a				\$21,000														\$42,000	\$63,000
ST.NICHOLAS	Q5				\$10,500						\$65,000			\$20,000						\$95,500
ST.SYLVESTER	Q2				\$10,500					\$20,000										\$30,500
ST.VICTOR	Q3				\$10,500															\$10,500
Total Ward 7		\$0	\$0	\$50,000	\$189,000	\$133,000	\$41,270	\$330,000	\$0	\$260,000	\$455,000	\$175,000	\$75,000	\$66,319	\$0	\$500,000	\$115,000	\$0	\$42,000	\$2,431,589
Ward 8:																				
BLESSED PIER GIORGIO FRASSATI	Q4				\$10,500															\$10,500
CARDINAL LEGER	Q5			\$25,000	\$10,500							\$35,000		\$10,000						\$80,500
FRANCIS LIBERMANN	Q4						\$59,600													\$59,600
OUR LADY OF GRACE	Q4				\$21,000		\$210,000	\$220,000		\$20,000	\$65,000	\$35,000								\$571,000
PRINCE OF PEACE	Q4				\$10,500						\$65,000									\$75,500
SACRED HEART	Q5			\$25,000							\$65,000	\$35,000								\$145,000
ST.BARNABAS	Q5						\$97,350			\$20,000	\$65,000				\$25,000					\$207,350
ST.BARTHOLOMEW	Q2		\$405,500		\$10,500					\$20,000										\$436,000
ST.BEDE	Q4				\$21,000		\$59,600			\$40,000	\$65,000									\$185,600
ST.BRENDAN	Q3					\$133,000	\$67,225			\$40,000				\$3,000						\$243,225
ST.COLUMBA	Q5				\$10,500					\$20,000	\$65,000	\$35,000		\$5,243	\$45,000					\$180,743
ST.DOMINIC SAVIO	Q4				\$21,000						\$65,000	\$35,000								\$121,000
ST.ELIZABETH SETON	Q2				\$10,500					\$20,000										\$30,500
ST.FLORENCE	Q5			\$25,000	\$21,000	\$133,000				\$20,000	\$65,000	\$35,000								\$299,000
ST.GABRIEL LALEMANT	Q5				\$21,000					\$20,000	\$65,000	\$35,000								\$141,000
ST.IGNATIUS OF LOYOLA	Q4				\$21,000					\$20,000	\$65,000	\$35,000								\$141,000
ST.JEAN DE BREBEUF	Q4				\$10,500					\$20,000	\$65,000	\$35,000								\$130,500
ST.MALACHY	Q4				\$21,000						\$65,000	\$35,000								\$121,000
ST.MARGUERITE BOURGEOYS	Q4				\$21,000	\$133,000				\$40,000	\$15,000	\$35,000			\$50,000					\$294,000
ST.MOTHER TERESA CATHOLIC ACADEMY	Q5						\$167,000			\$80,000	\$65,000	\$35,000						\$155,000		\$502,000
ST.RENE GOUPIL	Q4				\$21,000	\$133,000				\$20,000	\$65,000	\$35,000		\$6,000	\$50,000	\$250,000				\$580,000
THE DIVINE INFANT	Q4				\$21,000					\$20,000	\$65,000	\$35,000								\$141,000
Total Ward 8		\$0	\$405,500	\$75,000	\$283,500	\$532,000	\$660,775	\$220,000	\$0	\$440,000	\$990,000	\$490,000	\$0	\$24,243	\$170,000	\$250,000	\$0	\$0	\$155,000	\$4,696,018

Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
Intake Form Category Code		D30	B20	D20	D20	D30	D30	D30	C10	D20	G20	G20	G20	G20	G20	C10	C10	G20	D50	
Approximate Output		Optimizing Air Quality	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Optimizing Air Quality	Optimizing Air Quality	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Facilitate Distance Learning	
Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 9:																				
BISHOP MACDONNELL	Q3																			\$0
D'ARCY MCGEE	Q3				\$21,000					\$20,000					\$25,000	\$250,000		\$40,000		\$356,000
HOLY ROSARY	Q1													\$10,000						\$10,000
MSGR. FRASER - ANNEX & ORIENTATION	Q2		\$272,500		\$21,000														\$38,000	\$331,500
MSGR. FRASER - ISABELLA	Q4				\$21,000		\$20,000												\$37,000	\$78,000
MSGR. FRASER - ISABELLA NORTH Campus	n/a																			\$0
MSGR. FRASER - ST. MARTIN CAMPUS	Q2																		\$37,000	\$37,000
OUR LADY OF LOURDES	Q2														\$20,000					\$20,000
OUR LADY OF PERPETUAL HELP	Q2																			\$0
POPE FRANCIS	Q1				\$21,000					\$20,000										\$41,000
ST.ALPHONSUS	Q3				\$10,500															\$10,500
ST.FRANCIS OF ASSISI	Q2				\$21,000	\$133,000				\$40,000										\$194,000
ST.JOSEPH'S COLLEGE	Q2				\$10,500														\$145,000	\$155,500
ST.MARY	Q2				\$21,000					\$30,000									\$148,000	\$199,000
ST.MICHAEL	Q3				\$21,000															\$21,000
ST.PAUL	Q4				\$10,500					\$30,000										\$40,500
ST.THOMAS AQUINAS	Q3									\$20,000										\$20,000
Total Ward 9		\$0	\$272,500	\$0	\$178,500	\$133,000	\$20,000	\$0	\$0	\$160,000	\$0	\$0	\$0	\$10,000	\$45,000	\$250,000	\$0	\$40,000	\$405,000	\$1,514,000
Ward 10:																				
CHAMINADE COLLEGE	Q5			\$25,000	\$10,500							\$35,000								\$70,500
IMMACULATE CONCEPTION	Q5			\$25,000	\$10,500															\$35,500
OUR LADY OF VICTORY	Q5			\$25,000	\$10,500						\$65,000	\$35,000								\$135,500
SANTA MARIA	Q5				\$10,500					\$10,000	\$65,000	\$35,000								\$120,500
ST.BERNARD	Q5			\$25,000										\$15,000						\$40,000
ST.FRANCIS XAVIER	Q5			\$25,000			\$167,000			\$10,000	\$65,000	\$35,000		\$50,000						\$352,000
ST.JOHN THE EVANGELIST	Q5																			\$0
ST.MATTHEW	Q4			\$25,000						\$30,000										\$55,000
ST.OSCAR ROMERO	Q5			\$25,000			\$165,100			\$30,000	\$65,000	\$35,000							\$190,000	\$510,100
Total Ward 10		\$0	\$0	\$175,000	\$42,000	\$0	\$332,100	\$0	\$0	\$80,000	\$260,000	\$175,000	\$0	\$65,000	\$0	\$0	\$0	\$0	\$190,000	\$1,319,100

Project Type:		Ventilation Upgrades	Window Replacement	Additional Handwashing Facilities (Nutrition Prog)	Water Bottle Filling Stations	Cooling Centre	Ventilation/ AC Upgrades	Portables Ventilation/ AC Upgrades	Minor interior alterations for physical distancing	Upgrade handwash facilities	Outdoor Shelter/ Shade Structure	Outdoor Classroom	Small Artificial Turf Play Space	Playground Reserve	Other Playground Upgrades	Child Care Add Separate Washroom	Child Care Separate Entrance	Child Care Playground Expansion/ Division	WiFi Cabling & Access Points	TOTAL PER SCHOOL
Intake Form Category Code		D30	B20	D20	D20	D30	D30	D30	C10	D20	G20	G20	G20	G20	G20	C10	C10	G20	D50	
Approximate Output		Optimizing Air Quality	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Promote Occupant Health/Safety	Optimizing Air Quality	Optimizing Air Quality	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Promote Occupant Health/Safety	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Enhance Physical Distancing	Facilitate Distance Learning	
Priority Rank		10	9	14	11	13	1	5	17	2	3	6	4	12	17	7	16	15	8	
Ward 11:																				
ANNUNCIATION	Q2				\$10,500	\$133,000								\$30,000	\$25,000					\$198,500
BLESSED TRINITY	Q2				\$10,500					\$30,000							\$57,500	\$30,000		\$128,000
CANADIAN MARTYRS	Q1									\$40,000				\$11,500						\$51,500
FACILITIES EAST	n/a				\$10,500														\$30,000	\$40,500
HOLY CROSS	Q1																			\$0
HOLY NAME	Q1				\$21,000					\$40,000										\$61,000
MSGR. FRASER - OLO MOUNT CARMEL CAMPUS	n/a				\$21,000															\$21,000
NOTRE DAME HIGH SCHOOL	Q1																		\$110,000	\$110,000
SENATOR O'CONNOR	Q2																			\$0
ST.ANSELM	Q1					\$133,000				\$30,000										\$163,000
ST.BONAVENTURE	Q1																			\$0
ST.BRIGID	Q1				\$21,000															\$21,000
ST.CATHERINE	Q2														\$25,000					\$25,000
ST.DENIS	Q1					\$133,000				\$40,000										\$173,000
ST.GERALD	Q3				\$21,000					\$20,000										\$41,000
ST.ISAAC JOGUES	Q2									\$20,000										\$20,000
ST.JOHN (TORONTO)	Q1				\$10,500											\$250,000				\$260,500
ST.JOHN XXIII	Q5			\$25,000	\$21,000					\$40,000	\$65,000	\$35,000	\$75,000							\$261,000
ST.JOSEPH	Q1				\$10,500					\$40,000										\$50,500
ST.KATERI TEKAKWITHA	Q3							\$165,000		\$20,000										\$185,000
ST.MONICA	Q2				\$10,500					\$40,000					\$10,000					\$60,500
ST.PATRICK CSS	Q3				\$10,500					\$60,000									\$255,000	\$325,500
ST.TIMOTHY	Q3																			\$0
Total Ward 11		\$0	\$0	\$25,000	\$178,500	\$399,000	\$0	\$165,000	\$0	\$440,000	\$65,000	\$35,000	\$75,000	\$41,500	\$60,000	\$250,000	\$57,500	\$30,000	\$395,000	\$2,216,500
Ward 12:																				
IMMACULATE HEART OF MARY	Q2				\$10,500					\$20,000					\$50,000					\$80,500
NEIL McNEIL	Q2				\$10,500														\$153,000	\$163,500
OUR LADY OF FATIMA	Q4										\$15,000									\$15,000
ST.AGATHA	Q2					\$133,000				\$20,000										\$153,000
ST.BARBARA	Q4				\$10,500					\$20,000	\$65,000	\$35,000			\$50,000					\$180,500
ST.BONIFACE	Q4						\$47,300			\$20,000										\$124,800
ST.DUNSTAN	Q4					\$133,000				\$50,000	\$65,000	\$35,000	\$75,000	\$30,000						\$388,000
ST.EDMUND CAMPION	Q4				\$21,000					\$20,000	\$65,000	\$35,000		\$10,000	\$50,000					\$201,000
ST.JOACHIM	Q4				\$10,500					\$20,000	\$65,000	\$35,000		\$25,000						\$155,500
ST.JOHN PAUL II	Q4							\$110,000		\$120,000	\$65,000									\$295,000
ST.MARIA GORETTI	Q4										\$65,000									\$65,000
ST.MARTIN DE PORRES	Q4							\$55,000			\$65,000									\$177,500
ST.RICHARD	Q4										\$65,000						\$57,500			\$65,000
ST.ROSE OF LIMA	Q4		\$278,750							\$30,000	\$15,000		\$75,000				\$57,500			\$456,250
ST.THERESA SHRINE	Q2				\$21,000					\$20,000										\$41,000
ST.THOMAS MORE	Q4				\$10,500					\$20,000	\$65,000	\$35,000								\$130,500
ST.URSULA	Q2				\$10,500			\$55,000		\$20,000										\$85,500
Total Ward 12		\$0	\$278,750	\$0	\$105,000	\$266,000	\$47,300	\$220,000	\$0	\$380,000	\$615,000	\$175,000	\$150,000	\$65,000	\$150,000	\$0	\$172,500	\$0	\$153,000	\$2,777,550
GRAND TOTAL ALL WARDS		\$2,087,500	\$2,756,750	\$650,000	\$1,480,500	\$2,926,000	\$2,269,085	\$1,870,000	\$50,000	\$2,730,000	\$4,835,000	\$2,045,000	\$1,050,000	\$661,582	\$980,000	\$2,250,000	\$483,000	\$280,000	\$2,249,200	\$31,653,617

OUR MISSION

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

OUR VISION

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



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

HELD WEDNESDAY SEPTEMBER 16, 2020

PRESENT:

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

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

Staff: B. Browne
D. Koenig
M. Meehan
V. Cocco
M. Gendron
R. Macchia
J. Mirabella
F. Piddisi
D. Reid
P. Stachiw

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

2. Call to Order

Maria Meehan and Dr. Brendan Browne were introduced as the new Superintendent of Special Services and Director of Education respectively

2. Roll Call & Apologies

Glenn Webster was absent.

3. Approval of the Agenda

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum; and that Items 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report; 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility; and 16a) Autism Ontario 2020 Pre-Budget Consultation Submission be reordered after Item 6c) SEAC Annual Calendar as of March 2020, be approved.

On the Vote being taken, the Motion was declared

CARRIED

4. Declarations of Interest

There were none.

5. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Mary Pugh, that the Minutes of the Regular Meeting held June 10, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Annual Calendar Items

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 6a) be adopted as follows:

- 6a) SEAC Annual Calendar as of September 2020** that the SEAC Annual Calendar begin with September each year.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 6b) be adopted as follows:

- 6b) Special Education Plan Review: The Special Education Advisory Committee (SEAC)** that the changes to the Special Education Plan be referred to Staff for their review.

On the Vote being taken, the Motion was declared

CARRIED

- 6c) SEAC Annual Calendar as of March 2020**

Superintendent Meehan indicated that this item was dealt with during Item 6a) SEAC Annual Calendar as of September 2020.

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

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 14h) be adopted as follows:

- 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report** that Staff extend an invitation to Student Trustees to present their 2020/21 Goals Report at the October 14, 2020 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that Item 14i) be adopted as follows:

- 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility** that the Item be tabled.

On the Vote being taken, the Motion was declared

CARRIED

16. Association Reports

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

- 16a) Autism Ontario 2020 Pre-Budget Consultation Submission** received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

- 9a) Superintendent Update - September** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9b) be adopted as follows:

- 9b) Superintendent Update - March** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9c) Safe School Report 2019-2020** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9d) be adopted as follows:

- 9d) Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education Plan** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9e) be adopted as follows:

- 9e) Safe Schools Committee** received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Deborah Nightingale, that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee.

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 Trustee Kennedy, seconded by George Wedge, that Item 9f) be adopted as follows:

9f) Mental Health Committee received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 9g) be adopted as follows:

9g) Special Education Superintendent Update - February received.

On the Vote being taken, the Motion was declared

CARRIED

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

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 10a) be adopted as follows:

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

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; and

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.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Kennedy, that “*the use of exclusions*” be added after “outlining” (paragraph 6, line 2).

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

12. Consent and Review

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

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request – Tyler Munro;

14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn – Trustee Kennedy;

14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports – Tyler Munro

14f) Set SEAC Goals for this Year (From the Draft Annual Calendar) – Deborah Nightingale;

14g) Review of Policy: Special Education Programs and Services (S.P.01) – Tyler Munro;

14j) Inquiry from Tyler Munro regarding Special Education Fair – Tyler Munro;

14k) Inquiry from Tyler Munro regarding Email Blasts – Tyler Munro;

17a) Letter of Resignation from Lori Ciccolini as Special Education Advisory Committee (SEAC) Community Representative – Deborah Nightingale; and

18a) Pending List as at September 16, 2020 – Tyler Munro

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that all Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

14b) Graduation Statistics for Students with Special Needs;

14d) Parent Reaching Out (PRO) Regional Grant 2019-2020;

14e) Communication from Windsor-Essex Catholic District School Board;

15a) Greater Essex County District School Board Letter to Minister of Education, February 20, 2020;

17b) SEAC Email Requirements and Member Contact Information;

18b) Pending List as at March 25, 2020; and

18c) Pending List as at February 19, 2020

The Chair declared a 5-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

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

External George Wedge, Vice Chair

Members: Lori Mastrogiuseppe
Tyler Munro
Deborah Nightingale
Mary Pugh

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 13a) be adopted as follows:

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request:

WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Special needs students without an Individual Education Plan (IEP) detailing their needed accommodations will not meet their potential at school, may become disruptive at school and become alienated;

WHEREAS: The Auditor General of Ontario in their 2008 report raised

concerns about IEP not being completed in a timely manner. (Section 4.14. Recommendation 9, page 392);

WHEREAS: The Ministry of Education’s IEP Resource Guide states: “The 30-day requirement for completion of an IEP applies to the IEPs of all students, including those who have not been formally identified as exceptional but who receive a special education program and/or service.” (pg. 42); and

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

THEREFORE BE IT RESOLVED THAT: SEAC recommend to the Board a report be prepared for counting the number of IEPs due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period Expires;

The report should not include more than the previous five school years of Reporting;

The report to separate Elementary and Secondary results with a boardwide cumulative result; and

The report to be included with the Annual Accountability Framework Report.

On the Vote being taken, the Motion was declared

CARRIED

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

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

- 14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn** that SEAC recommend to Board that the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that Item 14c) be adopted as follows:

- 14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports** that SEAC recommend to Board that SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 14f) be adopted as follows:

14f) Set SEAC Goals for this Year (from the Draft Annual Calendar) that SEAC recommend to the Board:

1. That a budget presentation be made as soon as possible to SEAC on the Special Education budget;
2. That SEAC review, provide feedback and make recommendations about the Special Education Plan; and
3. That membership be encouraged on the SEAC Committee.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 14g) be adopted as follows:

14g) Review of Policy: Special Education Programs and Services (S.P.01) that SEAC recommend to Board that the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that SEAC recommend to Board that *in the most inclusive way possible* be added after students (Page 76, Line 2).

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that SEAC recommend to Board that the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well.

On the Vote being taken, the Motion was declared

CARRIED

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

- 14j) Inquiry from Tyler Munro regarding Special Education Fair** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 14k) Inquiry from Tyler Munro regarding Email Blasts** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

Inquiries and Miscellaneous

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

- 17a) Letter of Resignation from Lori Ciccolini as a Special Education Advisory Committee (SEAC) Community Representative received.**

On the Vote being taken, the Motion was declared

CARRIED

18. Pending List

MOVED by Tyler Munro, seconded by George Wedge, that Item 18a) be adopted as follows:

- 18a) Pending List as at September 16, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

19. Adjournment

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

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



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.mcguickin@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.



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

Purpose:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

Regulations:

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

Definitions:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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

Evaluation and Metrics:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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



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



TCDSB Special Services Department

1.0 Purpose

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

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

2.0 Background

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

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

3.0 Three Effective Approaches to Classroom Instruction (*Learning for All, 2013, p.12-14*)

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

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

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

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

3.1 Universal Design for Learning (UDL)

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

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

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

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

3.2 Common Classroom Strategies

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

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

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

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

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

Differentiated Instruction includes:

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

Differentiated Instruction does not include:

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

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

Differentiate Content

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

Differentiate Process

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

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

Differentiate Product

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

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

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

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

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

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

The tiered approach can:

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

4.0 Understanding Students' Social-Emotional Needs and Abilities

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

5.0 Considerations for Acceleration

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