

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA November 18, 2020

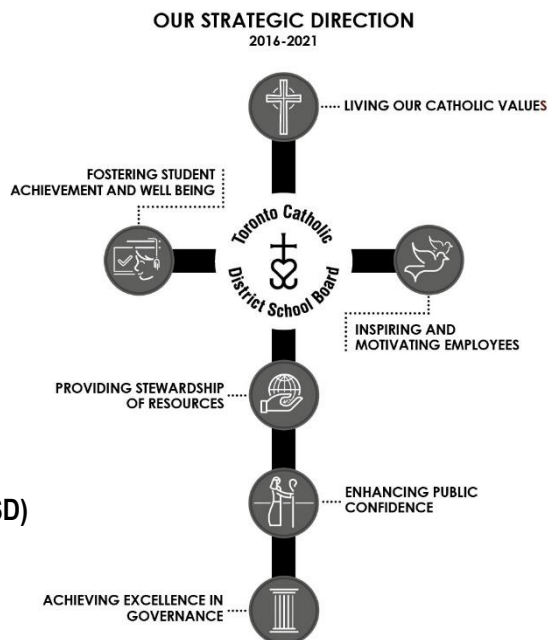
**Nancy Crawford, Chair and  
Trustee Member**

**George Wedge, Vice Chair  
Easter Seals**

**Melanie Battaglia  
Autism Ontario**

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

**Tyler Munro  
Integration Action for Inclusion  
Representative**



**Deborah Nightingale  
Association for Bright Children**

**Mary Pugh  
VOICE for Hearing Impaired**

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

**Wendy Layton  
Community Representative**

**Trustee Members  
Angela Kennedy  
Daniel Di Giorgio**

### MISSION

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

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

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**

**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**

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

**Dr. Brendan Browne  
Director of Education**

**Joseph Martino  
Chair of the Board**

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

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

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

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

## **LAND ACKNOWLEDGEMENT**

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

Nous tenons d'abord à souligner que toutes les écoles du conseil TCDSB se situent sur des territoires traditionnels. Ces territoires comprennent ceux des Wendats, de la Nation Anishinabek, de la Confédération de Haudenosaunee, des Mississaugas of the Credit First Nations. Nous voudrions également reconnaître la pérennité de la présence des peuples des Premières Nations, des Métis et des Inuits sur ces terres en Ontario et partout dans le Canada.

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

**PUBLIC SESSION**

Nancy Crawford, Chair

George Wedge, Vice Chair

Wednesday, November 18, 2020

7:00 P.M.

---

	Pages
1. Call to Order	
2. Opening Prayer	
3. Land Acknowledgement	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Notices of Motion	
7. Declarations of Interest	
8. Approval & Signing of the Minutes of the Meeting held October 14, 2020 for Public Session	1 - 8
9. Delegations	
9.a. Julie Altomare-Di Nunzio and Anthony Bellissimo, representatives of Toronto Elementary Catholic Teachers (TECT) regarding the Elementary Special Education Delivery Model	9
10. Annual Calendar Items	

10.a.	Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of November 18, 2020	10 - 12
10.b.	Special Education Plan Review	13 - 39
	<a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/SpecEdPlanDoc/13%20SEAC%20rev.pdf">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/SpecEdPlanDoc/13%20SEAC%20rev.pdf</a>	
	<ul style="list-style-type: none"> <li>• <i>Special Education Placements Provided by the Board</i></li> <li>• <i>Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement</i></li> </ul>	
<b>11.</b>	<b>Presentations</b>	
<b>12.</b>	<b>Nominations</b>	
12.a.	Letter of Interest to Serve as Special Education Advisory Committee Member from Lisa McMahon, Community Member	40 - 41
<b>13.</b>	<b>Reports of Officials for Information by the Board/Other Committees</b>	
13.a.	Special Education Superintendent Update - November	42 - 45
13.b.	Ontario Regulation 274 Revocation (Verbal) - Maria Meehan, Superintendent Special Services	
13.c.	Update on Professional Assessments (Verbal) - Maria Meehan, Superintendent Special Services	
13.d.	Special Education Plan Checklist Submission to Ministry of Education	46
13.e.	Education Quality and Accountability Office (EQAO) Update (Verbal) - Maria Meehan, Superintendent Special Services	
13.f.	Special Incidence Portion (SIP) Update (Verbal) - Maria Meehan, Superintendent Special Services	
13.g.	Identification Placement and Review Committee (IPRC) - Placement (Verbal) - Maria Meehan, Superintendent Special Services	

14. **Consideration of Motions for Which Previous Notice has been Given**
15. **Consent and Review**
16. **Unfinished Business from Previous Meetings**
17. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
18. **List of Communications**
  - 18.a. Letter of Resignation from Joy Alma as a Special Education  
Advisory Committee (SEAC) Community Representative 47
19. **Association Reports**
20. **Inquiries and Miscellaneous**
21. **Pending List**
  - 21.a. Pending List as at November 18, 2020 48 - 52
22. **Adjournment**

**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 OCTOBER 14, 2020**

**PRESENT:**

**Trustees:** N. Crawford, Chair – In Person  
A. Kennedy

**Non-Voting  
Trustee:** Norman Di Pasquale

**External  
Members:** George Wedge, Vice Chair  
Joy Alma  
Melanie Battaglia  
Wendy Layton  
Lori Mastrogiuseppe  
Tyler Munro  
Deborah Nightingale

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

S. Hinds-Barnett, Acting Recording Secretary

**1. Call to Order**

Trustee Crawford introduced Joy Alma and Wendy Layton, the new SEAC community representatives.

**3. Roll Call & Apologies**

Apologies were extended on behalf of Trustee Di Giorgio, Mary Pugh and Glen Webster.

**4. Approval of the Agenda**

MOVED by George Wedge, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**5. Declarations of Interest**

There were none.

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

MOVED by Deborah Nightingale, seconded by George Wedge, that the Minutes of the Regular Meeting held September 16, 2020 be approved with the following amendments:

Page 14, Item 14f) Recommendation 1:

i) That *as soon as possible* be inserted after *made*.

ii) That *SEAC budget* be replaced with *Special Education budget*.



On the Vote being taken, the Motion was declared

CARRIED

**7. Annual Calendar Items**

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

- 7a) Special Education Advisory Committee (SEAC) Annual Calendar** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 7b) be adopted as follows:

- 7b) Special Education Plan Review: The Special Education Advisory Committee (SEAC)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 7c) be adopted as follows:

- 7c) Special Education Fair (Verbal) – Maria Meehan, Superintendent Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 7d) be adopted as follows:

- 7d) Report from Informal Working Group’s Virtual Meeting of October 9, 2020** received.

On the Vote being taken, the Motion was declared

CARRIED

**9. Nominations**

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

- 9a) Letter of Interest to Serve as Special Education Advisory Committee Member from Geoffrey Feldman for the Ontario Disability Coalition** received.

MOVED IN AMENDMENT by George Wedge, seconded by Trustee Kennedy:

Received and that SEAC recommend to Board that the letter of interest application from Geoffrey Feldman, Association Representative from Ontario Disability Coalition, be approved based on the application meeting the criteria for SEAC Membership.

On the Vote being taken, the Amendment was declared

CARRIED

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

CARRIED

**10) Reports of Officials for Information**

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

**10a) Special Education Superintendent Update – October 2020** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 10b) be adopted as follows:

- 10b) Response to the Delegation regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Deborah Nightingale that the Agenda be reopened to add an Inquiry.

On the Vote being taken, the Motion was declared

CARRIED

**17) Inquiries and Miscellaneous**

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

- 17a) From Deborah Nightingale regarding In-Person Meeting of the SEAC Committee for Persons Who Are Willing and Able received and referred to Staff.**

On the Vote being taken, the Motion was declared

CARRIED

**18. Pending List**

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

**18a) Pending List as at October 14, 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

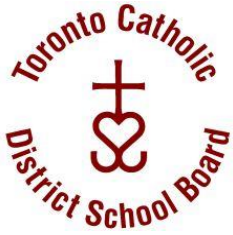
CARRIED

---

SECRETARY

---

CHAIR



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**DELEGATION REGISTRATION FORM  
FOR STANDING OR OTHER COMMITTEES**

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

Public Session

Private Session

Three (3) Minutes

Name	Julie Altomare-DiNunzio and Anthony Bellissimo	
Committee	SEAC	
Date of Presentation	11/18/2020	
Topic of Presentation	The Elementary Special Education Delivery Model	
Topic or Issue	The challenges with the "hybrid" Special Education Delivery Model.	
Details	TECT believes that there are other delivery models that should be considered other than this "hybrid" model.	
Action Requested	That other Special Education delivery models be considered.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/11/2020	

# SEAC Annual Calendar

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



# SEAC Annual Calendar

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

## SEAC Annual Calendar

April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 2021 (GSNs)</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Update to Special Education Programs for 2021-2022</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Educational and Other Assessments</li> <li>o Coordination of Services with other Ministries or Agencies</li> <li>o Staff Development</li> <li>o Protocol for Partnerships with External Agencies for provision of services by Regulated health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness Day – April 2</li> <li>- ONSIS report on identified students</li> </ul>
May	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Student Grants 2021-2022</li> <li>- PRO Grants Application Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Accessibility (AODA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Children’s Mental Health Week (first week)</li> <li>- Speech, Language &amp; Hearing Awareness</li> <li>- Megan’s Walk</li> <li>- Budget Consultation</li> <li>- EQAO Assessment</li> </ul>
June	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Budget approval update</li> <li>- Status of PRO Grant application</li> </ul>	<ul style="list-style-type: none"> <li>- World Sickle Cell Day – June 19</li> <li>- National Deaf Blind Awareness</li> <li>- EQAO Grade 3 and 6 Testing (<b>not administered for June 2020</b>)</li> </ul>
July		<ul style="list-style-type: none"> <li>- School Board Submits to the Ministry a balanced Budget for the following year</li> <li>- Special Education Report Checklist submitted to the Ministry of Education</li> </ul>
August		

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Autism	<b>Number of students (K-12) with this exceptionality:</b> 1852 K – 12 Regular Class: 1287 K – 12 Special Education Class: 565
----------------------------------	--

**Focus Subgroup:** Students in Year 1 of the Program to Assist Social Thinking (PAST)

<b>Goal(s) (2017-18):</b> The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	<b>Goal Timeline:</b> 2017/18- Targeted students in year 1 of the PAST Program and tracking students 2018/19- Targeted students in year 2 of the PAST Program and tracking students 2019/2020- Targeted students in year 3 of the PAST Program and tracking students
--	---

**Instructional Strategy:**  
The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem.  
In teaching the students about emotions the strategies include the following:  

1. Identifying feelings based on facial expression of self and others
2. Identifying feelings based on body language and gesture
3. Identifying feelings based on contextual cues
4. Identifying feelings by attending to physical sensations

In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day.  
In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual)

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

**Data supporting Observations: (where available)**

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

**Outcomes/Observations/Learning:**

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.

The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.

**Goal Timeline:**

2017/18, 2018/19, 2019/20

**Intended Outcomes:**

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.

## Accountability Framework for Special Education 2017-18

**Exceptionality:** Behaviour

**Number of Students with this exceptionality:** 178

**Focus Subgroup:** 126 Students in ISP classes

**Goal (2017-18):** Increase capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

**Goal Timeline:** September 2018 – June 2019

**Instructional Strategies:**

- Deliver *Stop Now and Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP
- Provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now and Plan (SNAP)* program
- Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess
- Involve the Child Development Institute in the monitoring of the *Stop Now and Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals
- Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend for integration
- Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher

- Support for the Behaviour ISP programs with the ISP Assessment and Program Teacher
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulation skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board & use of Chromebooks for students along with smart projector, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

**Data supporting Observations:** (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 20 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

**Outcomes/Observations/Learning:**

- Staff who provide support in all 20 Behavioural ISPs have been trained in *Stop Now and Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 20 Behaviour ISPs. EQAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

### Accountability Framework for Special Education 2018-19

**Goal for 2018-19:** Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a “regular” elementary (or secondary) classroom setting.

**Goal Timeline:** September 2018 to June 2019

**Intended Outcome(s):** Prior to the completion of the 2018/19 school year, “regular” classroom teachers and educational assistants will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students. This can be accomplished by familiarization of classroom teachers with the *Zones of Regulation* program as well as with other student self-management strategies acquired during optional “lunch and learn” sessions.

**Instructional Strategies:**

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the “regular” classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principles and language of the SNAP program so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students’ individual measurable goals and specific strategies with each of the integrated teachers.



- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Blind and Low Vision (BLV)	<b>Number of Students with this exceptionality:</b> 12
---	--

**Focus Subgroup:**  
Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.

<b>Goal(s) (2017-18):</b> Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	<b>Goal Timeline:</b> 2017 – 2018
--	-----------------------------------

- Instructional Strategies:**
- 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists).
  - Opportunities to observe specific instructional strategies employed by Vision Program personnel.
  - Modelling of disability-specific teaching strategies by Vision Program personnel.
  - Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers.
  - Training and support on the use of assistive technology.

**Data supporting Observations:** (where available)

- Outcomes/Observations/Learning:**
- Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
  - Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired.
  - Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

**Accountability Framework for Special Education 2018-19**

<b>Goal for 2018-2019:</b> Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that enable the students to access the	<b>Goal Timeline:</b> 2018-19 School Year
--	---

Ontario curriculum as independently as possible.	
--	--

**Data Supporting Observations:**

After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.

**Intended Outcomes:**

- Classroom teachers will demonstrate increased
  - (a) personal comfort level teaching a student who reads braille
  - (b) frequency of consultation with Vision Program personnel
  - (c) ability to assist students who are blind with some aspects of their assistive technology
  - (d) understanding of the learning needs and essential accommodations for a learner who is blind

**Accountability Framework for Special Education 2017-18**

<p><b>Exceptionality:</b> Deaf/Hard of Hearing</p>	<p><b>Number of Students with this exceptionalality:</b> 92 26 in ISP classes</p>
--	---

**Focus Subgroup:** students with an identification of D/HH and/or those receiving Itinerant D/HH support

<p><b>Goal(s) (2017-18):</b> By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.</p>	<p><b>Goal Timeline:</b> 3-year plan <b>2017/2018</b> – data collection <b>2018/2019</b> – track implementation <b>2019-2020</b> - track implementation</p>
---	---

- Instructional Strategies:**
- Revised goal due to address resource allocations and staffing needs
  - Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology
  - Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology
  - Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers
  - Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff

- Data supporting Observations:**
- More than 80 percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls’ Talk and Boys’ Club
  - More than 100 students and their family members attended the annual D/HH family picnic
  - Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

- Outcomes/Observations/Learning:**
- 100% of all D/HH student networking events (Girls’ Talk, Boys’ Club, annual D/HH family picnic) included parent participation and/or attendance
  - 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

By June 2019, review results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

**Goal Timeline: revised 3-year plan**

**2017/2018** – data collection

**2018/2019** – plan development

**2019-2020** – plan implementation

**Intended Outcomes:**

Results reviewed from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) will inform implementation plan.

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Gifted	<b>Number of Students with this exceptionality:</b> 2249
----------------------------------	--

**Focus Subgroup:** 250 students with Giftedness, 2017-18 Grade 7 cohort

<b>Goal for 2017-18:</b> Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on their Provincial Report Card.	<b>Goal Timeline:</b> This is a 3-year goal: 2016-17 2017-18 2018-19
--	--

- Instructional Strategies:**
- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled *Time Management Skills*, distributed to all TCDSB staff; presentation of *Supporting Minds-Anxiety Module* from School Mental Health Assist (December 2017).
  - PD presentation on *Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help* in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.

**Data Supporting Observations:**

2017/2018 Grade 6 Cohort	Baseline: Grade 7 Term 1 Provincial Report Card		2017/2018 Term 2 Grade 7 Provincial Report Card (250)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	64.0 %	62.4%	68.0%	69.6%
Excellent+Good	91.6%	94.0%	90.4%	92.8%

- Outcomes/Observations/Learning:**
- Excellent ratings of Organization and Self-regulation skills have increased.
  - Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

**Goal Timeline:**

This is a 3-year goal:  
2016-17, 2017-18, 2018-19

**Intended Outcomes:**

To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.

**Accountability Framework for Special Education 2017-18**

<p><b>Exceptionality</b> Language Impairment</p>	<p><b>Number of Students with this exceptionality:</b> 855</p>
<p><b>Focus Subgroups:</b></p> <ol style="list-style-type: none"> <li>1. students in Language Impaired – Intensive Support Programs (197 students)</li> <li>2. kindergarten and primary students board-wide at risk for oral language delays</li> </ol>	
<p><b>Goal(s) (2017-18):</b> Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.</p>	<p><b>Goal Timeline: 3-year goal</b> 2017/2018 - Data collection 2018-2019 - Data collection 2019-2020 - Data Analysis</p>
<p><b>Instructional Strategies:</b> Facilitated early intervention processes (e.g., Speech-Language Pathologist’s consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one. Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays. Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey. Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.</p>	
<p><b>Data supporting Observations:</b></p> <ul style="list-style-type: none"> <li>• Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school.</li> <li>• Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment.</li> </ul>	



- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

**Outcomes/Observations/Learning:**

- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

**Goal Timeline: Year 2 of 3-year goal**

2018-2019 - Data collection  
2019-2020 - Data Analysis

**Intended Outcomes:**

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.

Accountability Framework for Special Education 2017-18																						
<b>Exceptionality</b> Learning Disability	<b>Number of Students with this exceptionality:</b> 2665																					
<b>Focus Subgroup:</b> All students with LD identification																						
<b>Goal for 2017-18:</b> Math: By the end of the school year, increase teachers' understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.	<b>Goal Timeline:</b> September 2017-June 2018																					
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy)).</li> <li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li> <li>• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).</li> <li>• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.</li> </ul>																						
<b>Data supporting Observations:</b> <table border="1" data-bbox="207 1318 1052 1675"> <thead> <tr> <th colspan="3">Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math</th> </tr> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>Grade 3 EQAO</td> <td>31%</td> <td>32%</td> </tr> <tr> <td>Grade 6 EQAO</td> <td>13%</td> <td>16%</td> </tr> <tr> <td>Grade 9 EQAO</td> <td></td> <td></td> </tr> <tr> <td>    • Applied</td> <td>32%</td> <td>33%</td> </tr> <tr> <td>    • Academic</td> <td>72%</td> <td>50%</td> </tr> </tbody> </table>		Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math				2016-2017	2017-2018	Grade 3 EQAO	31%	32%	Grade 6 EQAO	13%	16%	Grade 9 EQAO			• Applied	32%	33%	• Academic	72%	50%
Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math																						
	2016-2017	2017-2018																				
Grade 3 EQAO	31%	32%																				
Grade 6 EQAO	13%	16%																				
Grade 9 EQAO																						
• Applied	32%	33%																				
• Academic	72%	50%																				
<b>Outcomes/Observations/Learning:</b> Some improvement in math ability in elementary grades. Continue to implement the above strategies to support students with LD.																						

**Accountability Framework for Special Education 2018-19**

<p><b>Goal for 2018-19:</b> Reading and Math: By year-end, increasing teachers’ understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.</p>	<p><b>Goal Timeline:</b> September 2018-June 2018</p>
<p><b>Intended Outcome:</b> Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.</p>	

**Accountability Framework for Special Education 2017-2018**

<p><b>Exceptionality</b> Mild Intellectual Disability</p>	<p><b>Number of students (K – 12) with this exceptionality:</b> 353</p>
---	---

**Focus Subgroup:** All students identified with the Mild Intellectual Disability exceptionality.

<p><b>Goal(s) (2017-2018)</b> To create a framework to support the work of schools with students with the MID identification.</p>	<p><b>Goal Timeline:</b> 2016-2017: Creation of MID committee. Begin work on the MID Framework 2017-2018- Continue work on MID Framework with a multidisciplinary team. 2018-2019- Completion of MID framework and establish criteria for MID ISP placement.</p>
---	--

**Instructional Strategies:**

- As a committee, we began work on the development of a framework for students identified with the MID exceptionality. The framework will focus on the learning environment, profile, and identification of students.
- Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement.

**Data supporting Observations:** (where available)

- Committee members reviewed various frameworks to determine what elements should be included in the MID framework.
- Committee discussed clarification of MID profile, learning strategies and pathways.

**Outcomes/Observations/Learning:**

- Discussion of MID learner’s profile and the ME/DD learner’s profile to enhance understanding.
- The need to include psychology staff was determined.
- Continued professional dialogue with a multidisciplinary team.
- Comparison of various frameworks.

**Accountability Framework for Special Education 2018-2019**

<p><b>Goal for 2018-2019:</b> By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.</p>	<p><b>Goal Timeline:</b> 2018/2019</p>
--	--

**Intended Outcomes:**

By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

**Accountability Framework for Special Education 2017-2018**

<p><b>Exceptionality:</b> Developmental Disability (DD)/Multiple Exceptionalities (ME)</p>	<p><b>Number of students (K – 12) with this exceptionality:</b> Developmental Disability: Regular Class-23 Special Education Class-120 Multiple Exceptionalities: Regular Class-40 Special Education Class-136</p>
--	--

**Focus Subgroup:** Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)

<p><b>Goal(s) 2017-2018:</b> By the end of the school year, there will be increased teacher understanding and use of MEville to WEville to address the functional literacy of elementary students.</p>	<p><b>Goal Timeline:</b> 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019</p>
--	---

- Instructional Strategies:**
- To continue to build capacity in the system through targeted Professional Development.
  - Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place.
  - Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan.
  - A webinar and a website were developed as a resource to help support the implementation of the literacy program.

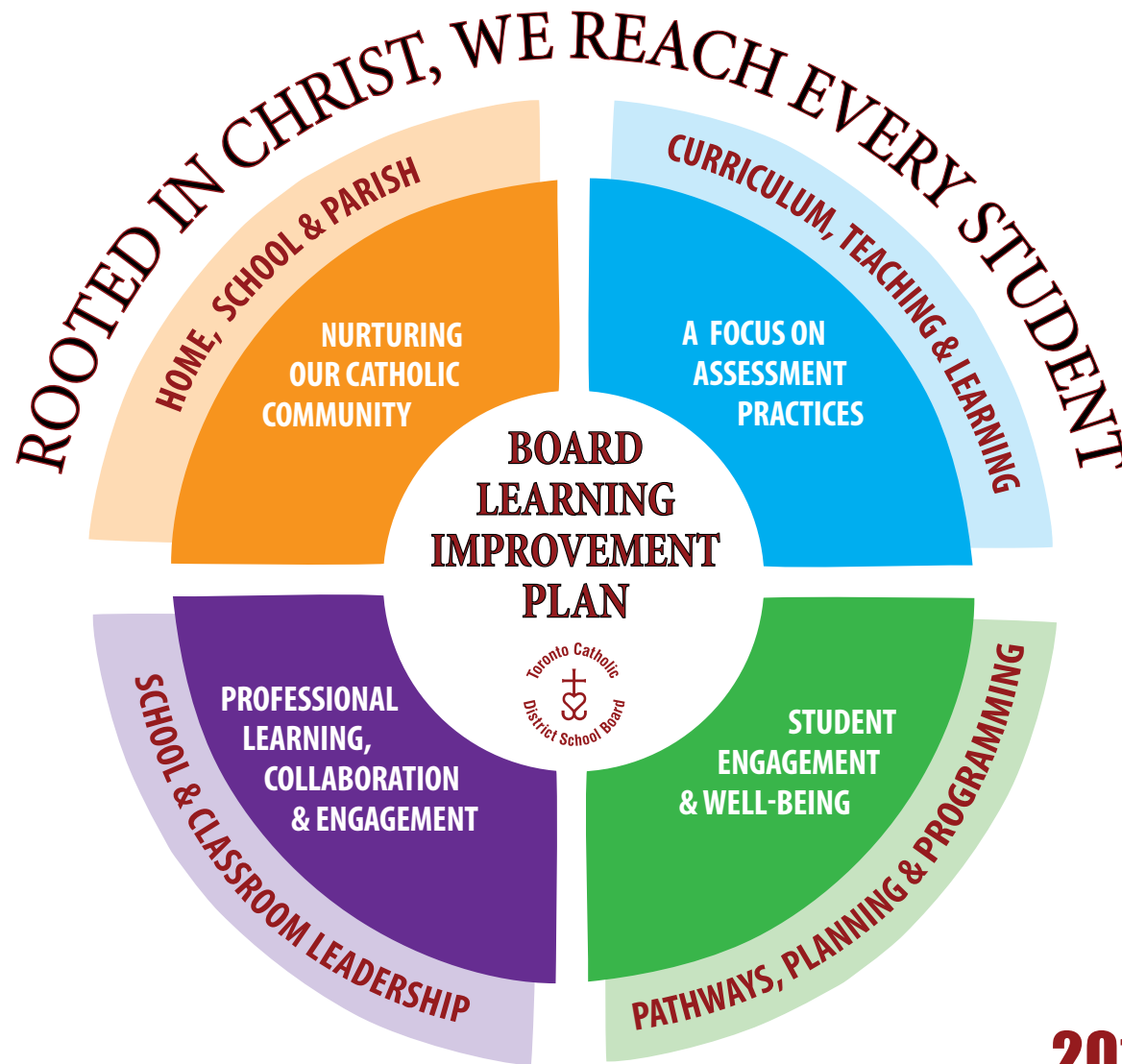
**Data supporting Observations:** (where available)  
83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVile to WeVile Literacy Resource.

- Outcomes/Observations/Learning:**
- Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary
  - Positive feedback from participants in the professional development was received through a survey form;  
Appropriate resources were made available to assist in program planning in literacy;
  - To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.

**Accountability Framework for Special Education 2018-2019**

<p><b>Goal for 2018-2019:</b> By the end of the school year, there will be increased teacher understanding and use of</p>	<p><b>Goal Timeline:</b> 2018/19, 2019/2020</p>
---	---

<p>Equals to address the numeracy program for elementary students.</p> <p>By the end of the school year, there will be increased teacher understanding and use of Early Literacy Skills Builder (ELSB) for Older Students to address the functional literacy of secondary students.</p>	
<p><b>Intended Outcomes:</b></p> <p>By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the Equals numeracy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in numeracy activities based on surveys and classroom observations.</p> <p>By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.</p>	



**2018 - 2021**

*Presented to Board on October 4, 2018*



<b>C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING</b>			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p><b>Areas of Strength:</b>  <i>Elementary students' positive self image</i>  <i>Student Mental Health and Well-being initiative in Secondary</i></p> <p><b>Areas for Growth:</b>  <i>Engagement in Pathways programs [Specialist High Skills Major (SHSM), Dual Credit, Co-op, Ontario Youth Apprenticeship Program (OYAP), experiential learning]</i>  <i>Student Mental Health and Well-being initiative in Elementary</i>  <i>Secondary students' positive self image</i></p>	<p><b>By June 2021, there will be an increase in the level of participation in Pathways Programming:</b>                      SHSM (Grade 11 and 12 students): 14% to 25%                      Dual Credit usage of allocations (filling allocations): 56% to 70%                      Central co-op placements: 160 to 210 students                      OYAP: 465 to 495 students                      Experiential Learning: 35 to 70 school projects</p> <p><b>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:</b>                      All About Me:                      Primary Division: 3% to 15%                      Junior Division: 9% to 20%</p> <p><b>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</b>                      myBlueprint                      • 57% to 70% in elementary;                      • 52% to 70% in secondary                      Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline                      Teacher Voice surveys                      • Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 69% - 72% to 75% -80%                      Administrator Voice surveys                      • Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 60% - 81% to 70% to 90%</p> <p><b>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</b>                      Secondary Student Voice surveys: 71% - 83% to 75% - 85%</p> <p><b>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 34 to 80 elementary schools</b></p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> <li>Engage and support professional learning on student pathways coaching, Dual Credit programs (including accelerated OYAP and School Within a College) and myBlueprint online training</li> <li>Engage in myBlueprint sessions and explore online portfolio (students and teachers K-6)</li> <li>Promote high quality, equitable SHSM opportunities for all four pathways (workplace, apprenticeship, college and university bound students)</li> <li>Create new, diverse and culturally responsive partnerships for Pathways programs with a focus on retail and hospitality</li> <li>Increase communication regarding the value of experiential learning</li> <li>Implement the Student Mental Health and Well-Being Communication plan and the Ministry's "Everyday Mental Health Activities"</li> <li>Promote the creation of School Well-being Teams</li> <li>Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12</li> </ul>	<p>Central Staff will:</p> <ul style="list-style-type: none"> <li>Monitor and track use of myBlueprint with Google forms and data provided by myBlueprint</li> <li>Track student attitudes regarding pathways and post-secondary destinations using Secondary Student Voice survey</li> <li>Track elementary and secondary Student Voice survey regarding sense of self</li> <li>Track enrolment in Pathways programs (Trillium, My Blueprint, Education Data Collection System [EDCS])</li> <li>Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the TCDSB Mental Health and Well Being Student Reflective Survey</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Monitor progress in the implementation of School Well-Being Teams using guiding questions</li> <li>Monitor implementation of Pathways programs in secondary schools to ensure student needs are being met through a range of experientially learning</li> </ul> <p>School Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor participation in Pathways programming</li> <li>Monitor use of myBlueprint</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor student participation in Pathways programming</li> </ul>
<p>See <i>Appendix A</i> for detailed data analysis.</p>			

# MULTI-YEAR STRATEGIC PLAN 2016-2021

## 2017 - 2018 Report Back

*Presented to Board on November 15, 2018*





## 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.*

## OUR STRATEGIC DIRECTION

2016-2021

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

*To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations*



### PROVIDING STEWARDSHIP OF RESOURCES

*To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources*



### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*



### LIVING OUR CATHOLIC VALUES

*To understand and apply Catholic Teaching to all that we do*



### INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration*



### ENHANCING PUBLIC CONFIDENCE

*To create enhanced, regular communication with all stakeholders*



**B3.2**

**GOAL**

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

**AREAS OF FOCUS/NEXT STEPS:**

- Focus and expand on Universal Design for Learning (UDL) to create inclusive learning environments.
- Increase access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Expand on strategies that promote access to multiple learning pathways.
- Continue to support barrier-free and inclusive structural design.

**TARGET**

75% of teachers and administrators will respond positively to:

**TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:**

For most instructional activities and assessments, students are given choice with regards to:

- Content - what they learn and where their learning begins
- Process - how to learn, what helps them learn
- Product - how to show their learning
- Format or learning environment - conditions for learning

75% of students will respond positively to:

**STUDENT VOICE SURVEY QUESTIONS:**

In my classes, I am given a choice in:

- Content - what I learn and where my learning begins
- Process - how to learn, what helps me learn
- Product - how to show my learning
- Format or learning environment - conditions for learning

**EVIDENCE**

Survey results indicate that teachers are incorporating differentiated instruction to address student learning needs.

**Teachers and Administrators agreed:**

- Elementary - Teachers 65%; Administrators 48%
- Secondary - Teachers 55%; Administrators 60%
- Elementary - Teachers 83%; Administrators 61%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 86%; Administrators 68%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 74%; Administrators 58%
- Secondary - Teachers 67%; Administrators 62%

**Secondary students agreed:**

- 56%
- 69%
- 71%
- 68%

Monitor

STATUS

## PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

**B4.1**

### GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

### AREAS OF FOCUS/NEXT STEPS:

- For ELLs and students with special needs, 10% reduction in achievement gaps on EQAO assessments. For ELLs, gaps range from 12% (Gr. 3 Math) to 20% (OSSLT); for students with special needs, gaps range from 13% (Gr. 9 Applied Math) to 34% (Gr. 6 Math).
- Assistive Technology staff will track school requests for support.
- Teachers to begin the use of Steps to English Proficiency (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.
- Expansion of orientation centre (Gr. 9 - 12) to include newcomer centre (K - Gr. 12).

### TARGET

Based on achievement levels and demographic needs, there will be equitable distribution of program supports and resources in schools.

**Reduce achievement gaps for English Language Learners (ELLs).**

**Reduce achievement gaps for students with Special Needs.**

**The Assistive Technology team will support school implementation of Special Equipment Amount (SEA) Technologies for all students with SEA claims.**

### EVIDENCE

**To close the opportunity gap, schools receive:**

- program supports (e.g., 5th Block, Empower, After School Programs, After School Numeracy and Literacy Tutoring) and funding based on achievement and demographics
- for elementary *Renewed Math Strategy (RMS)*:
  - Intensive Support* - all schools have at least one program support listed above
  - Increased Support Schools* - 80% of the 31 schools have at least one program support
- for Secondary schools, *Achieving Excellence in Applied Courses (AEAC)* has expanded to include 4 *Intensive Support* and 21 *Increased Support*. Staff in these schools are provided with additional PD and resources to support their students in Applied Level Courses
- computer allocations including donations which take into account a variety of factors: enrolment, demographic information and related course registration
- implemented the Equity - Poverty Action Networks (E-PAN) initiative to mitigate the effects of poverty (46 schools)
- budget enhancement to schools in the lowest socio-economic category with 20% to be used for the purchase of learning materials that support culturally responsive and relevant pedagogy

**All schools have WiFi access.**

**Overall for ELLs, there are no gaps in achievement in EQAO Grade 9 academic and applied assessments; gaps remain in all other EQAO assessments.**

**For students with Special Needs, gaps remain in literacy and numeracy.**

**The Assistive Technology team has responded to all requests for support.**

Action Required

STATUS



## 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:	McMahon	First Name:	Lisa
Main Contact Number:	[REDACTED]	Alternate Contact Number:	
E-mail address:	[REDACTED]		
Child(ren)'s School(s):	[REDACTED]		
Organization Name:			
Organization Address:			
Main Contact Person:			
Main Contact Number:			

1. To which other TCDSB parent organizations do you presently belong:  
 CSAC                       CPIC                       TAPCE                       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 have an active roll with my daughter in all her therapies, and active research to benefit her
3. Briefly outline the reasons why you are interested in being a member of this committee:  

I am fortunate to have a special daughter who is Autistic. I see her successes, achievements and hurdles. I see other autistic children who need a voice and that is me.
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 adult friends who are autistic and they help me understand the autistic mind, but most of all how I can help others.
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:  
 NO  
 YES Please explain:
6. Have you been selected to be part of another TCDSB Committee within the past 12 months?  
 NO  
 YES Please specify the Committee: Chair of CSAC



## Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?	YES
8. Provide any additional comments to be considered in regards to your participation on this committee:	<p>I feel so strong that all autistic children are heard, and taken care of. I believe that I am a strong candidate for this committee, and I will make sure every decision will benefit them.</p> <p>Completed membership application form and request for nomination letter submitted by (Applicant to enter full name in the gray shaded box) to the attention of the Director of Education and the SEAC Chair via email to:</p> <p><u>Brendan.Browne@tcdsb.org</u> &amp; <u>Nancy.Crawford@tcdsb.org</u></p>
Date:	

### Important

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

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

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



SPECIAL SERVICES

# Special Education Superintendent Update

November 2020



## Initial/Central Identification, Placement, and Review Committee (IPRCs)

A concerted effort has been employed during the month of October (October 13-30) to complete outstanding Initial and Central (arms-length Chair) Identification, Placement, and Review Committee (IPRC) meetings.

Total: 492

Initial/Central IPRCs are continuing on a weekly basis from November onwards according to the regular yearly scheduling process. Chairs will continue to be retired principals/superintendent.

Plans for the conduct of Annual IPRC reviews as well as other Special Education meetings (School Based Support Team (SBST), Case Conference, and School Based Support Learning Team (SBSLT) are underway with Assessment Programming Teachers (APTs)/Program Assessment Teachers (PATs) providing organizational and implementation support for their assigned schools.



## Professional Learning

APTs/PATs have been busy preparing webinars and PowerPoint presentations for teacher professional learning:

- preparation and implementation of Individual Education Plans (IEPs) for students in regular class and Intensive Support Program (ISP) placements (elementary, secondary)
- "How To...(procedures for engaging Special Services supports)" PowerPoint presentations for Special Education teachers
- Engaging students with differing abilities through virtual interactive learning: A Sample Lesson Design
- Managing transitions
- Alternative assessment
- IEP and alternative assessment Zoom seminars for St. Anne's Academy (virtual school staff)

## New Math Curriculum

The Acting Chief of IPRC/Assessment is currently working with the Curriculum Team Co-ordinator and Math Team to explore the new mathematics curriculum, associated online tools, and the implementation of IEP supports.







On October 21, 2020, Chief Social Worker, Vanessa Cocco joined Director Browne to discuss the ongoing relationship between Child Welfare and Education as we strive to address and eradicate systemic racism. It was a fruitful discussion that will undoubtedly lead to continued actions that truly support our students and families in meaningful ways.



On November 12, 2020, the Social Work Department came together with Social workers around the province for the annual Ontario Association of Social Workers School Social Work Symposium featuring guest speaker Kike-Ojo Thompson. It also involved a Q & A panel of distinguished social work colleagues representing diverse communities. The day provided excellent professional development and furthered the department’s goal towards reflective practice and ensuring we continue to provide unparalleled service to our system.



The Ministry funded Assistive Technology team has been instrumental in aiding staff and students in the pivot to remote learning. Paired with staff from Student Success and 21C they have provided on-going support to both new and experienced teachers who have taken assignments in the Virtual School. Additionally, they have provided support to individual families whose children have made the adjustment to learning in a new modality. The team has worked with parents and children to ensure access to curriculum has been as seamless as possible. Excellent resources for teachers, parents and students have been generated and posted to the Assistive Technology website which includes links specifically for students in both elementary and secondary who want to learn more about the Google Suite of educational tools including Read and Write and Equatio. The site contains detailed and user-friendly videos and tutorials on a host of subjects. There is a link for staff: TCDSB Assistive Technology Website as well as the link to their YouTube Channel TCDSB AT YouTube Channel which provides webinars and mini-tutorials on a wide range of topics.



Elementary: <http://bit.ly/AT-TCDSBelemstudent>  
 Secondary: <http://bit.ly/AT-TCDSBsecstudent>



SPECIAL SERVICES



The Speech and Language team has been engaged in a variety of initiatives to address the needs of both in-person and remote learners:

- Providing professional learning opportunities to both in-person and virtual teachers.
- Completing speech assessments and referrals.
- Connecting with Early Language Program (ELP) teams to identify students who may be at risk for speech, language, communication difficulties and then connecting with the parents of these students to describe next steps.
- Connecting with virtual teachers who have concerns about their student's speech, language, communication skills and determining next steps including facilitating referrals as appropriate.
- Completing Kindergarten Language Program (KLP) assessments.
- Providing short-term virtual intervention involving parent coaching and/or student instruction for speech/literacy.
- Providing materials such as visuals to virtual families so that students have these resources at home for parents to use.
- Gathering background information including parent interviews, Ontario Student Record (OSR) reviews, discussion with past and current teachers, etc. in preparation for assessment.
- Connecting with translators for discussion with parents via Zoom.
- Facilitating School Based Support Learning Team (SBSLT) discussions about possible Language Impairment (LI) placements for students.



The two Board Certified Behaviour Analyst (BCBA) positions that were previously contract positions have become permanent positions. One staff in place and interviews completed for the second position.



- The Autism Team continues to support students in-person at school and at St. Anne virtually through a referral process.
- Staff are supporting St. Anne administrators with connecting teachers with appropriate Special Services staff.
- The students in the Program to Assist Social Thinking (PAST) program continue to be supported in-person and virtually through an itinerant model.
- Special Services staff are continuing to address student mental health needs and nurture mental wellness.



Psychology staff are continuing their delivery of classroom-based supports with a new presentation on *Trauma-Focused Interventions in Schools*. Staff are also beginning training this month in *Trauma-Focused Cognitive Behaviour Therapy* to support individual students and their families. An updated *Back to School Transition Newsletter for Educators and Parents* will soon be distributed to school administrators.

Mental Health team hired six Mental Health Professional Workers to supplement the services in secondary schools by:



- Individual student referrals for counseling from social worker and psychologist (in person or virtually)
- Group counseling or intervention with students (in class or offered virtually if multiple cohorts involved) depending on school needs
- Professional development for staff during Lunch & Learns or school team meetings



A new initiative on Staff Well-Being was launched with targeted themes each month with links and videos. October was focused on Gratitude and November's focus is Self-Compassion.

Monthly Mental Health newsletter:

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/newsletters/2020%20Fall%20Newsletter.pdf>

- Shared School Mental Health Ontario (SMHO) resources with the system such as "Supporting Mentally-Healthy Conversations About Anti-Black Racism with Students".



**From:** [REDACTED]  
**To:** [Paganelli, Kim \(Special Services- Linda Maselli Jackman\)](#)  
**Subject:** RE: Special Education Plan Checklist 2019-2020  
**Date:** July 24, 2019 1:22:50 PM

---

Thanks Kim

Enjoy the break



---

**From:** Paganelli, Kim (Special Services- Linda Maselli Jackman) <Kim.Paganelli@tcdsb.org>  
**Sent:** July-24-19 10:14 AM  
**To:** [REDACTED]  
**Cc:** Maselli-Jackman, Linda (Superintendent of Special Services) <linda.maselli-jackman@tcdsb.org>  
**Subject:** Special Education Plan Checklist 2019-2020

Good morning Michael,

Please find attached our completed Special Education Plan Checklist 2019-2020.

Please note our IT department has been sent the amendments for upload to the TCDSB website.

Have a great summer!

Kim Paganelli  
*Officer | Superintendent's Office – Special Services*

---

Toronto Catholic District School Board  
80 Sheppard Avenue East  
Toronto, Ontario M2N 6E8  
416-222-8282 Ext 2486  
[kim.paganelli@tcdsb.org](mailto:kim.paganelli@tcdsb.org)

This e-mail (and attached material) is intended for the use of the individual or institution to which it is addressed and may not be distributed, copied or disclosed to other unauthorized persons. This material may contain confidential or personal information that may be subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act. If you receive this transmission in error, please notify the sender immediately and do not print, copy, distribute or disclose it further, and delete this message from your computer.

**From:** [Joy Alma](#)  
**To:** [Harris, Sophia \(Corporate Services\)](#)  
**Cc:** [Meehan, Maria \(Superintendent of Special Services\)](#); [Paganelli, Kim \(Special Services- Maria Meehan\)](#)  
**Subject:** Re: Special Education Advisory Committee Meeting  
**Date:** November 5, 2020 12:41:09 PM

---

Hi,

I have a conflict on our next scheduled meeting date Nov 18th [REDACTED] that evening. This and my previous email regarding the late running time of the meetings has made me realize that I cannot commit to SEAC at this time, while my children are still so young and dependent. I was expecting meetings to run a similar time slot to the CSPCA meetings at St Brigid (7-9pm), which allowed me to attend to bedtimes afterwards. It is not possible for me to attend meetings that extend past 9pm. I would like to step down from the committee so I can focus on my childcare responsibilities. I will re-apply when I have more freedom with my evenings and my children are older.

Thank you for including me in your first meeting and I wish you all the best going forwards.

Kind regards,  
Joy

On Tue, 27 Oct 2020 at 16:13, Harris, Sophia (Corporate Services) <[Sophia.Harris@tcdsb.org](mailto:Sophia.Harris@tcdsb.org)> wrote:

Hi Joy

Thanks for your email which has been duly noted.

I have copied Superintendent Maria Meehan for her possible response.

Best wishes.

**Sophia Harris, MSc (HRM)**

**Manager, Recording Secretary**

Toronto Catholic District School Board

80 Sheppard Avenue East

Toronto, ON M2N 6E8

Tel: 416-222-8282 x 2293

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO NOVEMBER 18, 2020**

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

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO NOVEMBER 18, 2020**

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

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO NOVEMBER 18, 2020**

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



**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO NOVEMBER 18, 2020**

				<p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO NOVEMBER 18, 2020**

3	April 23, 2020	TBC	Regular Board	<p>Received; and</p> <ol style="list-style-type: none"> <li>1. That staff provide information regarding the Protocol contained within the IEP cover letter provided annually in September to students and/or parents/guardians of students D. Koenig The SO of Special Services will ensure that the information is shared via the cover letter for the IEP.</li>   <li>2. That staff include information regarding the Protocol in the cover letter including how to access the Protocol such as website links and where they can receive a hard copy of the Protocol encouraging students and parents/guardians to use the Protocol to facilitate collaboration with their privately retained community professionals to observe and/or work with the student and to provide additional supports and resources to teachers and other school staff, including ongoing consultation as necessary.</li> </ol> <p><i>Motion recommended at February 19, 2020 SEAC meeting; carried at April 23, 2020 Regular Board meeting.</i></p>	<p>The Superintendent of Special Services will ensure that the information is shared via the cover letter for the IEP.</p>
---	----------------	-----	---------------	---	--