

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA FEBRUARY 17, 2021

**George Wedge, Chair**  
Easter Seals

**Melanie Battaglia, Vice Chair**  
Autism Ontario

**Geoffrey Feldman**  
Ontario Disability Coalition

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

**Tyler Munro**  
Integration Action for Inclusion  
Representative

**Lisa McMahon**  
Community Representative

**Deborah Nightingale**  
Association for Bright Children

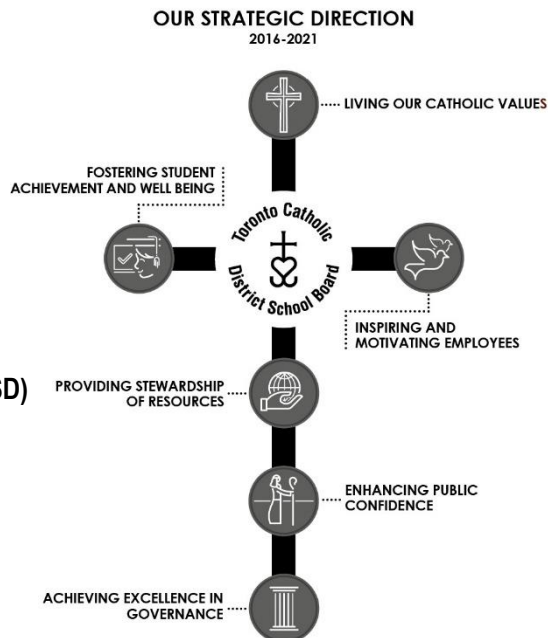
**Mary Pugh**  
VOICE for Hearing Impaired

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

**Wendy Layton**  
Community Representative

### TRUSTEE MEMBERS

**Angela Kennedy**  
**Daniel Di Giorgio**  
**Nancy Crawford**



### 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 of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

### ***La Reconnaissance du Territoire***

*Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.*

## OUR MISSION

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# AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

## PUBLIC SESSION

George Wedge, Chair

Melanie Battaglia, Vice Chair

Wednesday, February 17, 2021

7:00 P.M.

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	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Notices of Motion	
6. Declarations of Interest	
7. Approval and Signing of the Minutes of the Meeting held January 20, 2021	1 - 8
8. Delegations	
9. Annual Calendar Items	
9.a. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of February 17, 2021	9 - 11
9.b. Special Education Plan Review - Input from SEAC Informal Working Group: Provincial Information	12 - 34

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/specialEducationplan/pages/default.aspx>

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

**10. Presentations**

**11. Consent and Review**

**12. Nominations**

- 12.a. Selection of New Member to replace Lori Mastroguseppe on the Special Education Plan Informal Working Group

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

- 13.a. Special Education Superintendent Update - February 2021 35 - 38
- 13.b. Accountability Framework for Special Services - Report Back 2019-2020 39 - 68

**14. Consideration of Motions for Which Previous Notice has been Given**

**15. Unfinished Business**

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

From the January 20, 2021 Special Education Advisory Committee Meeting

- 16.a. Special Education Plan Review - Input from SEAC Informal Working Group 69 - 90

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx>

- a. Special Education Staff
- b. Specialized Equipment

c. Transportation for Students with Special Education Needs

d. Transition Planning

**17. List of Communications**

**18. Association Reports**

**19. Inquiries and Miscellaneous**

**20. Pending List**

20.a. Pending List as at February 17, 2021

91 - 96

**21. Adjournment**

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

**HELD WEDNESDAY JANUARY 20, 2021**

## **PRESENT:**

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

**Student Trustees:** K. Baybayon  
K. Nguyen

**External Members:** George Wedge, Chair  
Geoffrey Feldman  
Lisa McMahon  
Tyler Munro  
Deborah Nightingale  
Mary Pugh  
Wendy Layton

**Staff:** D. Koenig  
M. Meehan  
N. Adragna  
M. Caccamo  
C. Cifelli  
V. Cocco  
M. Consul  
J. Corbett  
D. Fahlenbock  
S. Flood  
M. Gendron  
J. Mirabella

D. Reid  
P. Stachiw

S. Pellegrini, Acting Recording Secretary

**3. Roll Call & Apologies**

An apology was extended on behalf of Melanie Battaglia, Lori Mastrogiuseppe and Glenn Webster.

Trustee Di Giorgio was absent.

**4. Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that the Agenda, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**6. Declarations of Interest**

Trustee Kennedy declared an interest in Item 9c) Priority Budget Setting Discussion as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions nor vote on the Item.



## **7. Approval and Signing of the Minutes**

MOVED by Geoffrey Feldman, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held December 2, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

## **9. Annual Calendar Items**

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

- 9a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 20, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9b) Special Education Plan Review – Input from SEAC Informal Working Group** that the Item be deferred to the February 17, 2021 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy recused herself from the virtual room at 7:18 p.m. due to a Declaration of Interest in Item 9c), as previously indicated.

Wendy Layton joined the meeting at 7:21 p.m.

MOVED by Lisa McMahon, seconded by Trustee Crawford, that Item 9c) be adopted as follows:

- 9c) Priority Budget Setting Discussion** received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the virtual meeting room at 7:25 p.m.

## **10) Presentations**

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

- 10a) Student Trustees Voices that Challenge – Student Trustees Kathy Nguyen and Keith Baybayon and Michael Consul, Catholic Student Leadership Resource Teacher (Refer to Item 12b)** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 10b) Safe Schools Annual Report – Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, Continuing Education (Refer to Item 12c) received.**

On the Vote being taken, the Motion was declared

CARRIED

- 12) Reports of Officials for Information by the Board/Other Committees**

MOVED by Mary Pugh, seconded by Tyler Munro, that Item 12a) be adopted as follows:

- 12a) Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) – Inspiring Active Citizenship in Catholic Education (Refer to Item 10a) received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 12b) be adopted as follows:

**12b) Safe Schools Annual Report 2019-2020 (Refer to Item 10b)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Deborah Nightingale, that Item 12c) be adopted as follows:

**12c) Annual Report on the Accessibility Standards Policy (A.35)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Trustee Crawford, that Item 12d) be adopted as follows:

**12d) Mental Health and Well-Being Annual Report 2019-2020** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Kennedy, that Item 12e) be adopted as follows:

- 12e) Special Education Superintendent Update - January** received.

On the Vote being taken, the Motion was declared

CARRIED

**14. Consent and Review**

The Chair reviewed the Order Paper and the following Item was held:

20a) Pending List as at January 20, 2021 – Mary Pugh

**20) Pending List**

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 20a) be adopted as follows:

- 20a) Pending List as at January 20, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

**21. Adjournment**

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# 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>- Set SEAC goals for the year (moved from month of January as of 01/2021)</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></li> <li>- The Special Education Advisory Committee (SEAC)</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>- Annual Accessibility Report 2020</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Review of Policy: Special Education Programs (S.P.01)- next review is January 2023</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)</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 Staff</li> <li>o Specialized Equipment</li> <li>o Transportation for Students with Special Education Needs</li> <li>o Transition Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bell Let's Talk Day (late January)</li> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan (ongoing)</li> </ul>
February	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review</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 Roles &amp; Responsibilities</li> <li>o Categories and Definitions of Exceptionalities</li> <li>o Provincial and Demonstration Schools in Ontario</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Psychology Awareness Month</li> <li>- New term begins in Secondary semestered Schools</li> <li>- Report Cards are distributed (Elementary and Secondary)</li> <li>- Parent-Teacher Conferences</li> </ul>
March	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Committee Update</li> <li>- Budget Approval Updates</li> <li>- Graduation Statistics for Students with Special Education Needs Update</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 Board's Consultation Process</li> <li>o Early Identification Procedures and intervention Strategies</li> <li>o Specialized Health Support Services in School Settings</li> <li>o Parent Guide to Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Easter Seals Awareness Month</li> <li>- World Down Syndrome Day – March 21</li> <li>- National Social Work Week (1<sup>st</sup> week)</li> <li>- CYW &amp; EA Appreciation Day (first Monday)</li> <li>- Ontario Secondary School Literacy Test (OSSLT)</li> </ul>



# SEAC Annual Calendar

April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 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		

## **Roles and Responsibilities**

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework;
- funding;
- school system management;
- programs and curriculum;

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

### **The Ministry of Education:**

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually and submit amendments to the ministry;
- requires schools boards to establish Special Education Advisory Committees (SEAC);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### **The Toronto Catholic District School Board:**

- educates students to their full potential in a school community formed by Catholic beliefs and traditions;
- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and our Catholic philosophy;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- establishes policy regarding the delivery of special education programs and services;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- works to secure sufficient funds in a timely manner to provide programs and services and reports on the expenditures for special education as required;
- has undertaken an extensive consultation process with the various stakeholders in the development of its plan;
- three implementation teams are presently undertaking a gap analysis and will develop strategies in the area of accountability, delivery of service, communication, staff development and individual education plan compliance;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- has prepared a parent guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print) to provide parents with information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee and provides an opportunity for SEAC to be heard prior to making decisions which impact on special education;
- takes SEAC's recommendations into account before making a decision which impacts on Special Education.
- provides professional development to staff on special education.

### **The Special Education Advisory Committee: (SEAC)**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- opportunities for discussion and dialogue regarding these recommendations will be provided;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education within the time constraints provided;
- reviews the financial statements of the board as they relate to special education;
- invites ongoing information/presentation regarding new initiatives within the TCDSB and partnerships;

- advocates for needs of exceptional students including sufficient resources for equipment, transportation and staff to enable the delivery of service;
- shares information with respect to the Associations represented;
- **The school principal:**
  - promotes the education of the whole child within the context of a Catholic community rooted in Gospel values;
  - carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
  - communicates Ministry of Education and school board expectations to staff;
  - strives to provide that appropriately qualified staff are assigned to teach special education classes;
  - communicates board policies and procedures about special education to staff, students; and parents;
  - ensures that appropriate assessments are requested if necessary and that parental consent is obtained. Utilizes interpreters as required;
  - ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies;
  - consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
  - ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
  - ensures that parents and students 16 and older are consulted in the development of the IEP and that they are provided with a copy of the IEP;
  - ensures the delivery of the program set out in the IEP.

**The teacher:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda in keeping with the Catholic values espoused by the Toronto Catholic District School Board;
- follows board policies and procedures regarding special education as outlined in our delivery of services model;
- maintains up to date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil, as outlined in the IPRC and the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

**The special education teacher**, in addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary in conjunction with the regular class teacher and parent;
- assists in providing academic assessments for exceptional pupils.

**The parent/guardian**, through the Parents Guide to Special Education (Appendix A) and dialogue with school staff:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities as outlined in the Toronto Catholic District School Board's delivery model process;
- participates in the development of the IEP;
- works in participation with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to foster an enabling learning environment;
- is responsible for the student's attendance at school;
- keeps school staff informed of changes which may impact on learning as the child works towards his/her full potential.

**Within the TCDSB our vision of students are students who:**

- are formed in the Catholic faith
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness
- apply Christian values to life's opportunities, challenges and choices
- demonstrate global perspective and community responsibility
- a discerning believer formed in the Catholic faith community
- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor
- a caring family member
- a responsible citizen

**In addition exceptional students within the TCDSB:**

- will become effective communicators within the scope of their potential
- will make a commitment to work consistently in achieving the expectations that have been outlined in their Individual Education Plan especially at the intermediate and secondary level
- will learn to be self advocates and learn to effectively communicate their needs to their teachers so that appropriate accommodations and modifications can be determined and implemented.
- willingness to attend and work hard.
- will demonstrate a willingness to attend class and to work hard.

# Categories of exceptionalities in Ontario

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committees. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.

1. behaviour
2. communication
3. intellectual
4. physical
5. multiple

These broad categories include the following definitions:

## 1. Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or
- other health factors, or any combination thereof.

## 2. Communication

### Autism

A severe learning disorder that is characterized by:

- disturbances in:
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech, and language; lack of the representational symbolic
- behaviour that precedes language.

### Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

**Language Impairment**

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

**Speech Impairment**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

**Learning Disability**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- is not primarily the result of:
  - impairment of vision;
  - impairment of hearing;
  - physical disability;
  - developmental disability;
  - primary emotional disturbance;
  - cultural difference;
- results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading);
  - language processing (thinking, conceptualizing, integrating);
  - expressive language (talking, spelling, writing);
  - mathematical computations; and
- may be associated with one or more conditions diagnosed as:
  - a perceptual handicap;
  - a brain injury;
  - minimal brain dysfunction;
  - dyslexia;
  - developmental aphasia.



### **3. Intellectual**

#### **Giftedness**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

#### **Mild Intellectual Disability**

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- an inability to profit educationally within a regular class because of slow intellectual development;
- a potential for academic learning, independent social adjustment, and economic self-support.

#### **Developmental Disability**

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

### **4. Physical**

#### **Physical Disability**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

#### **Blind and Low Vision**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

### **5. Multiple**

#### **Multiple Exceptionalities**

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

## Provincial and Demonstration Schools in Ontario

### **Provincial Schools and provincial Demonstration Schools:**

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

### **W. Ross Macdonald School: School for the Blind and Deaf-Blind:**

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource center for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis;

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life “skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

**PROVINCIAL SCHOOL CONTACTS:** teacher may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below:

**PROVINCIAL SCHOOLS BRANCH  
MINISTRY OF EDUCATION  
Provincial Schools Branch**  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-5405

**School for the Deaf, Blind,  
and Deaf Blind  
Centre Jules-Leger**  
281 rue Lanark  
Ottawa, Ontario  
Tel: (613) 761-9300  
Fax: (613) 761-9301

**SCHOOLS FOR THE DEAF  
The Ernest C Drury School for the Deaf**  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 8978-1354

**PROVINCIAL DEMONSTRATION  
SCHOOLS**  
The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

**The Robarts School for the Deaf**  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

**Amethyst School**  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel: (519) 453-4408  
Fax: (519) 453-2160

**The Sir James Whitney  
School for the Deaf**  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
Tel: (613) 967-2823  
Fax: (613) 967-2857

**Centre Jules Leger**  
281 rue Lanark  
Ottawa, Ontario  
K1Z 6R8  
Tel: (613) 761-9300 Fax (613) 761-9301  
TTY (613) 761-9302 and 761-9304

**SCHOOL FOR THE BLIND  
AND DEAF BLIND  
W. Ross Macdonald School**  
350 Brant Avenue  
Brantford, Ontario N3T 3J9  
Tel: (519) 759-0730  
Fax: (519) 759-4741

**Sagonaska School**  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel: (613) 967-2830  
Fax: (613) 967-2482

**Trillium School**  
347 Ontario Street South  
Milton, Ontario L9T 3X9  
Tel: (905) 878-8428  
Fax: (905) 878-7540

## **Provincial Schools for the Deaf:**

The following Provincial Schools offer services for deaf and hard of hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario);
- Robarts School for the Deaf in London (serving western Ontario);
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario) (for contact information, see following page).

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- Operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Transportation to Provincial Schools for residential students is provided by the Ministry appointed lead Board; the Ottawa Carleton District School Board. Day transportation for students attending Provincial schools continues to be facilitated by the local school boards.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard of hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in preschool and deaf education.

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Leger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee of Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide a special residential education programs for students between the ages of 5 and 21 years
- enhance the development of each student's academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

An inservice teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

## **Residential Demonstration Schools For Students with Learning Disabilities:**

The Ministry of Education provides the services of three Demonstration Schools for students who have severe learning disabilities some of whom may have ADHD. **The Trillium School** in Milton is for students in the Metro Toronto area.

The program objectives of the demonstration schools are as follows:

- to provide residential education programs for students with severe learning disabilities;
- to assist enrolled students to develop personal life and learning strategies which will enable them to return to programs with in local school boards other educational jurisdictions, or the community;
- to provide in – service teacher education;
- to provide resource services for school boards as required, including student assessment and / or programming assistance.

### **Admission Procedures:**

In order to be eligible for admission to a demonstration school, a candidate must satisfy the following criteria:

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- because of the nature of the learning disability and /or other factors, the applicant must be in need of a residential education program;
- the applicant must have a severe learning disability, according to the Ministry definition;
- a psychologist or other mental health professional must have determined recently that the applicant is not in need of treatment for emotional or behavioural disorders;
- an Identification, Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in a demonstration school;
- the applicant must have been assessed by a resource services consultant from a demonstration school.
- IPRC review needed to admit students.

### **Referrals:**

Special Services Coordinators oversee the referral process to demonstration schools. School boards may make referral to the demonstration schools, upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be directed to the appropriate regional office of the Ministry of Education. The school board should ensure that the following are submitted to the regional office:

- assessment information;
- school history;
- personal and family data;
- a list of alternative placements in order of priority by the IPRC.

Revised application requirements have been provided by the Ministry of Education for use beginning in September 2003.

**The Provincial Committee On Learning Disabilities:**

Decisions regarding admission to demonstration schools will be made by the Provincial Committee on Learning Disabilities, which consists of:

- an official from the Special Education and Provincial Schools Branch, who will call and chair meetings;
- the demonstration school program directors;
- one representative of the Children's Division of the Ministry of Community and Social Services;
- a registered psychologist;
- one or more additional representatives.

The Provincial Committee request additional information from the regional offices in order to determine the priority of candidates for the available places in the Demonstration Schools. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place in the appropriate regional office of the Ministry of Education and Training. The Committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) / guardian(s) and the regional office.

**Residential Schools for Students Who Are Deaf or Hard of Hearing:**

The Ministry of Education provides the services of two Provincial Schools for the Deaf. E.C. Drury School in Milton is the residential school for the Deaf for students in the Toronto area.

The program objectives of the Schools for the Deaf are as follows:

- to provide residential education programs for students who are deaf or hard of hearing;
- to assist enrolled students to develop personal life and learning strategies;
- to provide in-service teacher and related support staff education;
- to provide resource services to school boards which have established alternative; educational programs for the deaf under Ministry policy / program Memoranda 76C.

**Admission Procedures:**

In order to be eligible for admission to a school for the Deaf, a candidate must satisfy the following criteria:

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- the applicant must be five years of age on or before the 31st of December of the year of admission;
- the applicant or parents must submit evidence satisfactory to the Provincial Superintendent (Schools for the Deaf ) that, because of a severe or profound hearing loss, the applicant is in need of a Special Education Program;

- an Identification, Placement and review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School the Blind or Deaf ( a letter supporting the application must be submitted).

### **Referrals:**

The Coordinator of TCDSB Programs for Deaf and Hard of Hearing oversees the referrals to the residential school. Boards may make referrals to Provincial Schools for the Deaf upon the recommendation of an Identification, Placement and Review Committee. Such referrals are made directly to the Superintendent, Provincial Schools for the Deaf.

The school board should ensure that the following are submitted to the Superintendent:

- assessment information (including recent audiological, psychological and speech-language pathology reports);
- school history;
- personal and family data;

### **The Provincial Admission Committee for Schools for the Deaf**

Decisions regarding admission to Schools for the Deaf will be made by a Provincial Admissions Committee. The Admissions Committee consists of:

- an official from the Special Education and Provincial Schools Branch who will call and chair meetings;
- school principal and vice-principal;
- Resource Services, Program Director;
- a registered psychologist;
- a social worker;
- a residence representative.

The committee will meet with the student (where appropriate), his/her parent(s) or guardian(s), and appropriate board personnel. The Admissions Committee will consider any additional factors such as emotional, behavioural, social, or physical problems which may affect the applicant's admissibility to the school. Meetings will take place at the appropriate Provincial School. The Admissions Committee will report its decision to the parents and school board; copies will be sent to the parents/guardians and the regional office.



## **Residential Schools for Students Who Are Blind or Deaf Blind**

The Ministry of Education provides the services of one Provincial Schools for the Blind and Deaf-Blind at W. Ross Macdonald School in Brantford.

The program objectives of the School for the Blind and Deaf-Blind are as follows:

- To provide residential education programs for students who are blind or deaf blind;
- To assist enrolled students to develop personal life and learning strategies;
- To provide in-service teacher and related support staff education;
- To provide resource services to school boards which have established alternative educational programs for the blind and deaf-blind under Ministry policy/program Memorandum 76C.

### **Criteria for Admission**

In order to be eligible for admission to a school for the blind and deaf-blind, a candidate must satisfy the following criteria:

- The applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- Be educationally blind or deaf-blind, i.e. unable to use his/her sense of vision or vision/hearing to benefit from a program for blind or deaf-blind students;
- The school board and parents shall submit evidence satisfactory to the Provincial School that the applicant is in need of a Provincial School Program;
- An Identification Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School for the Blind or Deaf-Blind;
- The applicant shall have been assessed by a resource services consultant from the W. Ross Macdonald School.

### **Referrals:**

Referrals to W. Ross Macdonald School are processed by the Special Education Coordinator for North York Schools. Schools boards may make referrals to W. Ross Macdonald School upon the recommended of an Identification, Placement and Review Committee. Such referrals shall be submitted directly to the W. Ross Macdonald School.

The School Board must ensure that the following are submitted to the W. Ross Macdonald School:

- assessment information (including recent audiological, psychological, and speech language pathology reports);
- school history;
- personal and family data.

The Provincial Admission Committee For Schools For The Blind And Deaf-Blind:

Decisions regarding admission to the demonstration schools will be made by the Provincial Admissions Committee for Blind and Deaf-Blind students. This committee consists of:

- a chairperson, who will be the Superintendent or designate;
- the vice- principal of the Blind and / or Deaf –Blind program;
- Resource Services Consultant;
- a residence representative;
- an advocate representative of the Ministry of Education or the Children's Services Division of the Ministry of Community and Social Services (invite to attend);
- other appropriate school staff (such as a psychologist or social worker).

The committee will meet with the student (where appropriate), his /her parent(s), and appropriate board personnel. The Provincial Committee may request additional information from the school board in order to determine the admissibility of the candidate. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place at W. Ross Macdonald School.

The committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) / guardian(s) and the regional office .

## **TRANSPORTATION:**

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently no TCDSB students attending Provincial Schools at this time.

The Provincial piece of the TCDSB Ministry Special Education Plan 2001 was seen as partially meeting the Standards set out in the Standards for School Boards' Special Education Plans. The following criteria was assessed by the Ministry as requiring more clarification.

How TCDSB provides transportation to children who attend Provincial Schools.

In TCDSB, decisions regarding how children will be transported to the Provincially run schools is made on an individual basis. Children who require additional attendants (health-care professionals, for instance) have that care provided on the mode of transportation as well. The cost of transportation to Provincial Schools is 100% refundable.

For children who attend day schools they are transported by wheel chair mini bus, van or taxi, depending on their needs from their home to the school.

Students who attend Residential Schools are provided transportation through the lead Board who in the GTA have the transportation facilitated by one of the local School Districts. They are picked up on Sunday evening and returned to their homes on Friday evening. The Provincial Schools and the agencies involved with the children determine the programming needs for the children and the type of transportation required.

## **Roles and Responsibilities**

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework;
- funding;
- school system management;
- programs and curriculum;

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

### **The Ministry of Education:**

- defines, through the Education Act, regulations, and policy/program memoranda (PPM), the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The current model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually and submit amendments to the ministry;
- requires schools boards to establish Special Education Advisory Committees (SEAC);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Minister's Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### **The Toronto Catholic District School Board:**

- educates students to their full potential in a school community formed by Catholic beliefs and traditions;
- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and our Catholic philosophy;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides professional development to staff on special education;
- establishes policy regarding the delivery of special education programs and services;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- works to secure sufficient funds in a timely manner to provide programs and services and reports on the expenditures for special education as required;
- has undertaken an extensive consultation process with the various stakeholders in the development of its special education plan;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares, updates and distributes to parents a parent guide about special education programs, services and procedures prior to any Identification, Placement & Review Committee (IPRC) meetings (Parent guide to be available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print.);

- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- *establishes a Special Education Advisory Committee and*
  1. *provides an opportunity for SEAC to be heard prior to making decisions which impact on special education,*
  2. *takes SEAC recommendations into account before making decisions which impact on special education;*
- *responds to SEAC recommendations advising the Board of Trustees of the feasibility and viability of the implementation of the recommendations.*

#### **The Special Education Advisory Committee: (SEAC)**

- provides opportunities for discussion and dialogue regarding improvements to special education services;
- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education within the time constraints provided;
- reviews the financial statements of the board as they relate to special education;
- invites ongoing information/presentation regarding new initiatives within the TCDSB and partnerships;
- advocates for needs of exceptional students including sufficient resources for equipment, transportation and staff to enable the delivery of service;
- shares information with respect to the Associations represented;
- receives regular updates on new initiatives.

#### **The school principal:**

- promotes the education of the whole child within the context of a Catholic community rooted in Gospel values;
- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- strives to provide that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students; and parents;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained. Utilizes interpreters as required;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents and students 16 and older are consulted in the development of the IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program set out in the IEP.

#### **The teacher:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda in keeping with the Catholic values espoused by the Toronto Catholic District School Board;
- follows board policies and procedures regarding special education as outlined in our delivery of services model;
- maintains up to date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil, as outlined in the IPRC and the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

**The special education teacher**, in addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary in conjunction with the regular class teacher and parent;
- assists in providing academic assessments for exceptional pupils.

### ***The Early Childhood Educator***

**The parent/guardian**, through the Parents Guide to Special Education (Appendix A) and dialogue with school staff:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities as outlined in the Toronto Catholic District School Board's delivery model process;
- participates in the development of the IEP;
- works in participation with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to foster an enabling learning environment;
- is responsible for the student's attendance at school;
- keeps school staff informed of changes which may impact on learning as the child works towards his/her full potential.

**Within the TCDSB our vision of students with special needs are students who will strive to fulfill their roles and responsibilities with the skills they possess. They are students who:**

- strive to achieve academically and socially
- contribute in a constructive way to their class, school and community
- communicate with staff and fellow students in an acceptable way considering their level of development
- apply Christian values to life's opportunities, challenges and choices
- comply with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- comply with board policies and procedures;
- participate in IPRCs, parent-teacher conferences, and other activities, as appropriate.
- make a commitment to work consistently in achieving the expectations that have been outlined in their Individual Education Plan especially at the intermediate and secondary level
- learn to be self-advocates and learn to effectively communicate their needs to their teachers so that appropriate accommodations and modifications can be determined and implemented.
- demonstrate a willingness to attend class and to work hard.
- *Catholic School Graduate Expectations?*

For each of the sections of the TCDSB Special Education Plan below we have commented with 3 sections:

1. "Required" refers to what is required by the ministry guidelines.
2. "Findings" are what the working group observed in the TCDSB Spec Education Plan folder document.
3. "Recommendations" are what we think needs to change, and in some areas, our suggested changes.

## Categories and Definitions of Exceptionalities

### 1. Required by Ministry guidelines

- i. A list of the ministry's categories and definitions of exceptionalities in Part A of the guide. Starting on page A-14
- ii. describe the ways in which the board's IPRCs applies them (the categories and definitions of exceptionalities) in making decisions on identification and placement

### 2. Findings

- i. For the most part the categories and definitions of exceptionalities follows the ministry guide verbatim.
- ii. The only 2 sections that deviate from the Ministry guide are Autism where there are minor formatting problems with the bullet points and the Learning Disability section where there are substantial differences.
- iii. There is no description of the ways in which the board's IPRC applies them in making decisions on identification and placement.

### 3. Recommendations

- i. A copy and paste of the guidelines for this section should be considered.
- ii. The autism section bullet points do not all align with the ministry definitions. Correct those that do not. See page A-15
- iii. The Learning Disability section is substantially different from the definition in the guide. We recommend substituting the ministry guide definition on pages A-15 to A-16.
- iv. Add a description of the ways in which the IPRCs apply the categories and definitions of exceptionalities in making decisions on identification and placement.

## Provincial and Demonstration schools

### 1. Required by Ministry guideline

- i. information on programs and services offered by Provincial and Demonstration Schools that is provided by the ministry in the Provincial Schools and Demonstration Schools section in Part F of this guide
  1. Provincial Schools and Demonstration Schools:
  2. Provincial School details
  3. Demonstration School details
  4. Contact Information for Provincial Schools and Demonstration Schools
    - i. See appendix F-2 from the Ministry guide.
    - ii. current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools
    - iii. information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary

### 2. Findings

- i. Some working has changed and points omitted from the guideline in the Provincial Schools and Demonstration Schools sections
- ii. We have summarized much of the information about the W. Ross Macdonald School in Brantford for deaf and blind students. This is the only school for which we go into this level of detail. Information is not organized in a logical manner and is incomplete.
- iii. We list more provincial and demonstration schools than the ministry does.
- iv. We comingle the transportation and number of students who attend sections.

### 3. Recommendations

- i. This is a suggested format, for the most part we should copy and paste the relevant bullet points and content for:
  1. Provincial and Demonstration schools (page F6 & F7)
  2. Provincial schools (DHH and BLV)
    1. information (page F8)
    2. admission (page F7)
    3. transportation. (page F8)
    4. List of provincial schools (page F9)
  3. Demonstration school (Severe LD)
    1. Information (page F10)
    2. admission (page F7)
    3. transportation (page F8)
    4. List of demonstration schools (page F10)
  4. Include Ministry link for additional school information <https://pdsbnet.ca/en/schools/>
- ii. Use the ministry list of contacts for Provincial and demonstration schools (page F14)
- iii. Note the ministry lists 7 Provincial and demonstration schools but guidelines list 8 schools. Centre Jules-Leger has been removed from the ministry website, possibly because it is French or there may be another reason. We need to determine if it should be included or not.
- iv. Separate out the sections on “Transportation” and “Number of students who attend”. List Transportation separately under Provincial Schools and Demonstration schools.





SPECIAL SERVICES

## Special Education Superintendent Update

February 2021

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During the month of February, we focus on the many different ways psychology can help improve our everyday lives and overall well-being, and support us with balancing the many roles and responsibilities we have with children, adolescents, parents, and school staff. The goal is to create awareness of, and interest in, the diverse roles psychology plays, and to share with the public how psychology contributes to the overall well-being of the school community. More information can be found at our Psychology webpage and twitter account.

Presentations for our school community continue this month with a number of learning opportunities for teachers. There will be two presentations for secondary teachers: The first is *Taking care of ourselves and our students: Grief, Big Emotions, and Self-care in the time of the Pandemic*. The second, presented with our Social Work colleagues, covers *TCDSB Suicide Intervention Guidelines*.

Teachers supporting students in the Learning Disability Intensive Support Program classrooms will receive professional learning this month on *Using Information in the Psychology Report to Support Students with Learning Disabilities*. The presentation will examine how learning disabilities are diagnosed, the types of challenges students have, what they look like in the classroom, and how to support their particular learning needs.

Psychology staff continue to deliver the workshop *Trauma-Informed Classrooms* to local school communities.

# What services do School Psychology Professionals offer?



**School Psychology Professionals utilize their knowledge of child & adolescent development, along with their understanding of school climate & culture to **provide these 5 levels of service****



## Direct Student-focused

- Psychological assessment to determine/diagnose learning, behaviour & mental health problems/disorders
- Specific recommendations, plans & goals for intervention & progress monitoring
- Individual & group counselling & other mental health interventions



## Indirect Student-focused

- Consultation with school personnel
- Parent collaboration
- Interagency liaison



## Whole Class & School-wide

- Participate in problem solving teams
- Advise & direct prevention & early intervention programs
- Provide professional development for school personnel



## System & District Wide

- Develop & implement academic & mental health screening
- Evaluate intervention & prevention programs
- Develop & implement inclusive parenting programs



## Educational research design & statistical analysis:

- Project design & planning
- Data collection, analysis & interpretation of results
- Translation of findings into practical applications



ONTARIO  
PSYCHOLOGICAL  
ASSOCIATION

Section on Psychology  
in Education (SecPE)

**Learn more at [bit.ly/2PPX7Af](https://bit.ly/2PPX7Af)**



## SOCIAL WORK



The Social Work Department has engaged in Professional Development about *Suicide Intervention and Brief Digital Interventions through School Mental Health Ontario*. We are continuing to increase support at St Anne's Academy and meaningfully engage students having attendance challenges.



On the January 15<sup>th</sup> Professional Activity (PA) Day, the Autism Department provided the following professional learning opportunities to elementary support staff. The feedback from each session was very positive.

### Supporting Students with Autism Virtually and In-Person

**Description:** Staff will become familiar using resources while supporting students with Autism Spectrum Disorder (ASD) in the virtual and in-person setting. They will also learn about resources created by the Autism Team found on the portal. Staff will also view videos created by the Autism Team focusing on ABA strategies.

"The content was great and seemed only to be the tip of the iceberg."

"I have learned great strategies to support the students' learning. Keep up the great work!"

### The Role of ABA and BCBAs in the TCDSB & Be the Reinforcer: Pairing 101

**Description:** Learn about the use of Applied Behaviour Analysis (ABA) in our Board as well as how the Board's Board Certified Behaviour Analysts (BCBA) can help support the learning and behavioural needs of students. For the portion on Be the Reinforcer: Pairing 101, participants will learn strategies to improve student engagement and compliance.

"I enjoyed the workshop very much. It's good to know that the TCDSB has employed BCBAs to assist us with our special needs children."

"Excellent workshop"

### Understanding & Addressing Challenging Behaviours of Students with Autism Spectrum Disorder

**Description:** This workshop will identify underlying causes of behavior difficulties and functions of behavior as they relate to students with ASD. Discussion will address challenges with social communication, repetitive/stereotyped behaviours, difficulties with perspective taking, and co-morbid diagnoses that impact behaviour. Participants will have a better understanding of the functions of challenging behaviour and effective strategies to implement change.

"Excellent presentation. Enjoyed listening to the examples and videos."

"Wonderful presenter who is engaging and welcomes feedback."



SPECIAL SERVICES



The occasion of Bell Let's Talk, the Mental Health team developed a Calendar of Wellness Activities for the week of Jan 25-29 with videos, PA messaging and wellness virtual classroom activities for the Week of Jan 25-29, 2021.



Mental Health Newsletter - Winter 2021 Edition was distributed to our parents, guardians and families: [Mental Health Newsletter - Winter 2021](#)

As part of a new initiative, a monthly system-wide email focused on *Challenging Negative Thinking* with embedded videos and activities for staff as well as activities for the classroom.



Professional In-Service offered to all Teaching and Learning Collaborative resource educators on *How to Foster a Mentally Healthy Classroom as well as Staff Well-Being: How to Foster Our Own Resiliency During COVID-19*.

*Self-Directed Suicide Awareness Course* offered to 40 Support Staff followed by webinar on TCDSB Suicide Guidelines to allow support staff to be better prepared to support students who may present with suicidal ideation.

Professional Development on *Staff Well-Being: How to Foster Our Own Resiliency During COVID-19*, was offered to TCDSB business leaders.



REPORT TO

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

**ACCOUNTABILITY FRAMEWORK FOR SPECIAL  
SERVICES REPORT BACK 2019-2020**

*And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:1)*

Created, Draft	First Tabling	Review
January 25, 2021	February 4, 2021	<a href="#">Click here to enter a date.</a>

Maria Meehan, Superintendent of Education, Special Services  
Dr. Marina Vanayan, Sr. Coordinator, Educational Research

**INFORMATION REPORT**

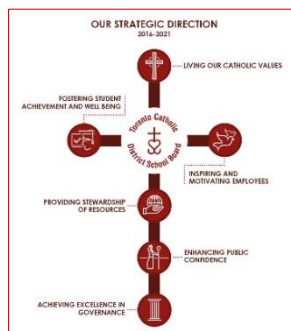
**Vision:**

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

**Mission:**

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

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



Brendan Browne, PhD  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

S. Camacho  
Acting Associate Director  
Facilities, Business and  
Community Development

## **A. EXECUTIVE SUMMARY**

The Accountability Framework for Special Services (AFSS) Report Back 2019-2020 guides renewal and improvement in the delivery of programs and services. The AFSS Report Back 2019-2020 is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021.

*The cumulative staff time required to prepare this report was 85 hours.*

## **B. PURPOSE**

The purpose of the AFSS Report Back is to conduct an annual review of Special Education programs through the lens of student achievement and well-being. The report summarizes the work of the various Framework committees during the 2019-2020 school year including their goals, targets and evidence of achievement. It also captures the future focus and next steps of the committees through the 2020-2021 academic year, which include monitoring student engagement, staff professional learning and collaboration as well as program delivery.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010 and now called the Accountability Framework for Special Services (AFSS), guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to eleven committees addressing the learning needs of students identified with different exceptionalities, students in different placements, and Mental Health and Well-being.



2. Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning and Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the AFSS supports the strategic direction to foster student achievement and well-being through four areas of focus.
  - A. Home, School and Parish: Nurturing our Catholic Community;
  - B. Curriculum, Teaching and Learning: A Focus on Assessment Practices;
  - C. Pathways, Planning and Programming: Student Engagement and Well-being; and
  - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
3. Eleven committees guide the work of the Accountability Framework for Special Services. Each committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each AFSS committee focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.
4. The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and "Distance Learning" replaced "in-person" learning for all students K-12, including all students with exceptionalities.
5. The AFSS Report Back 2019-2020 (Appendix A) is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021. Due to the exceptional circumstances of the school year, the majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020. Further, there was an urgent necessity to revise goals and prioritize responses to the meet the unique challenges of the academic year that impacted both teaching and learning conditions.
6. The AFSS Report Back 2019- 2020 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:

1. Smart Goals and Targets from the *Accountability Framework for Special Services 2019-2021*.
  2. Evidence 2019-2020
  3. Next Step(s)
  4. Goal Status
7. The status of each goal is reported using the following scale:
- A. On Target (green) – on track
  - B. Monitor (yellow) – on track but requires additional support
  - C. Action Required (red) – not on track
8. Where target-specific data were not available to inform the reporting of Evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact of the pandemic on teaching and learning have been included as areas of focus through to the end of the 2020-2021 academic year. These next steps may focus on emerging needs and priorities that could not have been anticipated when Smart Goals and targets were originally presented in the AFSS 2019-2021.
9. The AFSS Committees meet on a regular basis for the following areas:
- A. Autism
  - B. Behaviour
  - C. Blind/Low Vision
  - D. Deaf/Hard of Hearing
  - E. Gifted
  - F. Language Impairment
  - G. Learning Disability
  - H. Mild Intellectual Disability
  - I. Multiple Exceptionalities/Developmental Disability
  - J. Physical Disability (New to be implemented 2020-21)
  - K. Mental Health and Well-Being



## D. EVIDENCE/RESEARCH/ANALYSIS

Category/Exceptionality	Goal Status
Student Voice – all students with an IEP <ul style="list-style-type: none"><li>Home, School and Parish: Nurturing Our Catholic Community</li></ul>	On Target
Student Voice – all students with an IEP <ul style="list-style-type: none"><li>Pathways, Planning and Programming: Student Engagement and Well-Being</li></ul>	Monitor
Student Achievement – Students with Special Education Needs <ul style="list-style-type: none"><li>Curriculum, Teaching and Learning: A Focus on Assessment Practices</li></ul>	Monitor
Autism	Monitor
Behaviour	Monitor
Blind/Low Vision	Monitor
Deaf/Hard of Hearing	Monitor
Giftedness	Monitor
Language Impairment	Monitor
Learning Disability	Monitor
Mild Intellectual Disability	Monitor
Multiple Exceptionalities/Developmental Disability	Monitor
Mental Health	Monitor

The goal status for Physical Disability will be included in the AFSS Report Back 2020-2021.

## E. METRICS AND ACCOUNTABILITY

1. Annual reporting on the work of the Accountability Frameworks for Special Services is undertaken in compliance with policy S.P. 01 Special Education Programs and Services.

2. The data, goals and next steps will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Accountability Framework for Special Services committees.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020



January 22, 2021



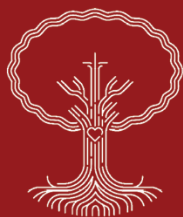
## OUR MISSION

*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.*



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## 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*



### 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*

### PROVIDING STEWARDSHIP OF RESOURCES

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



### ENHANCING PUBLIC CONFIDENCE

*To create enhanced, regular communication with all stakeholders*

### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 -2020

TORONTO CATHOLIC  
SCHOOL BOARD  
80 Sheppard Ave East  
Toronto, ON M2N 6E8  
Phone (416) 222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

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# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020

The TCDSB Accountability Framework for Special Education (AFSE), first established in 2010 and now called the Accountability Framework for Special Services (AFSS), guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the accountability frameworks to 11 committees. The Accountability Framework for Special Services Report Back 2019 – 2020 is a reflection on the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019 – 2021.

## AFSS Report Back 2019–2020

The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and “Distance Learning” replaced “in-person” learning for all students K-12, including all students with exceptionalities. Due to these exceptional circumstances, the majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020. Further, there was an urgent necessity to revise goals and prioritize responses to the meet the unique challenges of the academic year that impacted both teaching and learning conditions.

The AFSS Report Back 2019- 2020 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:

1. SMART Goals and Targets from the Accountability Framework for Special Services 2019-2021.
2. Evidence 2019-2020
3. Next Step(s)
4. Goal Status

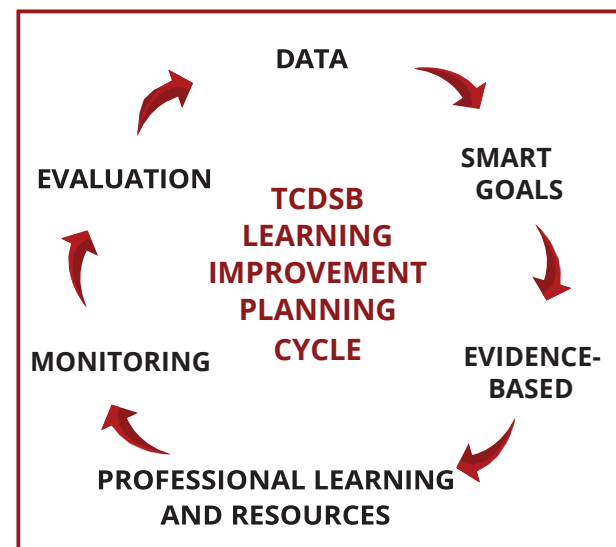
Where target-specific data was not available to inform the reporting of evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact of the pandemic on teaching and learning have been included as areas of focus through to the end of the 2020-2021 academic year. These next steps may focus on emerging needs and priorities that could not have been anticipated when Smart Goals and Targets were originally presented in the AFSS 2019-2021.

## TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Framework. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

The **AFSS REPORT BACK 2019-2020** presents Goals, Targets, and Evidence for 2019-2020. The status of each goal is reported using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board**

**Learning Improvement Plan**, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**
- CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1996
Behaviour	167
Blind and Low Vision	9
Deaf and Hard-of-Hearing	88
Developmental Disability	126
Giftedness	1897
Language Impairment	806
Learning Disability	2037
Mild Intellectual Disability	291
Multiple Exceptionalities	168
N/A (students with an IEP only)	8673
Physical Disability	74
Speech Impairment	3

## 2019 - 2020 Exceptionality 1\* Data

(\*Primary exceptionality)

As of June 30, 2020.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	62	151	159	206	171	179	162	133	124	118	123	78	107	223
Behaviour	0	0	3	11	11	28	26	30	17	17	8	7	3	6
Blind and Low Vision	0	0	0	0	1	1	1	0	0	1	1	1	1	2
Deaf and Hard-of-Hearing	3	6	8	7	4	5	4	7	6	5	5	7	6	15
Developmental Disability	0	1	2	1	2	3	4	8	17	14	8	6	12	48
Giftedness	0	0	0	0	1	0	263	225	308	258	195	200	221	226
Language Impairment	0	0	51	51	79	73	66	73	79	85	63	61	58	67
Learning Disability	0	0	0	1	20	70	128	145	227	219	241	307	314	365
Mild Intellectual Disability	0	0	1	1	2	8	18	20	22	33	27	35	48	76
Multiple Exceptionalities	1	8	13	12	14	13	12	5	10	11	12	12	16	29
N/A (students with an IEP only)	126	98	224	573	844	894	842	854	831	769	711	643	610	654
Physical Disability	2	5	4	4	6	8	3	3	7	8	4	6	7	7
Speech Impairment	0	0	0	0	1	1	0	0	0	0	1	0	0	0



# STUDENT VOICE

## - All students with an IEP

### Safe and Caring Catholic School Climate Survey (Grade 6 & 8)\*

Students who reported they have an IEP (including gifted): N = 2012

### My School, My Voice (Grades 10 & 12)\*

Students who reported they have an IEP (including gifted): N = 1011

\*Data from 2018-2019

## HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

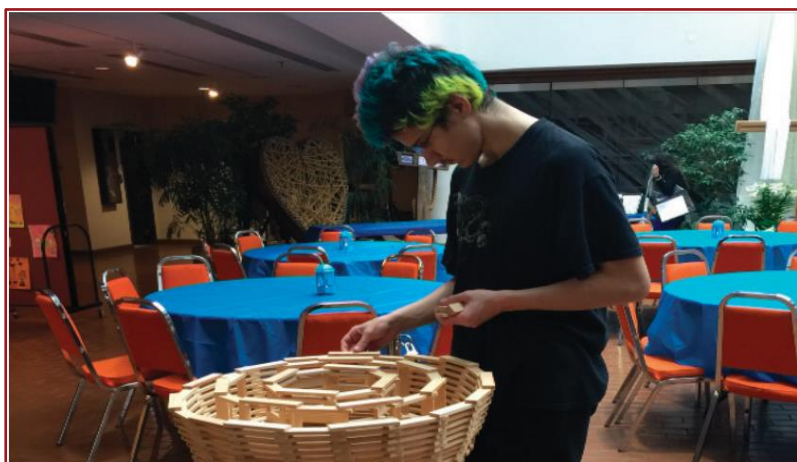
### DATA ANALYSIS

In 2018 - 2019

Percentage of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary **94%**; Secondary **89%**
- My school promotes Catholic practices – Elementary **95%**; Secondary **91%**

In 2019-2020, these data from TCDSB surveys were not available.



### SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

<h1>STUDENT VOICE</h1> <h2>- All students with an IEP</h2>	<p><b>Safe and Caring Catholic School Climate Survey (Grade 6 &amp; 8)*</b> Students who reported they have an IEP (including gifted): N = 2012</p> <p><b>My School, My Voice (Grades 10 &amp; 12)*</b> Students who reported they have an IEP (including gifted): N = 1011</p> <p><i>*Data from 2018-2019</i></p>
<h3>PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING</h3>	
DATA ANALYSIS	SMART GOALS & TARGETS / NEXT STEPS
<p>In 2018 - 2019 the percentage of students with an IEP who responded positively to: <i>(*Values in parentheses = All students)</i></p> <ul style="list-style-type: none"> <li>✓ In general, I like the way I am – Elementary <b>70% (69%)</b>; Secondary <b>62% (59%)</b></li> <li>✓ Overall, I have a lot to be proud of – Elementary <b>67% (66%)</b>; Secondary <b>55% (56%)</b></li> <li>✓ A lot of things about me are good – Elementary <b>67% (66%)</b>; Secondary <b>60% (59%)</b></li> <li>✓ When I do something, I do it well - Elementary <b>60% (61%)</b>; Secondary <b>60% (62%)</b></li> <li>✓ I like the way I look – Elementary <b>61% (59)</b>; Secondary <b>53% (51%)</b></li> <li>✓ Used my Blueprint to explore education and career life planning at least once a year – Elementary (Gr. 8 only) <b>74% (76%)</b>; Secondary <b>89% (93%)</b></li> <li>✓ My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary <b>80% (80%)</b></li> </ul> <p>In 2019-2020, some data from TCDSB surveys were not available.</p> <p><b>DISTANCE LEARNING SURVEYS</b> Students who reported they have an IEP (including gifted): Elementary N = 1195; Secondary N = 848</p> <p><b>Student Well-Being</b> <i>(*Values in parenthesis=All students)</i></p> <p><b>Student Voice:</b> Felt stressed or very stressed since March Break:</p> <ul style="list-style-type: none"> <li>• Elementary 26% (25%); Secondary 42% (43%)</li> </ul> <p><b>Student Voice: Grade 8</b> - In preparing for high school, helpful/very helpful:</p> <ul style="list-style-type: none"> <li>• activities to discover strengths, interests, skills for success - 66% (65%)</li> <li>• having a plan for achieving goals - 64% (63%)</li> </ul> <p><b>Grade 12</b> - High school experiences or programs helpful in exploring opportunities and interests for future:</p> <ul style="list-style-type: none"> <li>• Co-curricular Activities – 45% (48%); Community involvement/Volunteer activities – 36% (40%); Experiential learning – 23% (27%); Co-op courses – 33% (26%)</li> </ul>	<p>By June 2021, there will be an increase in positive responses regarding students' self-image:</p> <p>Elementary – from <b>60% -70%</b> range to <b>64% - 74%</b> range</p> <p>Secondary – from <b>53% - 62%</b> range to <b>57% to 66%</b> range</p> <p>By June 2021, there will be an increase in the use of my Blueprint by elementary student from <b>74%</b> to <b>78%</b></p> <p>Continue to engage parents' awareness regarding their child's use of my BluePrint</p>
<p><b>Goal status and explanation if goal not met:</b></p> <ul style="list-style-type: none"> <li>• Data informs current and future planning by the accountability frameworks for all exceptionalities.</li> </ul>	<p><b>Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.</b></p>

# STUDENT ACHIEVEMENT - Students with Special Education Needs (excluding Gifted)

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

#### EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018				2018-2019			
	All		Participating		All		Participating	
	N	%	N	%	N	%	N	%
Primary Reading	1064	44%	940	49%	1091	43%	956	49%
Primary Writing	1064	51%	947	58%	1091	49%	962	55%
Primary Math	1083	27%	974	30%	1118	22%	995	25%
Junior Reading	1245	48%	1165	51%	1251	49%	1173	52%
Junior Writing	1245	51%	1162	54%	1251	57%	1172	61%
Junior Math	1245	13%	1158	14%	1253	12%	1170	13%
Gr. 9 Academic Math	242	65%	241	65%	286	63%	283	64%
Gr. 9 Applied Math	677	36%	663	37%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

**Note:** All K-12 EQAO assessments for the 2019-2020 school year were cancelled as per direction from the Ministry of Education due to the extraordinary circumstances facing the Province. Target specific data were not available for 2019-2020.

**Goal status and explanation if goal not met:** Action Required

Data informs current and future planning by all staff.

### SMART GOALS & TARGETS/NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):

Students achieving Level 3 / 4:

- Primary Reading **44% to 50%** ■
- Primary Writing **51% to 57%** ■
- Primary Math **27% to 33%** ■

Students achieving Level 3 / 4:

- Junior Reading **48% to 54%** ■
- Junior Writing **51% to 57%** ■
- Junior Math **13% to 19%** ■

Students achieving Level 3 / 4:

- Grade 9 Academic Math **65% to 70%** ■
- Grade 9 Applied Math **36% to 42%** ■

Successful:

- OSSLT: **46% to 52%** successful. ■

**Strategies and Monitoring:**

**See Accountability Frameworks below and the Board Learning and Improvement Plan document.**

# STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS (Statistics in parenthesis are from June 2019)

**ELEMENTARY:** Report Card Learning Skills: Self-Regulation - June 2020

		Needs Improvement	
		N	%
Grade 3	All	(6238) 6235	(5.3%) 3.4%
	SE	(1135) 1155	(15.6%) 10.9%
Grade 6	All	(6467) 6513	(5.1%) 3.6%
	SE	(1276) 1276	(13.2%) 9.4%

**SECONDARY:** Report Card Marks: Pass Rates in English and Mathematics - June 2020

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4669) 4642	(95.0%) 97.9%	(1228) 1349	(91.1%) 94.1%	(162) 170	(91.4%) 91.8%
	SE	(368) 364	(91.8%) 95.3%	(602) 591	(90.5%) 93.2%	(156) 159	(91.0%) 91.2%
Grade 10	All	(4624) 4626	(96.4%) 97.9%	(1365) 1293	(92.2%) 92.7%	(114) 130	(94.7%) 93.1%
	SE	(314) 367	(92.4%) 97.0%	(585) 551	(92.1%) 93.5%	(111) 123	(94.6%) 93.5%

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4542) 4455	(93.4%) 96.9%	(1506) 1673	(88.2%) 92.8%	(435) 339	(93.1%) 94.1%
	SE	(292) 276	(82.5%) 94.6%	(532) 598	(86.1%) 90.1%	(305) 249	(92.8%) 92.8%
Grade 10	All	(4261) 4195	(90.6%) 94.9%	(1748) 1742	(86.4%) 91.3%	(259) 252	(94.2%) 94.8%
	SE	(231) 250	(80.8%) 87.6%	(563) 551	(83.3%) 89.5%	(205) 195	(95.6%) 93.8%

**Note:** All: All Students; SE: Students with Special Education Needs (excluding Gifted)

### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be a reduction of **3%** in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.

Monitor

By June 2021, there will be a **3%** increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

Monitor

**Strategies and Monitoring:**  
See Accountability Frameworks below and the Board Learning and Improvement Plan document.

## REPORT BACK from 2019 - 2020

# AUTISM (ASD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, improve Self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>• <b>80%</b> of targeted students in the Program to Assist Social Thinking (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.</li> <li>• By June 2021, there will be a <b>3%</b> improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort).</li> </ul> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, promising practices in the area of Self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>• In 2019-2020, 75% of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them.</li> </ul> <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> <li>• In 2019-2020, 75% of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity.</li> </ul> <p><b>Note:</b> Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p><b>Pivot to Support Access to Virtual Learning</b></p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> <li>• A secondary teacher newsletter, <i>Supporting Your Students with ASD through Distance Learning</i> (April and October) to support students and their parents during distance learning to reduce stress/anxiety.</li> <li>• A secondary student newsletter, <i>Tips to Support Your Distance Learning Experience</i>, (two in April) to support students on the credit bearing pathway by providing tips and strategies to navigate a shift to distance learning.</li> <li>• A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition.</li> <li>• A Google site for parents to access special education resources and activities (Social Narratives, Visual Supports, ABA Strategies at Home and Home Routine Scripts) to support their children with special education needs, including those with Autism.</li> <li>• A Google site for teachers to access special education resources and activities (e.g., teacher created newsletters and resources) to support students with special education needs, including those with Autism.</li> <li>• Parent and student engagement in distance learning was provided through the multidisciplinary Autism Team with outreach to parents of students based on school/parent concerns and previous referral. Support and outreach continued throughout the Summer.</li> <li>• There was an emphasis on supporting students as they transitioned to school in the Fall.</li> <li>• Common Feedback Form Results (5 PD sessions, 156 staff respondents): 95% strongly agreed or agreed that they would integrate their learning into their planning and instruction; 96% agreed or strongly agreed that the PD session would contribute to student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• For the elementary panel, the focus will continue to remain on improvement to self-regulation. A Social Skills kit has been created and will be piloted in eight elementary schools. Feedback will be collected from staff and parents to inform whether there has been improvement of self-regulation skills in targeted students in these schools. Improvement of teacher reports of self-regulation on report cards of targeted students will also be reviewed.</li> <li>• For the secondary panel, Social Competency Modules have been created and will be piloted in two secondary schools where feedback will be collected from staff and students to inform whether there has been an increase in social engagement for targeted students in these schools. Surveys completed by teachers and students will inform the outcome focusing on sense of belonging and school connectedness.</li> </ul>
<p><b>Goal Status:</b></p>	<p><b>Monitor</b></p> <p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	



## REPORT BACK from 2019 - 2020

BEHAVIOUR (BEH)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum, Teaching and Learning: A Focus on Assessment Practices</b></p> <ul style="list-style-type: none"> <li>By June 2021, 85% of primary students in Intensive Support Programs (ISP) behaviour classes will have increased access to integration because of improved Self-Regulation strategies using <i>Behaviour Matters</i> program.</li> </ul> <p><b>Home, School &amp; Parish: Nurturing Our Catholic Community</b></p> <ul style="list-style-type: none"> <li>By June 2021, 100% of parents of students in ISP behaviour classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content.</li> </ul> <p><b>Note:</b> Target specific data were not available in 2019-2020, as <i>Behaviour Matters</i> could not be engaged. While target-specific data were not available, the Student Support Team was actively engaged.</p>	<p>The Student Support Response Team (SSRT) was actively engaged by:</p> <ul style="list-style-type: none"> <li>Supporting behaviour ISP students and teachers to model self-regulation and build capacity in virtual ISP classes.</li> <li>Mentoring 8 out of the 20 elementary programs, approximately 50 students and 16 staff.</li> <li>Offering transitional support for students new to the ISP or leaving the ISP to return to their home school/High School.</li> <li>Offering direct instruction.</li> <li>Modeling for staff classroom set up (scheduling, physical space, and materials).</li> <li>Providing staff with procedure guidance with regards to TCDSB Special Education requirements (IEP, Special Services, BEH/Safety plans, Alternative reports), and individualized support for students struggling in the ISP.</li> <li>Providing PD to programs, lunch and learns, and reviews of CPI de-escalation procedures. In some cases, entire school staff (4 elementary school staffs during lunch and learns).</li> </ul> <p>From March to June 2020, the Behaviour team and SSRT:</p> <ul style="list-style-type: none"> <li>Created a google portal for staff and parents, grade specific, providing links to resources to help support social skills development, mental health, social/emotional well-being, mindfulness, Behavior management skills and Covid19 specific supports.</li> <li>Supported ISP Behavior classes, 20 online programs, with regards to social skills, counselling support and support accessing requirements to participate in virtual learning.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate virtual programming through <i>Behaviour Matters</i> for at least two ISP programs as a pilot using digital platform.</li> <li>Continue SSRT support to behavior programs, including modeling de-escalation and resource support for emotion management and track success during integration periods.</li> <li>In spring 2021, administer Parent Feedback forms to learn about specific student needs and to inform practices to improve communication and engagement.</li> <li>Implement Common Feedback Form for the PD session in February 2021 for support staff.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; padding: 2px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

## REPORT BACK from 2019 - 2020

### BLIND AND LOW VISION (B/LV)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>• <b>100%</b> of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team.</li> <li>• <b>100%</b> of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum.</li> </ul> <p>TCDSB Students supported by the TDSB Blind/Low Vision Program (Total: 40 Students):</p> <p>Tier 1 - 19 Tier 2 - 10 Tier 3 - 11</p>	<ul style="list-style-type: none"> <li>• This year the focus was on the ongoing learning and professional development focused on how to provide instruction in the Expanded Core Curriculum for Students with a Visual Impairment, virtually.</li> <li>• Workshop in writing IEP's with a focus on writing Alternative Page 3's for B/LV students; reviewing what is appropriate to write in the Current Level of Achievement for Alternative Program, how to write measurable goals and expectations with qualifiers that can be accurately observed and a review of appropriate assessment tools to include on the IEP, specifically for B/LV students who are working within the Expanded Core Curriculum for students with visual impairments.</li> <li>• Workshop in using Google Suite, with a focus on accessing Google Drive with accessibility features.</li> <li>• Ongoing involvement in the development of D2L (BrightSpace) with the developers to ensure it is accessible for screen-reader users (i.e., JAWS).</li> <li>• Workshops and capacity building (mentoring) in the writing of assessments (Functional Vision Assessments, Learning Media Assessments, and Orientation and Mobility Assessments).</li> </ul>	<ul style="list-style-type: none"> <li>• There has been some tangible progress with respect to technology within TCDSB, in locating and setting up Special Equipment Amount (SEA) equipment, connecting with SEA IT, providing access to TCDSB platforms for TDSB staff, connecting TDSB staff with the Help Desk.</li> <li>• There will be a focus on the development of quicker turnaround times from the submission of the claim to the delivery of the equipment to the school.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; border-radius: 10px; padding: 2px 5px;">Monitor</span></p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

## REPORT BACK from 2019 - 2020

# DEAF AND HARD-OF-HEARING (D/HH)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> <li>80% of identified D/HH students in junior grades will engage in social networking events.</li> </ul> <p>Revise Girls' Talk/Boys' Club events based on grade divisions.</p> <p>Provide speakers and activities for students at D/HH picnic, <i>Girls' Talk/Boys' Club</i> that focus on positive self-image and self-advocacy.</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding themselves as learners and their well-being:</p> <ul style="list-style-type: none"> <li>D/HH Family Picnic feedback survey</li> <li>D/HH <i>Girls' Talk</i> feedback</li> <li>D/HH Boys' Club feedback</li> </ul> <p><b>Note:</b> Target-specific data were not available in 2019-2020. Students were unable to gather for social events; there were cancellations due to labour sanctions and the pandemic.</p>	<p><b>Pivot to Support Access to Virtual Learning</b></p> <p>The following activities supported the goals.</p> <ul style="list-style-type: none"> <li>Revised the <i>Girls' Talk/Boys' Club</i> events format combining boys and girl was more effective than separate events for boys and girls;</li> <li>Provided Hearing Assistive Technology (HAT), at home to 21 elementary and 14 secondary students including accessories/support to patch HAT</li> <li>D/HH teachers provided classroom teachers resources to accommodate students with hearing loss in virtual sessions;</li> <li>D/HH teachers provided parents with information to support creating a better virtual learning environment for their child at home;</li> <li>Staff contributed to board website resources for parents to support language development during this period of virtual learning;</li> <li>Teacher collaborative inquiry was developed including strategies to conduct virtual assessments;</li> <li>All staff participated in professional learning sessions about teaching students who are D/HH virtually;</li> <li>Educational audiologist assessed and provided appropriate and up-to-date technology (through SEA);</li> <li>Supported HAT at home through consultation with parents;</li> </ul>	<p><b>Access to Technology</b></p> <ul style="list-style-type: none"> <li>Educational audiologist will continue to meet with each teacher to consider each student and determine most appropriate HAT during this period of remote learning. The most appropriate technology will be immediately ordered through SEA process.</li> </ul> <p><b>Student Engagement/Wellness</b></p> <ul style="list-style-type: none"> <li>D/HH teachers will continue to check and connect with students as well as with classroom teachers and parents.</li> <li>Explore opportunities to virtually teach small groups of students with similar learning needs.</li> <li>Offer virtual small group sessions for students of similar grade levels and interests that promote positive self-image (e.g., working with an artist, cooking with a chef).</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Provide virtual in-services on needs of D/HH students to teachers of newly identified students.</li> <li>Educational audiologist to share best evidence-informed practices re: HAT.</li> <li>Attend D/HH in-services offered through Itinerant Teachers of the D/HH Southern Ontario (i.e., Effective Collaboration On-line).</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; border-radius: 10px; padding: 2px 5px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	



## REPORT BACK from 2019 - 2020

### GIFTEDNESS (GI)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)																					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, there will be <b>3%</b> improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, there will be deepened professional learning for <b>100%</b> of elementary and secondary teachers of Gifted students on relevant topics such as:</p> <ul style="list-style-type: none"> <li>Characteristics of Giftedness.</li> <li>Supporting the various learning needs of students with Giftedness.</li> <li>Promoting continuous engagement and self-motivation.</li> <li>Maintaining a balanced focus on curricular and co-curricular activities.</li> <li>Executive functioning skills.</li> <li>Time management strategies.</li> <li>Organizational strategies.</li> </ul> <p>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</p>	<ul style="list-style-type: none"> <li>No significant changes in "excellent" ratings. However, there was a significant increase in "good" ratings of approximately 4%.</li> <li>A relatively smooth transition of Congregated and Withdrawal classes to a virtual format, with student engagement remaining high.</li> <li>October 2019 Newsletter: <i>Misconceptions Surrounding Giftedness</i>.</li> </ul> <table border="1"> <thead> <tr> <th>Learning Skills</th><th>2019-2020 (Baseline)</th><th>2020-2021 (Term 2)</th></tr> </thead> <tbody> <tr> <td colspan="3"><b>Organization</b></td></tr> <tr> <td>Excellent</td><td>64.9%</td><td>65.0%</td></tr> <tr> <td>Good</td><td>23.6%</td><td>27.0%</td></tr> <tr> <td colspan="3"><b>Self-Regulation</b></td></tr> <tr> <td>Excellent</td><td>68.0%</td><td>66.8%</td></tr> <tr> <td>Good</td><td>22.2%</td><td>26.5%</td></tr> </tbody> </table>	Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)	<b>Organization</b>			Excellent	64.9%	65.0%	Good	23.6%	27.0%	<b>Self-Regulation</b>			Excellent	68.0%	66.8%	Good	22.2%	26.5%	<ul style="list-style-type: none"> <li>Professional Development opportunities for teachers of the Gifted Students.</li> <li>Next newsletter <i>Programming for Gifted Students</i> to be released in the Fall 2021.</li> </ul>
Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)																					
<b>Organization</b>																							
Excellent	64.9%	65.0%																					
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<p><b>Goal Status:</b> <span>Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>																						

## REPORT BACK from 2019 - 2020

# LANGUAGE IMPAIRMENT (LI)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language skills.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of communication and self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>At least <b>85%</b> of students in the LI Intensive Support Program (ISP) classroom will have teacher survey data administered, collected, and analysed.</li> </ul> <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment:</p> <ul style="list-style-type: none"> <li><b>75%</b> of LI-ISP teachers will plan learning opportunities that support communication and self-regulation based on the resources and information shared with them.</li> </ul> <p><b>Note:</b> Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p><b>Pivot to Support Access to Virtual Learning</b></p> <ul style="list-style-type: none"> <li>Created Google sites to provide a variety of information and resources: <ul style="list-style-type: none"> <li>to Speech and Language Pathologists (SLPs) on the topic of virtual learning and COVID-19 protocols</li> <li>to educators and families</li> <li>internal department sites to share information about changes in service delivery.</li> </ul> </li> <li>Responded to the virtual learning environment with committee-based initiatives to produce resources for teachers and families to use online.</li> <li>Developed a parent resource website: <ul style="list-style-type: none"> <li>multimedia resources, micro-videos, etc.</li> <li>activities to support early literacy and oral language learning (during family routines).</li> </ul> </li> <li>Developed protocols and ongoing professional development for online assessment and intervention tools.</li> <li>Produced 'calendar' with daily activities for teachers and parents to use with students.</li> <li>Planned/implemented programming for SLPs to support virtual Language Impairment (LI) programs.</li> <li>SLPs provided individual program support/consultation to LI teachers.</li> <li>Cohort from 2019-20 continued in Fall 2020.</li> </ul>	<p><b>Student Engagement/Wellness</b></p> <ul style="list-style-type: none"> <li>Provide structured activities to address self regulation (a key component to effective communication and to wellness).</li> <li>Create additional daily activities for teachers to access (including printable handouts, activity suggestions, lesson plans, etc.) that address social emotional learning skills and communication strategies.</li> <li>Promote parent/teacher website with mental health and wellness resources.</li> <li>Monitor student engagement to inform instruction.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>SLPs to offer sessions to LI class teachers to meet the virtual and in-person programming needs.</li> <li>Continue to explore alternative programming to reflect the rapidly changing learning environment and additional demands of students.</li> <li>Explore opportunities to provide sessions to parents (e.g., oral language and communications strategies).</li> <li>Offer an "Ask a Speech-Language Pathologist" forum for teachers at St. Anne Catholic Academy – School of Virtual Learning.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; border-radius: 10px; padding: 2px 5px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

## REPORT BACK from 2019 - 2020

### LEARNING DISABILITY (LD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>Students with the LD exceptionality in grades 2-5 using the Lexia Reading intervention will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Empower™ Reading: Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, 100% Special Education teachers will participate in at least one professional learning session focused on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licenses from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower™ intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p> <p><b>Note:</b> Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p><b>Pivot to Support Access to Virtual Learning</b></p> <ul style="list-style-type: none"> <li>• The Empower™ programs were paused at the beginning of the closure in March 2020, and resumed during the 2020-2021 school year.</li> <li>• Empower™ teachers established distance-learning classes via "Check and Connect" with families to continue support for Empower™ students at home with reading strategies.</li> <li>• During the closure, students were guided and instructed through weekly Provisional Worksheets that served to review and consolidate previous Empower™ lessons.</li> <li>• Teachers continued to work individually with students on story reading and "challenge words" to continue to support and practise reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Final data collection reflecting reading improvements for Lexia and Empower™ Reading.</li> <li>• Delivery of professional development for Special Education teachers during the 2020-2021 school year. This will include establishing a Google classroom for virtual presentations, archiving of past presentations, and a repository for Learning Disability resources.</li> <li>• Distribution of existing Lexia licenses to LD ISP classes this current school year (2020-2021).</li> <li>• Planning for strategic placement of Empower™ programs to address equity of access across the board.</li> <li>• Ensuring that all students who started during the 2019-2020 academic year have completed the full Empower™ program in 2020-2021.</li> <li>• Purchase of 1500 more Lexia licenses by June 2021, with all remaining students in LD ISP classes able to access Lexia.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; padding: 2px 5px;">Monitor</span></p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

## REPORT BACK from 2019 - 2020

### MILD INTELLECTUAL DISABILITY (MID)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>100%</b> of students in MID Intensive Support Programs (ISP) classrooms will start to use Lexia reading intervention software.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>100%</b> of MID ISP classroom Teachers will receive Lexia program training.</p> <p><b>Note:</b> Target specific data were not available in 2019 – 2020 due to labour sanctions and the pandemic.</p>	<p><b>Pivot to Support Access to Virtual Learning</b></p> <ul style="list-style-type: none"> <li>• MID ISP teachers established distance-learning classrooms via "Check and Connect" with families of students.</li> <li>• Students continued to be supported with access to the Lexia reading intervention during the closure.</li> <li>• Access to Lexia Reading Online Resources were made available for teachers and parents to support student reading during the school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of existing Lexia licenses to MID ISP classes this school year (2020-2021).</li> <li>• Monitoring of student reading improvement gains for students using Lexia reading intervention software in MID ISP classes.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border-radius: 10px; padding: 2px 5px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

## REPORT BACK from 2019 - 2020

# MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>75%</b> of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD Intensive Support Program (ISP) class.</p> <p>By June 2021, <b>75%</b> of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p> <p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>75%</b> of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, <b>75%</b> of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p> <p><b>Note:</b> Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p><b>Pivot to support Access to Virtual Learning</b></p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> <li>• Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes to use and share with parents, providing interactive life skills activities for elementary ME/DD and primary students using core language (distributed weekly over 8 weeks from April to June).</li> <li>• A parent newsletter, <i>Parent Tips to Support ME Students in Secondary</i>, supporting parents during distance learning to reduce stress/anxiety for them and their child (distributed weekly over 5 weeks during April and May).</li> <li>• A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition: <a href="https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home">https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home</a></li> <li>• A Google site for elementary and secondary teachers to access special education resources and activities (included planning for virtual learning focusing on life skills activities) to support students with special needs, including those in ME/DD ISP classes.</li> <li>• Multidisciplinary staff supported distance learning for ME/DD students.</li> <li>• Parents and students were supported throughout the summer in the ME/DD Summer program.</li> <li>• There was an emphasis on supporting students as they transitioned to school in the Fall.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the EQUALS program to address the functional numeracy skills of their students and increase student engagement.</li> <li>• Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the <i>MeVille to WeVille</i> program to address the literacy skills of their students and increase student engagement.</li> <li>• Resource staff to continue supporting the implementation of the Early Literacy Builder resource with students at the secondary level.</li> <li>• Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes will be continued monthly.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; padding: 2px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

## REPORT BACK from 2019 - 2020\*

\*For this Exceptionality, the focus will be on Looking Ahead. The Looking Ahead from the AFSS 2019 has been revised for the 2020-2021 academic year.

PHYSICAL DISABILITY (PD)			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Identify the range of physical disability and the supports currently in place.</p> <p><b>Area for growth:</b> To be determined by June 2021.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By Spring 2021, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"><li>• Monitor effectiveness of professional learning.</li></ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"><li>• Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible.</li></ul> <p>Administrators will:</p> <ul style="list-style-type: none"><li>• Monitor the implementation of IEP goals specific to the learning profiles of students with a Physical Disability.</li></ul> <p>Teachers will:</p> <ul style="list-style-type: none"><li>• Monitor students using assessment for learning strategies</li></ul>
	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>		
	<p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>		
	<p><b>Professional Learning, Collaboration and Engagement</b></p>		
	<p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>		
<p><b>Goal Status:</b></p> <p>The report on goal status will be included in the AFSS Report Back 2020-2021.</p>			





**A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:**



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



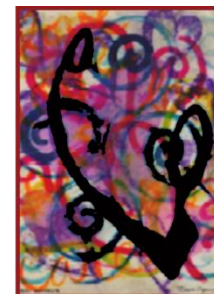
A REFLECTIVE, CREATIVE AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

## REPORT BACK from 2019 - 2020

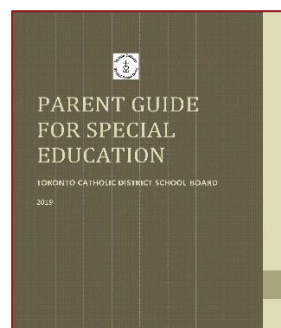
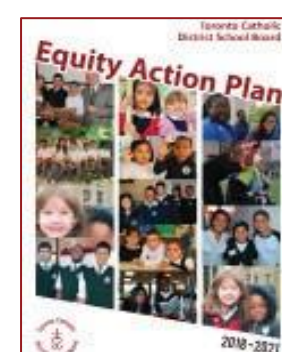
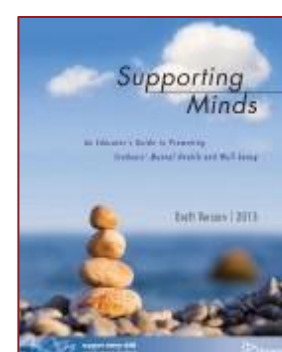
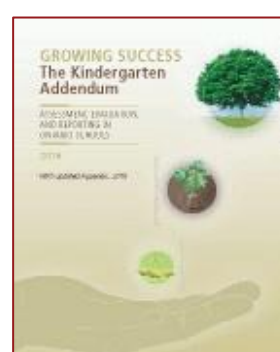
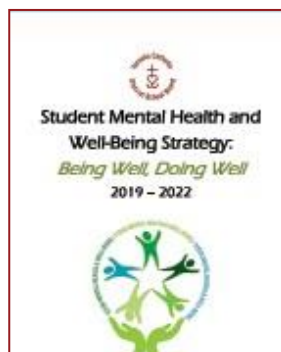
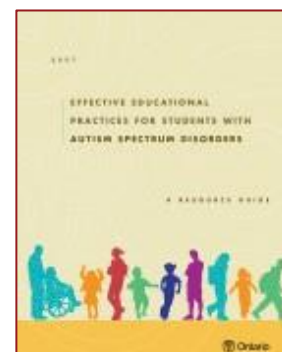
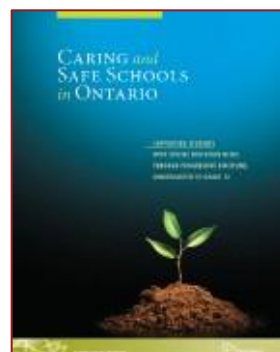
### MENTAL HEALTH (MH)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p><b>Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions):</p> <ul style="list-style-type: none"> <li>Elementary – maintain positive range (78% to 88%).</li> <li>Secondary – from 71% - 83% range to 75% to 85% range.</li> </ul> <p>By June 2021, there will be an increase in <i>Stop the Stigma</i> Mental Health and Well-being initiatives from 54 elementary schools.</p> <p><b>Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, there will be an increase in positive responses regarding staff well-being:</p> <ul style="list-style-type: none"> <li>Workforce Census – 2019-2020 Baseline.</li> </ul>	<ul style="list-style-type: none"> <li>Some target specific data were not available in 2019-2020.</li> <li>More detailed information on the Pandemic Response to supporting mental health and well-being may be found in the Annual Mental Health and Well-Being Report presented to the Student Achievement and Well-being Committee (January 2021)</li> <li><b>Distance Learning Student Survey results:</b> <ul style="list-style-type: none"> <li>Student Well-being focused question: <b>Student Voice:</b> Felt stressed or very stressed since March Break: <ul style="list-style-type: none"> <li>Elementary 25%; Secondary 43%</li> </ul> </li> </ul> </li> <li><i>Stop the Stigma</i> initiative expanded from 54 to 73 elementary schools</li> <li><b>3285 staff participated in the TCDSB Workforce census online.</b> Preliminary results indicate 60% of all staff reporting work-related stress.</li> <li>Professional Development (PD) on mental health offered to secondary educators during February 2020 <i>Leaders of Your Own Learning</i> (LOYOL) PD opportunity.</li> <li>Suicide awareness through <i>SafeTalk</i> offered to 240 staff members. A total of 120 team members were trained on suicide intervention skills.</li> <li>Delivered numerous live Mental Health PD sessions to staff including 150 Teaching and Learning Collaborative (TLC) team members, and 150 business leaders.</li> </ul>	<ul style="list-style-type: none"> <li><i>Stop the Stigma</i> Campaign will increase to expand to all Grade 6-12 St. Anne students.</li> <li>Mental health PD offered to various teams remotely including St. Anne educators, 100 team members will follow suicide awareness webinars, a total of 12 clinicians will be trained in suicide intervention skills.</li> <li>Continue to deliver PD on Staff Well-Being to secondary educators through LOYOL and through live sessions as well as pre-recorded webinars to be shared through the system.</li> </ul>
<p><b>Goal Status:</b> <span style="background-color: yellow; border: 1px solid black; padding: 2px;">Monitor</span></p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	



## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following RESOURCES have informed our plan:





## **TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2020 – 2021**

### **Wards**

1. Joseph Martino, Chair	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Michael Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford, Vice-Chair	416-512-3412
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

**Dr. Brendan Browne**, Director of Education  
**Joseph Martino**, Chair of the Board

80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 Phone: 416-222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

**JANUARY 2021**

## Special Education Staff

The following consultant/support personnel provide service in addition to regular and special subject consultants, coordinators and guidance counselors.

### Support Personnel – Central

	Program Responsibility
1 Superintendent of Special Services	all exceptionalities
1 Chief of Autism Spectrum Disorders	Autism Spectrum Disorders
1 Chief of IPRC and Assessment	all exceptionalities
1 Chief Mental Health Strategy and Staff Well-Being	Mental Health Strategy (Staff, Students)
1 Chief Psychologist	all exceptionalities
1 Chief Social Worker	all exceptionalities
1 Chief Speech-Language Pathologist	all exceptionalities
1 Mental Health Leader	Mental Health Strategy (Students)
1 Principal Care and Treatment	Section 23 Programs
1 Attendance Counselor	all exceptionalities
1 PAT/SEA Assistive Technology Teacher	all exceptionalities

### Support Service for Students with Autism

12 Autism Support Teachers	Autism Spectrum Disorders
6 Education Assistants	Autism Spectrum Disorders
2.7 Psychology staff	Autism Spectrum Disorders
2 Social Worker	Autism Spectrum Disorders
2.5 Speech-Language Pathologists	Autism Spectrum Disorders
2 ABA Expertise/Connections for Students (Ministry funded project)	Autism Spectrum Disorders

### Deaf/Hard of Hearing

0.5 Social Worker	Deaf & Hard of Hearing
1 Speech-Language Pathologist	Deaf & Hard of Hearing
1 Audiologist	Deaf & Hard of Hearing
14.6 Itinerant Teachers	Deaf & Hard of Hearing

### Visually Impaired/Blind/Deaf Blind

Overseen by Principal, Care and Treatment, Special Services

### Student Support Response Team

1 Assessment Programming Teacher (Behaviour)
4 Teachers
4 Child and Youth Workers

### Support Personnel

26 Assessment & Programming Teachers, Elementary	All exceptionalities
4 Programming & Assessment Teachers, Secondary	All exceptionalities
4 Mental Health Professional Workers	Mental Health
60.5 Social Workers, including members from Safe Schools Transitional Integrate Program for Suspended Students, Autism, Supervised Alternative Learning, Urban Priority Grant, Attendance Counsellor, Deaf & Hard of Hearing	All exceptionalities
48.5 Psychology Staff (including Autism Team Members)	All exceptionalities
37.5 Speech-Language Pathologists including Autism Team Members and Deaf & Hard of Hearing Members	All exceptionalities
23 Education Assistants	Autism Classrooms
22 Care and Treatment Teachers	Care & Treatment
3 Care and Treatment Educations Assistants	Care & Treatment
6 Assistive Technology Teachers	All exceptionalities

## **SUPPORT PERSONNEL**

The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

### **System Level**

- Audiologist
- Deaf/Hard of Hearing – Itinerant Teachers
- Assessment and Programming Teachers
- Psychologists/Psychological Associates/Psycho Educational Consultants
- Social Workers
- Speech/Language Pathologists
- Autism Support Teachers
- ABA Expertise/Connections for Students Staff
- Empower Reading Mentors
- Assessment & Programming Teacher for the Gifted Programs

### **School Level**

- Child and Youth Workers
- Educational Assistants
- Health Care Workers
- Sign Language Facilitators
- Communication Facilitators
- Deaf/Blind Intervenors
- Oral Interpreters

### **Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary)**

- 26 elementary and 5 secondary positions
- members of the College of Teachers with expertise in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer and Chief of IPRC
- family of school responsibilities as members of an Interdisciplinary School Based Student Learning Team (SBSLT)
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents
- active member of the SBSLT
- mentor teachers new to special education
- provide effective programming suggestions
- design and development of the Individual Education Plan database and special services forms
- liaison with community agencies and conduct intakes and home visits to ease with transition to school
- facilitate inservices and staff development for teachers
- Work collaboratively with curriculum resource staff

## **Audiologist**

- works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.
- refers to the appropriate community agencies for diagnostic services.
- member of the Interdisciplinary Team for Deaf & Hard of Hearing.
- provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.
- provides inservices for staff and parents.
- reports to the Chief Speech-Language Pathologist

## **Autism Support Teacher**

- 12 Teachers
- Consultation and direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with Autism Spectrum Disorder (ASD)
- Support teachers and schools with transitions for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD

## **Applied Behaviour Analysis (ABA) Expertise/Connections for Students Staff**

- 2 staff
- Collaborate and participate in joint planning with Surrey Place School Support Program staff
- Collaborate and participate at school level transition team meetings with Surrey Place School Support Program staff
- Participate in joint visits to see student at Autism Intervention Program. This includes participating with Autism Intervention Program clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the Autism Intervention Program to school
- Arrange and participate in school visits to observe the student
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff
- Contact school principal about plan for discharge from Autism Intervention Program
- Offer/provide resources and transition support for receiving school staff
- Provide support to school staff as required, including coaching on ABA-based teaching strategies during the child's transition

## **Psychologists/Psychological Associates/ Psycho-Educational Consultants**

- 48.5 FTE staff
- provide consultative service to students, their families and school staff
- provide **assessments** that address the emotional, social, intellectual, academic and spiritual development of students
- provide **prevention and intervention** that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the SBSLT, through services including consultation, prevention, assessment and intervention
- psychologists on the Autism team support students with ASD and their families and school staff
- the minimum requirements are a master's degree in psychology, and membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist

## **Mental Health Professional Workers**

- 6 FTE currently on-contract
- Regulated mental-health clinicians, either with the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers;
- direct mental health support services to students in **secondary schools** (e.g., tier 2 supports such as Brief Intervention for School Clinicians, BRISC) and connect with families as appropriate;
- support students through small groups (e.g., Supporting Transition Resilience Of Newcomer Groups (STRONG), Friends for Life or Stress Lessons);
- work with the school teams alongside school-based social work and psychology service providers to coordinate mental health initiatives;
- deliver professional development workshops to teachers or other board staff in coordination with social work and psychology service providers;
- coordinate services with community mental health and social services professionals and agencies;
- Work as a member of a multidisciplinary team under the administrative supervision of the Chief of Mental Health Strategy and Staff Well-Being;
- Work under the professional supervision of the respective Chief of Social Work or Psychology.

## **Social Workers**

- 64 Social Workers, 1 Attendance Counsellor and 1 Chief
- Minimum academic qualification is a Master of Social Work degree and membership in the Ontario College of Social Workers and Social Service Workers
- Assist students with personal issues, school stress, attendance related issues, family dynamics and other relationships, mental health and well-being, etc.
- Assist parents with understanding their children's social emotional needs, family issues, school and community resources and other school related issues

### **Social Workers *continued***

- Assist schools to more fully utilize their resources in meeting the educational, social and emotional needs of students, understand the psychosocial and familial factors which optimize a student's learning, facilitate programs that prevent or alleviate social problems
- Some of the day to day responsibilities include assessment of risk and threat, counseling, consultation, advocacy, crisis intervention, linkage to community support, prevention and early intervention programs and transitional intervention program for suspended students (TIPSS)
- Areas with specific social workers include attendance, autism, deaf & hard of hearing, learning opportunity grants, safe schools, supervised alternative learning and
- A school principal may refer to a school social worker or in some situations a parent and/or student can contact the social work department directly at 416-222-8282 ext. 2569

### **Speech and Language Department**

- 37.5 Speech-Language Pathologists
- Provides a range of services for students with oral communication needs and language disorders which impact on academic and social development
- Consultation services to teachers, parents regarding language and literacy development.
- Contribute meaningfully as a member of the School Based Student Learning Team
- Support learning within the Kindergarten Language Programs throughout the board
- Conduct assessments for Identification, Placement and Review Committee (IPRC) purposes
- Speech and Language Pathologists must have a Master's degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
- Staff carry out their duties under the supervision of the Chief Speech-Language Pathologist

### **Child and Youth Care Workers**

- the primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability
- they hold a three-year college diploma in Childcare Work

### **Educational Assistants**

- The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self-help, assisting with physical challenges, feeding, etc.
- Educational Assistants work under the direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal
- Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs
- All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally

**Health Care Assistants**

- The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students
- This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters
- As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc.
- A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required.

**Sign Language Facilitators:**

- the primary purpose of the Sign Language Facilitators is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students
- to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra curricular activities

**Communication Facilitator:**

- The primary function of a Communication Facilitator is to assist the teacher of the Deaf and Hard of Hearing in delivering an appropriate educational program.
- Sign language and non-verbal communication e.g. facial expressions are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

**American Sign Language:**

American Sign Language – a sign language for the deaf in which meaning is conveyed by a system of articulated hand gestures and their placement relative to the upper body.

**Oral Interpreter:**

- The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1 - 3) students who depend on speech reading to receive oral information
- The job involves acting as student advocate for the assigned student/s and/or providing oral interpretation during extra curricular activities

**Deaf Blind Interveners:**

- The purpose of the Deaf/Blind intervenor is to provide support to the deaf/blind student through sign language, modification of class programs, liaison with the community, resource staff and the student's family; and is also exposed to the student's work environment in a co-op placement
- The Deaf/Blind intervenor helps provide full access to the Deaf/Blind student to the regular classroom (especially subject specialization) areas and to have access to all school services, and to participate in extra-curricular activities



## **SPECIALIZED EQUIPMENT**

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

The purchasing of equipment reflects cost effective choices and appropriateness of equipment based on the individual needs of the student. The board strives to ensure that students (where appropriate), teachers and board staff who work with the student have received training in order to best use the equipment through: contracting for individual and group student training, continuous in-servicing and support by Assessment and Programming/Programming and Assessment Teachers and Academic Information Technology Teachers, cross-departmental initiatives, and forums for sharing of best practices.

Specific students who have supportive documentation are provided with the equipment. Supportive documentation involves a current, comprehensive, detailed assessment(s) completed by a relevant professional(s), who is qualified to make recommendations based on student's needs. The assessment report indicates significant, relevant deficit(s) that are clearly impacting learning and that can only be accommodated by the use of specialized equipment. A diagnosis of the condition the equipment is meant to address is clearly stated and functional recommendation(s) regarding the specific types of equipment clearly links student's needs to recommended equipment. Also, the student's IEP documents the use of the equipment and how it connects to program and report card.

Principals, with assistance from the Joint Team Members, are responsible for identifying students that may require specialized equipment, as identified in a report by a qualified professional, and determining whether the student's needs are beyond the current availability of equipment that the school is able to provide, whether the recommended equipment is for purposes of by-passing or compensating for student's learning difficulties, whether the recommended equipment is academically appropriate, and whether there is evidence that remediation/intervention and/or low/no tech device(s) were found to be insufficient to address the student's needs. The principal prepares a Special Equipment Amount package that complies with the ministry guidelines.

Equipment orders through Special Equipment Amount are based on a Ministry funding formula. The type of equipment purchased:

<b>Category</b>	<b>Examples</b>
Assistive Computer Technology	desktop computers, laptop computers, one-monitor touch computers, scanners, printers, USB headsets with microphones, zoom caps
Assistive Software	Kurzweil 3000, Draftbuilder, Boardmaker, Word Q, Speak Q, Writing with Symbols, Intellitools
Deaf and Hard of Hearing	FM systems, amplification systems, audio shoes
Blind and Low Vision	Braille, printer enlargers, video telescopes
Physical Disability	adjustable desks, safety straps, Tripp Trapp Chairs, hoist lifts, rockers, speech synthesizers, positioning devices, slant boards, standers, lap tray
Sensory Integration	weighted vests, vibrating mat, landing mat, Thera Gym belt weighted, foot harness, weighted blanket

## Transportation for Students with Special Education Needs

Transportation for students with special education needs is facilitated by the Toronto Student Transportation Group. Transportation is provided as required for all exceptional students at the elementary and secondary level, with the exception of students identified as gifted. Due to fiscal restraints the TCDSB is not able to provide transportation for students identified as gifted. The program for gifted is offered in selected regional schools and the students who attend the one day a week withdrawal program are responsible for their own transportation.

This issue of transportation for gifted has been raised by SEAC and will be included in the proposed consultation process and transportation review committee. Deliberations are contingent on Ministry funding changes which were proposed and delayed.

Exceptional students who attend programs within their own community are provided the regular transportation service in place for the school if it is appropriate. If alternate transportation arrangements are required they are provided.

Students approved to attend Provincial and Demonstration Schools are provided transportation services according to Ministry of Education guidelines.

The chart below outlines the 2018-2019 transportation budget for the TCDSB in regards to Special Education:

<b>Account Name</b>	<b>Budget</b>
Vision, Hearing & Speech	\$2,209,047
Medical & Handicapped	\$7,894,396
Special Education	\$4,110,227
Section 23	\$ 1,059,173
Remedial Language	\$105,224
Special Transit Fares (Scholars)	\$213,345
Special Transit Fares (Children)	\$0
Special Education Transit Fares (Adults)	\$ 4,044
Developmentally Disabled	\$ 571,122
Ontario Schools Deaf & Blind	\$44,519
KLP	\$478,350
PAST	\$205,929
Co-op Education	\$262,527

If the student's needs are such that he/she needs to be transported separately, then those decisions are made. As a specific example one student required transportation with the assistance of a health care attendant. These accommodations were provided. Process for deciding whether a student will be transported with other children or transported separately:

In TCDSB, decisions regarding how children will be transported is made on an individual basis. If a child can be transported with other children, that is the preferred method. When the regular home to school bus is possible (if the child's needs allow for them to use this type of bus), this bus is used. Placement in an ISP class through the IPRC process (Gifted excluded) ensures transportation is provided for the exceptional students, provided sufficient funding is available as approved by the School Board. The form of transportation can be via bus, taxi, van or wheelchair bus. The decision on which type of method is dependent on the needs of the child. Some children who come from the same area and are accessing the same service at the same school are not able to access the same mode of transportation due to emotional or physical needs. The need to transport children separately is determined based on discussions with the parent, principal and the Superintendent.

### **How Transportation Is Provided For Students in Care, Treatment and Correctional Facilities**

Decisions regarding the transportation of children in care to their local school, or the school in which the programming they require is provided, is made in the same way as for children living with their parents; it is made on an individual basis. Principals, Superintendents and those providing care work together to provide the children with as seamless a transfer when they move to care as possible.

Children in treatment receive services throughout the day for a portion of the day or all of the day. Children who receive treatment for a portion of the day are generally transported individually for their treatment and returned to their school. Children who attend treatment centres all day for their classes, are assessed on an individual basis to determine what best suits their needs.

### **Transportation to Demonstration Schools:**

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently four (4) TCDSB students attending Provincial Schools at this time.

The Provincial piece of the Special Education in Ontario was seen as partially meeting the Standards set out in the Standards for School Boards' Special Education Plans. The following criteria was assessed by the Ministry as requiring more clarification.

### **How TCDSB Provides Transportation to Children Who Attend Provincial Schools**

In TCDSB, decisions regarding how children will be transported to the provincially run schools is made on an individual basis. Children who require additional attendants (health-care professionals, for instance) have that care provided on the mode of transportation as well. The cost of transportation to Provincial Schools is 100% refundable.

For children who attend day schools they are transported by wheel chair accessible vehicle, mini bus, or school purpose minivans, depending on their needs from their home to the school.

Students who attend Residential Schools are provided transportation through the lead Board who in the GTA have the transportation facilitated by one of the local School Districts. They are picked up on Sunday evening and returned to their homes on Friday evening. The Provincial Schools and the agencies involved with the children determine the programming needs for the children and the type of transportation required.

## **1. Vehicles – General Requirements Regular Transportation**

- (a) All vehicles used by the Bidder in the provision of Services under the Contract (including spare vehicles) shall be properly licensed, equipped, maintained and inspected with the applicable provisions of the Highway Traffic Act of Ontario, the Public Vehicles Act of Ontario and the Regulations made thereunder and all other applicable statutes, by-laws, regulations and orders from all authorities and governments having jurisdiction over the transportation of students, as amended from time to time.
- (b) Wheelchair vehicles must meet safety standards as required under the Highway Traffic Act under Vehicles for the Transportation of Physically Disabled Passengers and as amended and conform to C.S.A. D409 Standards.
- (c) All such vehicles must be manufactured to the most current C.S.A. D250 Standards for “School Buses”, or with the CAN3-D409 C.S.A. Standards “Motor Vehicles for the Transportation of Physically Disabled Persons”. A certificate of compliance with the standards shall be supplied to the Board(s) for its inspection for each of the vehicles to be utilized in the provision of the Services.
- (d) Vehicles used in the provision of the Services shall be a maximum of twelve (12) years old during the Term and average age of seven (7) years.
- (e) Where cars, or mini-vans are used, the passenger doors shall be equipped with child-proof locks which would prohibit the doors from being opened from the inside of the vehicle but would allow the doors to be opened from the outside of the vehicle. All vehicles shall be equipped with a back-up alarm.
- (f) The ambulatory, service and emergency doors on the vehicles shall be padded at the top edge.
- (g) All vehicles are to have their Event Data Recorders associated with the vehicle’s engine enabled.
- (h) The Bidder shall provide the most efficient vehicles available in order to perform the Services as economically as possible. Vehicles as large as eighty-four (84) seats or as small as four (4) seats may be used. Vehicle loading shall conform to the following seating capacity:
  - (i) Mini-Vans – five (5) passengers;
  - (j) Vans – fourteen (14) to twenty-four (24) passengers; a thirty (30) inch seat length is required to fit two (2) individuals per seat. Thirty (30%) percent of vehicles this size must hold eighteen (18) students.
  - (k) Large Bus seventy (70) to eighty-four (84) passengers.
  - (l) The Bidder shall, at the time of submitting the Proposal, provide the Board(s) with the complete specifications of all vehicles that the Bidder proposes to use in the provision of the Services and yearly thereafter.
- (m) The Board(s) shall be entitled, at any time during the Term, to require delivery of a current, valid mechanical fitness certificate on any vehicle(s) at its sole discretion and at no cost to the Board(s).
- (n) The interior of all vehicles is to be maintained at all times in a clean and sanitary condition, acceptable to the Board(s). The exterior of the vehicles will be washed as needed to ensure a clean and professional appearance.

- (o) All vehicles shall be owned by the Bidder or shall be vehicles to which the Bidder shall be entitled to exclusive use and possession under chattel leases or conditional sales agreements from either the manufacturer thereof or a financial organization or institution involved in the financing thereof.
- (p) All vehicles in use to transport Board students that have GPS/AVL and/or video recording devices will be required to display a sign provided by the Consortium so that passengers are aware of their use on those vehicles.
- (q) The Bidder is encouraged to use fuel conservation and anti-idling technology wherever possible and feasible. The Boards' may implement an incentive program as a means to help the Bidder realize greater environmental efficiencies.
- (r) The Bidder will be required to adopt the Boards' 'Healthy School Bus Plan' as a means to minimize environmental damage.
- (s) If in the future the Ministry mandates the use of child seats on school buses the Bidder will purchase integrated seats where necessary and legislated by law. Older vehicles not equipped with integrated seats will require car seats to be installed. The Bidder will purchase the car seats and bill the appropriate Board for the cost of the seat. All labour costs for the installation of the car seats shall be borne by the Bidder.

## **2. Vehicles – Wheelchair Requirements**

- (a) Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.
- (b) For every one hundred fifty (150) buses a Bidder operates as part of this Contract (am/pm count) they shall make available a large seventy-two (72) passenger integrated wheelchair bus with a minimum of two (2) wheelchair spaces for use by schools on charter trips.

All Wheelchair vehicles must be able to accept a variety of wheelchair configurations including, but not limited to, manual, electric, high back, reclining, and any combination of these types.

## **3. Drivers' Qualifications and Responsibilities**

- (a) Drivers shall have and maintain in good standing at all times an Ontario Class B or Class E School Purpose Vehicle driver's license and any additional licenses required by the Public Vehicle Act, the Highway Traffic Act (Ontario) and/or the Toronto Licensing Commission By-Laws. Drivers shall satisfy all governmental requirements, and be trained according to the Ministry of Transportation and Communications "Training Guidelines for Drivers of Transportation Services for Physically Disabled Persons". A clear vulnerable sector search must be completed prior to transporting students.
- (b) All drivers must be trained in School Bus Safety Programs and Orientation/Evacuation Drills. New drivers shall be given a two week period to obtain this training.
- (c) All drivers must comply with the Toronto Municipal Code Chapter 545, Licensing Article XV Chapter 545-208.

The Bidder shall provide each driver with a wallet-sized identification card bearing a photograph of the employee, suitable identification, and the employer's name and address. This identification shall be visible to students and parents as they enter the vehicle.

The Bidder shall ensure that the driver of each vehicle utilized in the provision of Services shall at all times have in his/her possession on the vehicle or access to via dispatch an up-to-date list of the students being transported on such vehicle indicating their full names, pick-up addresses, destinations, schedule times and any other special instructions. The transportation on any vehicle of any persons other than bona fide students of the Board is expressly forbidden unless the prior authorization of the Consortium is obtained.

Drivers must not smoke at any time during their route. Smoking on any vehicle, at any time, is not permitted even when passengers are not present. Smoking is not allowed on any school or Board property.

Drivers must not eat or drink on the bus while loading, unloading, or driving.

Drivers will under no circumstances strike or use undue physical force on any student.

Drivers shall report any student conduct problem immediately to the School Principal. Recurring problems will be reported to dispatch to be relayed to the Transportation Supervisor at the Consortium.

Drivers shall not give students any food, beverages, or toys. Drivers are not to take pictures or videos of the students.

Drivers shall not leave students unattended in the vehicle. The engine is to be turned off and the ignition key removed by the driver when leaving the vehicle and all proper precautions shall be taken to ensure that the vehicle cannot be set in motion.

Drivers shall ensure that all seatbelts and harnesses are properly secured and fastened around the student at all times.

Students must be picked up at their Board designated pick up location, delivered to their respective schools and returned to their designated drop-off location.

Drivers must make sure the vehicle doors are closed and the safety locks are used at all times when the vehicle is in motion.

All drivers shall maintain listening radio contact with central dispatch at all times during the trip. The idling of school bus motors while waiting to pick up or drop-off students outside schools is prohibited except in those cases where the medical conditions of the students or the extreme temperatures require that the vehicle remain idling.

Buses must use the designated bus loading zones marked at each school unless otherwise specified. Vehicles must not be driven in excess of eight (8) kilometres per hour when on the school property.

Driving is totally prohibited while the children are at play in the school yard.

At no time may the number of students in any vehicle exceed the manufacturer's specifications.

Under no circumstances shall students be required to stand on the vehicle.

Students incapacitated because of age or other conditions must be left in the care of a responsible adult when dropped off at school and when returned home.

Students identified with a purple tag must be met by a child recognized adult or older sibling/student that will be responsible for the student.

The driver must perform a child check of the vehicle at the end of each trip for any sleeping students or abandoned articles.

Bus supplies (i.e. windshield washer fluid, oil, power steering fluid etc.) shall not be stored near the driver or inside the passenger compartment of school busses.

Seat belt cutters for all buses shall be located within reach of the driver's seat.

Busses to be kept clutter free. The dash, front steps, areas near the emergency equipment and all emergency exits must be kept clear. No loose boxes or other items to be kept inside the bus.

The Bidder is required to have the driver perform a dry run of their routes in the week prior to the commencement of each school term, preferably the last Wednesday prior to the start of the school year.

The Bidder must provide confirmation that the dry run took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP.

Drivers should be provided the Ontario Ministry of Transportation's Fleet Smart training or equivalent in order to reduce driving habits that are not conducive to fuel conservation. The Bidder must provide confirmation that the training took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP

The Bidder shall ensure that every driver is provided with a copy of Performance Requirements.

#### **4. WHEELCHAIR SERVICE**

Parent/guardian and/or school staff and drivers are collectively responsible for ensuring that each wheelchair is properly fastened and that each student is secured by a seatbelt. The driver of each vehicle shall ensure that each student in the vehicle is secured by a seatbelt properly fastened while the vehicle is in motion. The bidder shall be liable for any injury resulting from the failure of a driver to ensure that each student transported is secured properly fastened at all times while a vehicle is motion.

Students in this category must be transported and secured in vehicles specifically designed for this purpose.



The driver will assist physically handicapped children when and where necessary. All wheelchair-locking devices shall be properly secured immediately after entering the vehicle.

There shall be no more than one (1) wheelchair loose or free in the vehicle ready for unloading at any time with driver in attendance.

## **5. Students with Special Needs**

- (a) The Bidder shall safely transport those students with developmental handicaps, designated for transportation from time to time by the Board, from the nearest curb side in front of their residences to their respective schools and return to the nearest curb side in front of their residences at the time designated for each student in accordance with the terms and conditions of the Contract.
- (b) Parents/guardians are responsible for their students to and from said curb side and are instructed to have students ready at the time designated for pick-up so that no vehicle shall be required to wait longer than two (2) minutes on average to pick-up a student after the regular pick-up time.
- (c) For student(s) designated as being medically at risk, the Bidder will transport safely and securely any necessary equipment or apparatus (e.g. a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by a Board.
- (d) **Booster Seats** – Are the responsibility of the parent/guardian to provide a Government approved booster seat that conforms to current safety guidelines. The seats must be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board.
- (e) **Car Seats** – Are the responsibility of the parent/guardian to provide a Government approved car seat that conforms to current safety guidelines. Car seats are to be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board. Car seats are not to be installed in any seat adjacent to an emergency exit or emergency exit window.
- (f) **Harnesses** – Where required and approved by the parent/guardian and medical practitioner, the Board will provide harnesses. Drivers will be instructed as to how to properly install them by the Bidder. Students in vests/harnesses shall not be located in any seat adjacent to an emergency exit or emergency exit window.

## **6. School Bus Safety Programs and Orientation/Evacuation Drills**

The Bidder must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Bidder must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the

vehicle. The Bidder is required to keep accurate records of all employees training and make them available to the Board when requested. Board staff will be available to assist in the delivery of programming around the evacuation drill and item listed below.

The Bidder must perform an evacuation drill with students on their to school trip before the end of October. Bidders will be required to work with the schools to identify the best time to perform these evacuation drills.

he programs shall consist of at least the following:

#### INITIAL TRAINING

- Awareness of sensitivity for Special Needs Students & AODA Requirements 4 hrs.
- Awareness of racial and Ethnocultural Issues (Human Rights) 2 hrs.
- First Aid, Epipen 6 hrs.
- Bus Evacuation, Accident Procedures, Fire Extinguisher 3 hrs.
- Student Management, Maintaining Bus Discipline (Conflict Management) 4 hrs.
- Lost Child, Late Bus, Late Parent, Child Check, and Ride Refusals Procedures, and Ride Refusals Procedures, Authorized Stops 2 hrs.
- Defensive Driving 6 hrs.
- Dealing with Street Cars and Traffic Management 30min
- Restraint Systems – How to secure and release students in restraints 30min
- Purple Equals Parent Program 30min

#### ANNUAL REFRESHERS

- Student Management, Bus Discipline 2 hrs.
- Human Rights and Racial Ethno Cultural Issues 1 hr.
- Bus Evacuation, Accident Procedures 1 hr.
- Epipen 1 hr.
- Lost Child, Late Bus, Late Parent, Ride Refusals, Child Check, and Authorized Stops 1 hr.

#### EVERY THREE YEARS

- Defensive Driving 6 hrs.
- First Aid 6 hrs.

## Transition Planning

Transition planning is essential for many exceptional students. There are many transitions during a student's education. These include:

- Transition into school (sometimes called entry to school)
- Daily transitions between activities
- Year to Year transitions
- Transition from elementary to secondary school, and
- Transition from secondary school to work, further education and/or community living

Ministry of Education regulation 181/98 and the IEP Standards require that boards develop a transition plan for students at age 14. The ministry has developed a document to assist boards in this process: *Transition Planning: A Resource Guide (2002)*.

Successful transition involves the participation of teachers and other school staff, parents, the student, as well as community organizations, when indicated.

### Entry to school:

Some students with special needs received early intervention services prior to school entry. The Ministry of Education has prepared a Resource Guide, **Supporting Entry to School (2005)**. Transition protocols have been developed with some of these initiatives (e.g., the preschool speech and language services, Toronto Partnership for Autism Services (TPAS). TCDSB has developed an intake process to ensure that there is a smooth transition for students.

The Toronto Catholic District School Board is also one of sixteen boards participating in a ministry demonstration project, *Connections for Students*. The Collaborative Service Delivery Model for Students with ASD is focused on ensuring a smooth transition for students receiving intensive behaviour intervention (IBI) services through the Ministry of Children and Youth Services to full time school. Transition teams are established six months ahead of discharge from IBI, and students are followed on a regular basis until six months after discharge. TCDSB is collaborating with the School Support Program at Surrey Place Centre to implement this demonstration project.

### Transition from elementary to secondary school:

Ministry regulation 181/98 and the IEP Standards require that boards develop a transition plan for students at age 14. The ministry has developed a document to assist boards in this process: *Transition Planning: A Resource Guide (2002)*.

Within TCDSB, planning takes place between elementary and secondary schools to ensure effective transition planning for exceptional students. This involves a variety of activities and strategies, such as exchange of information meetings, parent evenings and school visits.

## **Exceptionality Specific Transition Planning:**

### *Autism Spectrum Disorders:*

In recognition of the challenges that students with Autism Spectrum Disorders (ASD) have with transitions, TCDSB has initiated a transition to high school service for students with ASD. The service includes workshops, specialized transition resources for students with ASD, parent information sessions and school visits prior to high school. Workshops are also held with elementary, secondary staff and parents. An instructional DVD has been developed about this initiative. TCDSB works in partnership with the School Support Program at Surrey Place Centre to deliver this service. Ongoing evaluation of the transition process is incorporated into service planning.

### *Learning Disabilities:*

Successful transition of students with learning disabilities to secondary school has been facilitated by:

- At the individual student level by APTs, PATs and other Joint Team members working jointly with the student, schools, staff and parents.
- At the school board level through offering a half-day workshop to teachers and parents of grade 7-8 students of learning disabilities and with the students themselves. The purpose of the workshop is to provide information on the secondary system, expectations and requirements for students, and strategies and skills necessary for success (organization and time management skills, self-advocacy skills). The importance of home school partnership is also highlighted.

## **Transition from School to Work or Further education**

Planning for exceptional students takes place at the school level through co-op placements, involvement of the Guidance Department. The system level supports are provided through the support of the Post Secondary Transition Service.

### *Post Secondary Transitional Services:*

Service is provided to parents and teachers of special needs students in collaboration with any existing community support services which might be in place. The purpose of the service is:

- to ensure that each student accesses appropriate government funding sources;
- to build a lifetime community support network for each student;
- to ensure each student has appropriate, quality post-21 programming in place upon
- graduation.

a) *Government Funding Sources:*

- SSAH to enhance skills development using the community as an extension of the classroom;
- ODSP to ensure a lifetime quality standard of living

b) *Community Support Network:*

- families are assisted with access to community based Social Workers and appropriate services to prepare for and assure the continuation of quality living after their child has graduated from the school system;
- families are assisted with access to appropriate recreation and leisure activities within their child's home community for an ongoing healthy lifestyle.

*Post 21 programming:*

- while in school, all students are encouraged to participate in Co-operative Education or work experience commensurate with their individual abilities in order to determine the most appropriate post-21 setting;
- students demonstrating skills for the workforce are introduced to Employment Training programs
- students requiring a more sheltered and protective environments are introduced to life skills and in-house training programs.
- Coordination also takes place with the adult service system, Developmental Services Toronto (DST), to ensure that students and families are connected with appropriate supports.

For each section of the TCDSB Special Education Plan we have commented with 3 sections:

1. “Required” refers to what is required by the ministry guidelines.
2. “Findings” are what the working group observed in the TCDSB Spec Education Plan folder document.
3. “Recommendations” are what we think needs to change, and in some areas, our suggested changes.

## **1. Special Education Staff**

### **1. Required by Ministry guidelines**

- i. Information on the types of staff who provide special education programs and services
- ii. Appendix B-2
  1. Services offered
  2. Staff category
  3. Qualifications required for categories of staff
  4. FTEs
  5. Range of programs
  6. Split by elementary panel and secondary panel

### **2. Findings**

- i. The information required is largely there but the plan does not follow the required format for the information as set out in the guidelines (Appendix B-2)
- ii. It’s confusing to list the FTE’s by both staff type and Special Education program

### **3. Recommendations**

- i. Reformat the information into the format required in Appendix B-2 of the guidelines
- ii. Remove FTE’s from the bulleted descriptions of staff types
- iii. Add a column to the chart required in Appendix B-2 listing which identification(s) the staff work with

## **2. Equipment**

### **1. Required by Ministry guidelines**

- i. How the board determines whether a student requires individualized equipment, such as assistive technology
- ii. How the board allocates its budget for equipment
- iii. Criteria used for purchasing individualized equipment.

### **2. Findings**

- i. How the board determines need is overly complex
- ii. No reference to how the board allocates its budget for equipment
- iii. Criteria used for purchasing is buried in with the determination of need section

### **3. Recommendations**

- i. Separate every required section and add headings:
  1. How the board determines whether a student requires individualized equipment
  2. Budget allocations
  3. Criteria used for purchasing and the process for the timely approval, purchase and training to use the individualized equipment
- ii. Simplify the description of how the board determines need
- iii. Add the budget allocation section (Q – what level of detail is appropriate/helpful?)

- iv. Simplify the criteria used for purchasing and add the process for the timely approval, purchase and training to use the individualized equipment (e.g. 1. Principal assembles documents. 2. Approval of a Superintendent. 3. Mr. Reid approves the purchase. 4. Purchasing Department buys the equipment. 5. Distribute equipment to school and provide training.)
- v. Although the chart on the second page is not required by the Guidelines, it is helpful. Recommend it be kept in some format in this section.
- vi. On page 2, replace "Equipment orders through Special Equipment Amount are based on a Ministry funding formula." with "SEA is funded by the Ministry of Education and claims are submitted by the TCDSB on the student's behalf."
- vii. On page 2, replace "The type of equipment purchased:" with "Here are a few examples of some of the types of equipment provided to Special Education students:"

### 3. Transportation

#### 1. Required by Ministry guidelines

- i. describe the types of students with special needs who are eligible to receive transportation and that gifted students are currently not eligible
- ii. the ways in which students can access the transportation.
  - 1. students in special education programs (ISP classes), including students who are in regular classrooms
  - 2. students in educational programs in care and/or treatment, custody, and correctional facilities
  - 3. students attending Provincial and Demonstration Schools
  - 4. students who require transportation in order to attend summer school programs (e.g. children in wheelchairs)
- iii. the process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately
- iv. the safety criteria that are used by the board in the tendering and the selection of transportation providers for exceptional students
  - 1. drivers must have first-aid training;
  - 2. wheelchairs must be secured during transit;
  - 3. a criminal record checks
  - 4.

#### 2. Findings

- i. The first 4 paragraphs of this section cover the reasons why we don't provide transportation for gifted students.
- ii. There is a chart on the first page that goes into the amounts spent on transportation by groups of students, largely by identification but not entirely.
- iii. The ways in which students can access the transportation services is incomplete and unclear.
- iv. Separate transportation for students has no separate heading.
- v. The separate transportation process does not list the criteria for the decisions.
- vi. There are 6 pages dedicated to safety criteria.

#### 3. Recommendations

- i. Clearly state which students by IPRC identification and placement are eligible for transportation.
- ii. Make one statement that Gifted students are currently responsible for their own transportation to and from the program.
- iii. Eliminate the chart with amounts spent. It is not required and out of date.
- iv. Ways in which students can access transportation services needs to follow the guidelines with the following 4 categories and headers:
  - 1. Students in special education programs, including students who are in regular classrooms (there is no clear heading for this section)

2. Students in educational programs in care and/or treatment, custody, and correctional facilities
3. Students attending Provincial and Demonstration Schools (this has been split into 2 sections, provincial schools and demonstration schools, consolidate and remove the excess information)
4. Students who require transportation in order to attend summer school programs (add this category/header)
- v. Limit the information in the section on “The 4 categories of the ways special education students access transportation services” to simple procedures used to access transportation services. Remove repetitive sections on the criteria and process related to identification.
- vi. Add a clear header for the separate transportation for students where needed.
- vii. The guidelines require a description of the process that goes beyond “we will tell you if you qualify”. Describe the steps in the application process as well as the criteria used to make the decision.
- viii. The transportation safety criteria are excessively detailed and contains unnecessary information. Simplify this to point form to a single page or less. Make simple statements that cover the following points:
  1. All drivers have first-aid training; (Perhaps specify by who ie. St. John’s Ambulance or Red Cross)
  2. Wheelchairs are always secured during transit;
  3. Drivers must pass a criminal record checks. (If it an annual check, include that detail.)
- ix. A statement that busses and drivers must comply will all applicable Ministry of Transportation, Ministry of Education and TCDSB standards. This would cover just about everything needed beyond what is in the guidelines. Add links to the appropriate websites for reference in the “additional information section”.

## 4. Transition planning

### 1. Required by Ministry guidelines

- i. There is no specific transition planning section to the ministry guidelines.

### 2. Findings

- i. There appears to be overlap with section 15 (Coordination of services)
- ii. Much of this appears to refer to part C of the “Special Education in Ontario, Kindergarten to Grade 12”

### 3. Recommendations

- i. Keep this section. Make sure it accurately reflects the transition guidelines in Part C of the “Special Education in Ontario, Kindergarten to Grade 12”.



**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO FEBRUARY 17, 2021**

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

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO FEBRUARY 17, 2021**

				<p><i>Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified</p>	
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				<p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p>	
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				<p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	September 16, 2020 SEAC	TBC	Regular Board	<p>Received; and That Recommendations 1 &amp; 2 be referred to Staff for a report: 1. To develop and draft a policy with protocol and procedures outlining the use of exclusions and the appeal process for Exclusion Appeals; 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</p>	<p>The SO of Special Services will follow up to create a report on these two recommendations and implement the other approvals.</p>

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3				<p>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; and D. Koenig The SO of Special Services will follow up to create a report on these two recommendations and implement the other approvals.</p> <p>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;</p> <p><i>Motion recommended at September 16, 2020 SEAC meeting; carried at November 12, 2020 Corporate Services, Strategic Planning and Property Committee Regular Meeting</i></p>	
	November 18, 2020 SEAC	TBC	Regular Board	<p>That SEAC recommend to Board that the IPRC Form include additional services available to students as per their identification.</p>	SO of Special Services - create a report for Board related to the recommendation

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				<i>Motion recommended at November 18, 2020 SEAC meeting; carried at December 10, 2020 Regular Board Meeting</i>	for changes to the IPRC form.
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