

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA APRIL 21, 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

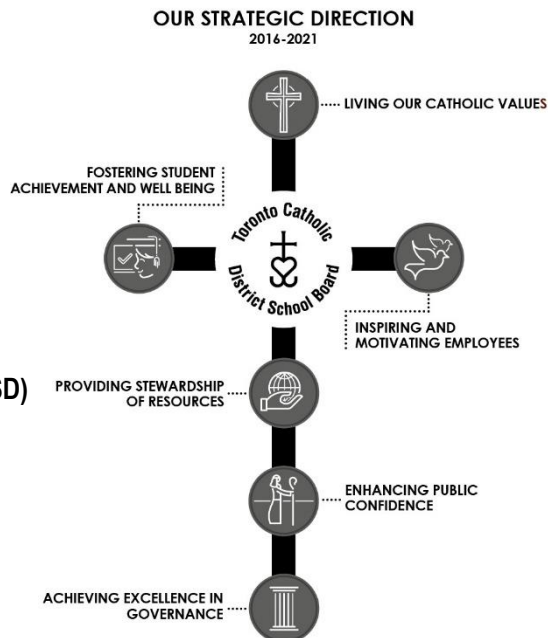
Mary Pugh
VOICE for Hearing Impaired

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.

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

George Wedge, Chair

Melanie Battaglia, Vice Chair

Wednesday, April 21, 2021

7:00 P.M.

	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call and 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 March 24, 2021	1 - 11
8. Delegations	
9. Presentations	
9.a. De-Streamed Grade 9 Mathematics For September 2021- Superintendents Gina Iuliano Marrello, Student Success; Derek Chen, Equity, Diversity, Indigenous Education & Community Relations; Ryan Peterson, Area 8-ELEM and Brandy Doan, Research Associate	12 - 34
9.b. 2021-2022 Budget Assumptions and Pressures - Steve Camacho,	35 - 46

10. Annual Calendar Items

10.a. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of April 21, 2021 47 - 49

10.b. Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group 50 - 86

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

- Staff Development
- Educational and Other Assessments
- Coordination of Services with other Ministries or Agencies
- Protocol for Partnerships with External Agencies for provision of services by Regulated Health Professionals, Regulated Social Services Professionals, and Paraprofessionals (PPM 149) posted on School Board's website.

10.c. Special Education Student Count as of March 31, 2021 87

10.d. Special Education Programs for 2021-2022 Update (Verbal) - Maria Meehan, Superintendent of Special Services

11. Nominations

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

12.a. Special Education Superintendent Update - April 2021 88 - 90

12.b. Graduation Statistics for Students with Special Education Needs 2019-2020 91 - 96

13. Consideration of Motions for Which Previous Notice has been Given

14. Consent and Review

15. Unfinished Business

16. Matters Deferred from last SEAC Meeting / Referred from Board

From the April 8, 2021 Student Achievement and Well-Being, Catholic
Education and Human Resources Committee Meeting

- 16.a. Delegation from Deborah Nightingale regarding Special Education: 97 - 100
Completion of all Tests/Assessments, Identification, Placement and
Review Committees (IPRC) and Placement Offers

17. List of Communications

18. Association Reports

19. Inquiries and Miscellaneous

20. Pending List

- 20.a. Pending List as at April 21, 2021 101 - 105

21. Adjournment

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

HELD WEDNESDAY MARCH 24, 2021

PRESENT:

Trustees:

N. Crawford
D. Di Giorgio
A. Kennedy

External Members:

George Wedge, Chair – In Person
Melanie Battaglia, Vice Chair
Geoffrey Feldman
Lori Mastrogiuseppe
Tyler Munro
Deborah Nightingale
Mary Pugh
Wendy Layton

Staff:

D. Koenig
M. Meehan
A. Chui Moeini
V. Cocco
M. Douglas
S. Flood
M. Gendron
R. Macchia
J. Mirabella
M. Morrison
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary

3. Roll Call & Apologies

Apologies were extended on behalf of Lisa McMahon and Glenn Webster.

4. Approval of the Agenda

MOVED by Geoffrey Feldman, seconded by Trustee Crawford, that the Agenda, as amended to include Items 17a) Verbal Communication from Trustee Crawford regarding the Toronto Catholic District School Board (TCDSB) Stop the Stigma Student Mental Health and Wellness Symposium; and Item 19c) Inquiry from Deborah Nightingale regarding Identification, Placement and Review Committee (IPRC) Completion by June 2021; and to reorder Items 14) Consent and Review after Item 10a) Fostering Innovation in Students of All Abilities – Megan Douglas, Melissa Morrison and Andria Chui-Moeini, Assistive Technology Team Co-op Student Initiative; and 16a) Special Education Plan Review – Input from SEAC Informal Working Group: Provincial Information after Item 9b) Special Education Plan Review – Input from SEAC Informal Working Group, be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Declarations of Interest

There were none.

Tyler Munro joined the virtual meeting at 7:16 pm.

7. Approval and Signing of the Minutes

MOVED by Geoffrey Feldman, seconded by Mary Pugh, that the Minutes of the Regular Meeting held February 17, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

9. Annual Calendar Items

MOVED by Trustee Di Giorgio, seconded by Lori Mastrogiuseppe, that Item 9a) be adopted as follows:

9a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of March 24, 2021 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Mary Pugh, that Items 9b) and 16a) be adopted as follows:

- 9b) **Special Education Plan Review - Input from SEAC Informal Working Group: Provincial Information** received and referred to Staff; and
- 16. **Matters Referred /Deferred to the Committee by the Board and Other Committees**
- 16a) **Special Education Plan Review - Input from SEAC Informal Working Group: Provincial Information** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

10. **Presentations**

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

- 10a) **Fostering Innovation in Students of All Abilities – Megan Douglas, Melissa Morrison and Andria Chui-Moeini, Assistive Technology Team Co-op Student Initiative** received.

Trustee Kennedy joined the virtual meeting at 8:17 pm.

MOVED in AMENDMENT by Trustee Crawford, seconded by Deborah Nightingale, that SEAC recommend to the Board that this presentation be available to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

14. Consent and Review

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

- 12a) Special Education Superintendent Update – March 2021 – Held by Trustee Crawford;
- 12b) Response to Motion regarding Identification, Placement and Review Committee (IPRC) Form – Held by Deborah Nightingale;
- 12c) Mental Health Advisory Council Update (Verbal) – Marie-Josée Gendron, Chief, Mental Health and Well-Being Strategy – Held by Melanie Battaglia;
- 12d) Safe Schools Committee Update (Verbal) – Tyler Munro, SEAC Committee Member – Held by Trustee Crawford;
- 12e) 2021-2022 Budget Consultation (Verbal) – Maria Meehan, Superintendent Special Services – Held by Deborah Nightingale;
- 12c) Mental Health Advisory Council Update (Verbal) – Marie-Josée Gendron, Chief, Mental Health and Well-Being Strategy – Held by Melanie Battaglia;

- 17a) Communication from Trustee Crawford regarding the Toronto Catholic District School Board Stop the Stigma Student Mental Health and Wellness Symposium – Held by Trustee Crawford;

Inquiries and Miscellaneous:

- 19a) Hanen Program (Verbal) – Sheila Flood, Acting Chief Speech-Language Pathologist – Held by Melanie Battaglia;
- 19b) Gifted Testing (Verbal) – Maria Meehan, Superintendent Special Services – Held by Deborah Nightingale; and
- 19c) From Deborah Nightingale regarding Identification, Placement and Review Committee (IPRC) completion by June 2021 – Held by Deborah Nightingale

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that all Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 20a) Pending List as at March 24, 2021

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

MOVED by Geoffrey Feldman, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

- 12a) Special Education Superintendent Update – March 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 12b) Response to Motion regarding Identification, Placement and Review Committee (IPRC) Form received.**

On the Vote being taken, the Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting resumed with George Wedge in the Chair.

The attendance list had one change, that of which was Mary Pugh's absence.

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

- 12c) Mental Health Advisory Council Update (Verbal) – Marie-Josée Gendron, Chief, Mental Health and Well-Being Strategy received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Lori Mastrogiuseppe, that Item 12d) be adopted as follows:

- 12d) Safe Schools Committee Update (Verbal) – Tyler Munro, SEAC Committee Member** received.

On the Vote being taken, the Motion was declared

CARRIED

Geoffrey Feldman disconnected from the virtual meeting at 9:25 pm.

MOVED by Lori Mastrogiuseppe, seconded by Trustee Crawford, that Item 12e) be adopted as follows:

- 12e) 2021-2022 Budget Consultation (Verbal) – Maria Meehan, Superintendent Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

17. List of Communications

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

- 17a) From Trustee Crawford regarding the TCDSB Stop the Stigma Student Mental Health and Wellness Symposium** received.

On the Vote being taken, the Motion was declared

CARRIED

19) Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 19a) be adopted as follows:

- 19a) Hanen Program (Verbal) – Sheila Flood, Acting Chief Speech-Language Pathologist** received.

On the Vote being taken, the Motion was declared

CARRIED

Geoffrey Feldman reconnected to the virtual meeting at 9:55 pm.

MOVED by Trustee Crawford seconded by Deborah Nightingale, that Item 19b) be adopted as follows:

- 19b) Gifted Testing (Verbal) – Maria Meehan, Superintendent Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 19c) be adopted as follows:

- 19c) From Deborah Nightingale regarding Identification, Placement and Review Committee (IPRC) completion by June 2021** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Melanie Battaglia, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

De-streamed Grade 9 Mathematics For September 2021

Agenda

De-streaming Objectives & Framework: Ministry Information

Gina Iuliano Marrello, Superintendent of Student Success & Alternative Education

Anti-Racism and Equity:

Derek Chen, Superintendent of Equity, Diversity, Indigenous Ed, and Community Relations

Description of the New Grade 9 Mathematics Curriculum and Educator Professional Learning

Gina Iuliano Marrello, Superintendent of Student Success & Alternative Education

Ministry De-streaming Objectives

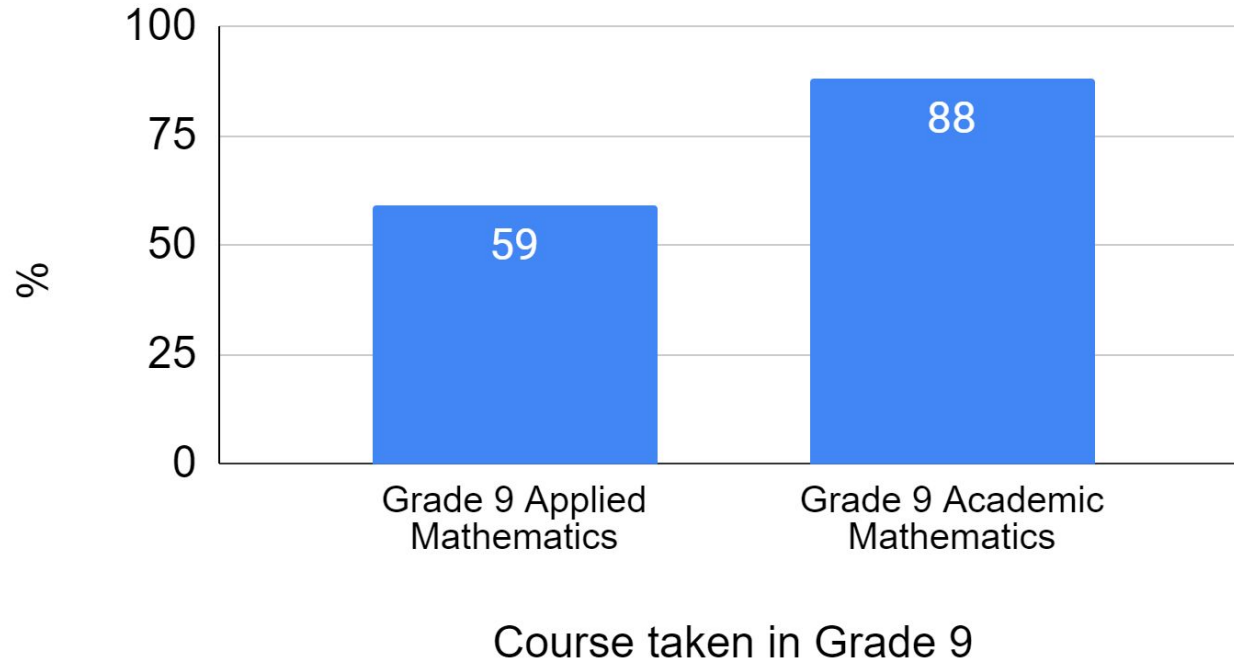
1. Phase out streamed courses
2. Dismantle systemic discrimination
3. Remove barriers to post-secondary pathways

What is “streaming” and why is Ontario ending streaming in Grade 9?

- A different pedagogical approach
- Applied seen as less academically rigorous
- The marginalized streamed into applied
- Limiting access to post-secondary pathways

Research shows that streaming in early secondary school has negative long-term impacts on ‘lower’ streams.

Transition Rates to Post-Secondary



What We Know: Key Facts

*Enrollment in Grade 9 Applied Math:

**36,811 students (23%)
were enrolled in 2018-19**

18% of students living in low-income neighbourhoods¹

Enrolment by board ranged from 14% to 51% taking Applied

15,997 students with special education needs (3.4X more likely to enrol in Applied)

1,728 self-identified Indigenous students (2.2X more likely to enrol in Applied)

**Negative outcomes associated with enrolment in Applied courses

50%

feel they do not belong at school

4.4X

more likely to not graduate²

59%

pursue PSE, vs. 88% in Academic courses

***Impact on Black Students

- Toronto DSB data shows **39% of Black students are enrolled in Applied courses** vs. 18% of non-Black students.
- The Review of Peel DSB found that **Black, Indigenous, and Latin American students are overrepresented in Applied and LDCC courses**, including when they request to be placed in Academic courses.

De-streaming Strategic Framework

Goals of De-streaming

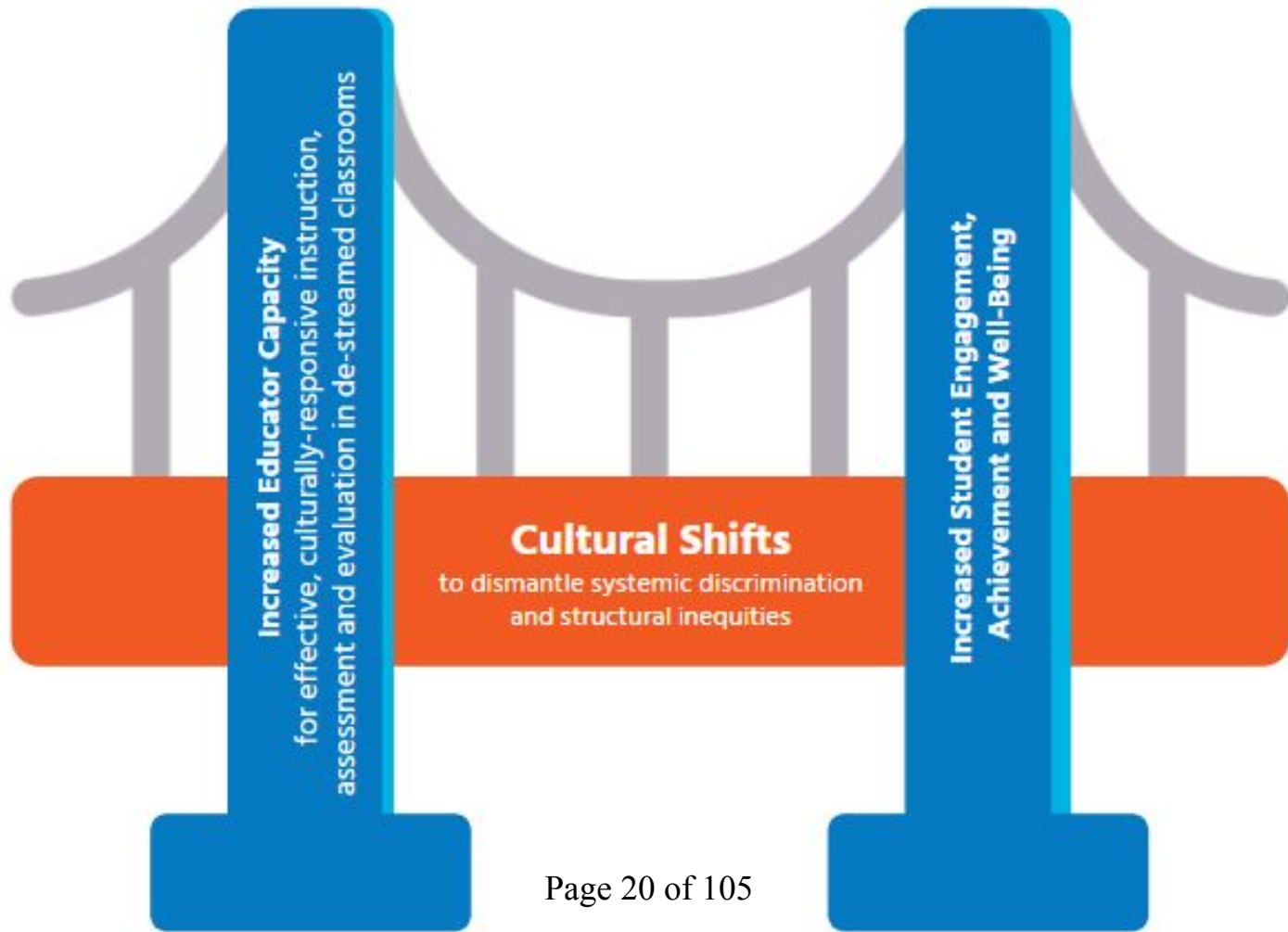
Cultural Shift

to identify and dismantle systemic discrimination and structural inequities

Increase Educator Capacity

for effective culturally-responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms

Increased Student Engagement, Achievement, and Well-Being



Anti-Racism and Equity

Why is there such a disproportionality in streaming?

VOCABULARY

THE PSYCHOLOGY OF CRUELTY



@CHRISTINECAINE

@DRANTAPHILLIPS

SOMEHOW MADE IT EVENTUALLY OKAY

KODJO
english

KODJOE.COM

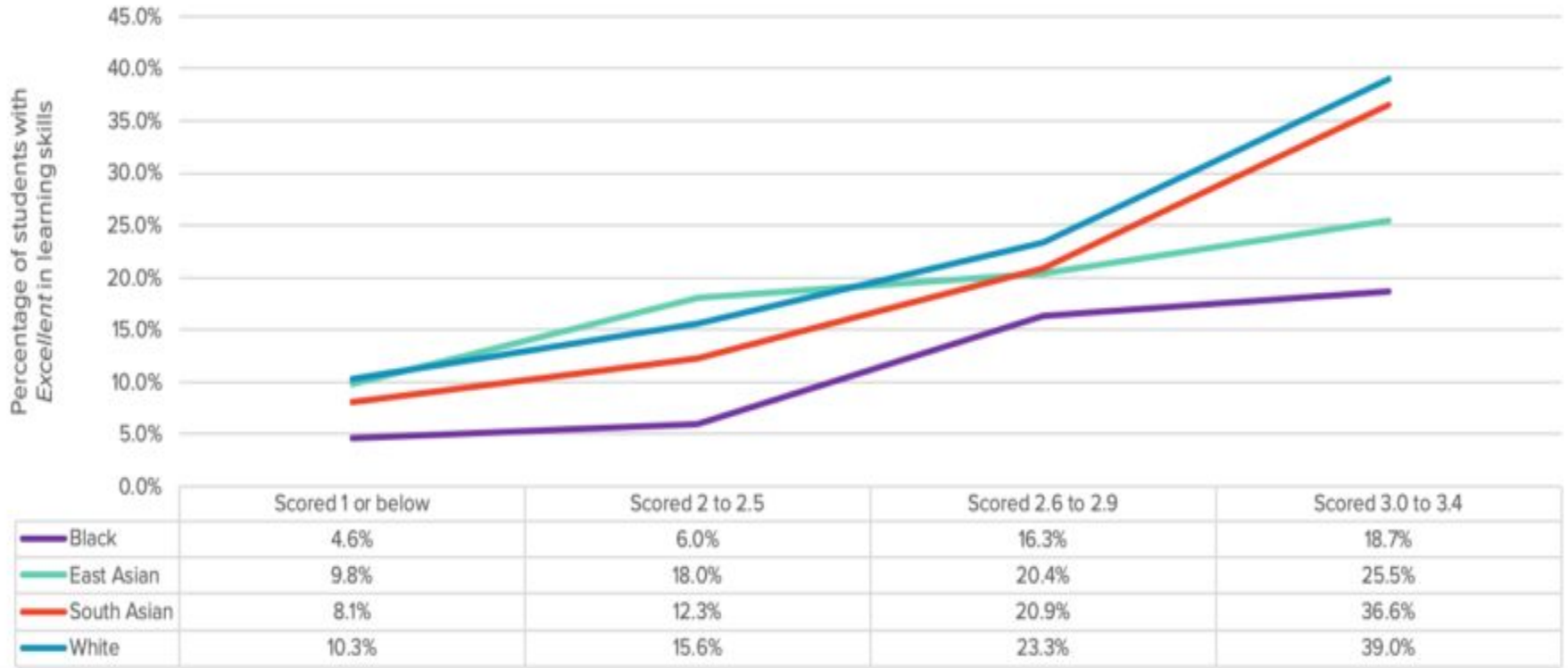
Page 23 of 105

Implicit Bias

Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term “implicit bias” to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.



Excellent evaluation of learning skills across race and achievement



Source: People for Education

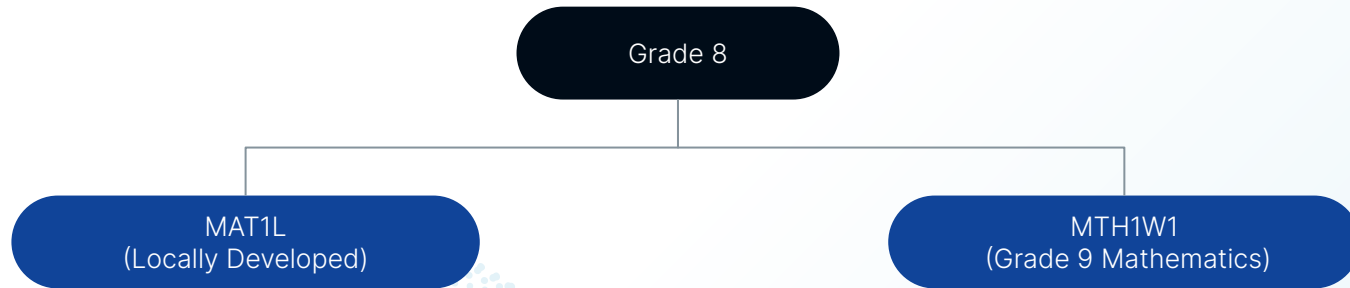
<https://peopleforeducation.ca/our-work/research-study-finds-relationship-between-students-demographics-and-their-learning-skills-marks-on-report-cards/>

Studies

- **Learning Skills Study
(People for Education)**
- **De-streaming in the TDSB:
Creating a level playing field?
(Patricia Fogliato)**

Description of the New Grade 9 Mathematics Curriculum and Educator Professional Learning

For 2021-2022



MPM1D (Academic) and MFM1P (Applied) are no longer offered as of September 2021. These courses can run as credit recovery only until 2023*

Grade 9 Mathematics (MTH1W1)

Here is the new course description :

- This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and **financial literacy**. Students will use mathematical processes, **mathematical modelling**, and **coding** to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Prerequisite: None

Professional Learning - Spring 2021:

Participants: Grade 9 Math Teachers, Special Education Teachers, Guidance Counselors, Student Success Teachers, and Administrators

Session 1: Anti-Racism and Culturally Responsive Pedagogy in Math

Dates: March 30, 1, April 6, 8 – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

- Understanding Racism; Impact of Implicit Bias on the classroom
- Looking at Education through an anti-racism/anti-oppression lens
- Why de-stream?

Session 2: Culturally Responsive Pedagogy and the Thinking Classroom

- Implicit Bias – The Planning and Discernment Tool
- Culturally Responsive Pedagogy using the Thinking Classroom as a framework

Dates: May 4, 5, 6, 7 – TBD – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

Session 3: Curriculum-focused Professional Learning

Dates: June 1, 2, 3, 4 – TBD – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

Professional Learning - Fall 2021:

Continue Professional Learning for:

- Grade 9 Math Teachers, Special Education Teachers, and Administrators focused on Curriculum-based Culturally Responsive Pedagogy
- Guidance Counselors, Student Success Teachers, and Administrators focused on transition strategies and supports for students

Begin Professional Learning for:

- Elementary Teachers and Administrators
- Secondary Teachers of Grade 9 - all subject areas

Focused on:

- Anti-Racism and Culturally Responsive Pedagogy in Math
- Culturally Responsive Pedagogy
- Curriculum-focused Professional Learning

Stakeholder Input

Ongoing feedback from the following stakeholders will be collected:

- Students
- Parents
- Staff

Survey

The TCDSB is in the process of implementing De-streamed Grade 9 Mathematics for September 2021. We would appreciate your input to inform our plan. In regards to what was presented at the April 21, 2021 SEAC meeting, please respond to the following:

- 1. What do you feel was positive?**
- 2. What concerns/questions, if any, do you have?**
- 3. What further supports might be helpful for students of Grade 9 De-Streamed Math?**

(survey link will be provided via email)



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

2021-22 BUDGET ASSUMPTIONS AND PRESSURES

*“Making a whip of cords, he drove all of them out of the temple, both the sheep and the cattle. He also poured out the coins of the **money changers** and overturned their tables.”*

John 2:15

Created, Draft	First Tabling	Review
February 25, 2021	March 11, 2021	April 21, 2021
D. De Souza, Coordinator of Grant & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

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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

This is one in a series of reports that provides the Board of Trustees with a preliminary view into the assumptions that staff are using to plan the 2021-22 budget as well as the cost pressures that may arise during the budget setting process for the following school year.

The 2021-22 Grants for Student Needs (GSN) announcement from the Ministry of Education is expected at the end of March or early April 2021 and will drive the development of final budget for the 2021-22 fiscal year.

The following reports are expected in the series, culminating in establishing an approved fiscal year budget:

- a) Budget Consultation Plan (February 2021)
- b) Budget Assumptions and Pressures (March 2021)
- c) Consensus Enrolment Report (March 2021)
- d) Staffing Allocation Report (March 2021)
- e) GSN Update Report (April 2021)
- f) Preliminary Budget Estimates for Consultation (May 2021)
- g) Budget Estimates for Approval (June 2021)
- h) Revised Budget Estimates for Approval (December 2021)

Passing a balanced budget is legal requirement for all school board in Ontario. While the final figure may change with the Ministry funding announcement in April, the size of this preliminary estimate suggests that a significant amount of change will need to occur to bring the budget back into balance. Given the key drivers of this change is declining revenues from less enrolment and loss of one-time COVID-19 funding, the key factors that will drive a balanced budget next year will most likely come from a reduction in one-time COVID-19 costs and from right-sizing staffing levels to match actual student enrolment in the system. Furthermore, in the coming year, passing a balanced budget is an operational imperative because the TCDSB's Operating Contingency Reserve has been significantly reduced from \$47.6M to \$7.8M in response to the COVID-19 pandemic.

Information provided in this report is based on high-level estimates with our knowledge. This report is not a budget, it is preliminary information only.

The cumulative staff time required to prepare this report was 35 hours.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with a preliminary view into the assumption and cost pressures that may arise during the budget setting process for following school year.

C. BACKGROUND

1. ***Budget setting for a school board is a legislated process with strategic importance.*** The budget process is an important planning tool for the development of an effective and balanced budget in order to provide a range of necessary resources, supports and programs to TCDSB students. The TCDSB is required, before the beginning of each fiscal year, to prepare and adopt a set of estimates (budget) of its revenues and expenses for the coming fiscal year. The approved budget must be submitted to the Ministry of Education by end of June each year.
2. ***Under [Part IX \(Finance\) section of the Education Act](#), the TCDSB must adopt a balanced budget each year.*** This requirement under the Education Act assures that Ontario school boards submit estimates that are in line with the funding they are expecting from the Ministry of Education in any given year. ***The Education Act does allow for some ability to approve “in-year deficits” to the Budget, but such approvals are subject to the approval of the Minister of Education.***
3. ***The Multi-Year Strategic Plan (MYSP) and other supporting plans provide the overarching strategic direction and principles underlying the yearly budget.*** The TCDSB is committed to offering high quality programs and services to all students and while continuously working to improve services and operations year-over-year. TCDSB also strives to make effective, efficient, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs and improvements to supporting services.
4. ***The standard internal budget process began in January.*** For the 2021-22 budget year, TCDSB staff commenced its budget development process in January 2021 with the development of timelines and preliminary projection assumptions.
5. ***Every year staff provide trustees with a primary look at budget assumptions and pressures.*** While the budget consultation and deeper development process cannot begin until the Ministry of Education announces its funding for the next

school year, staff are trying to plan ahead and have started to look at various cost pressures and assumptions that may impact the budget for next year. This report is providing the Board of Trustees with early information and context into next year's budget.

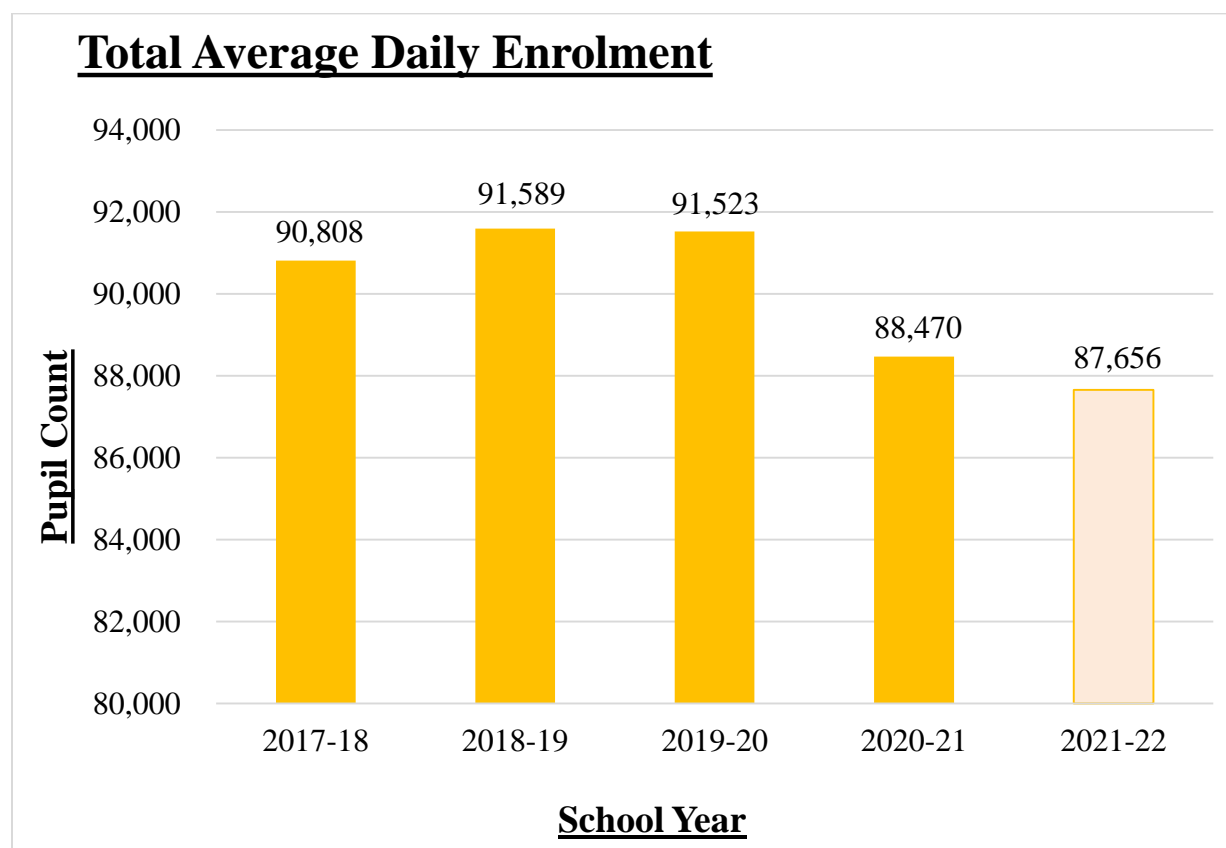
D. EVIDENCE/RESEARCH/ANALYSIS

1. This section provides a high-level overview of information staff have at this time regarding the budget for next year. This section is broken down into 4 sub-sections:
 - a) ***Revenue/Funding Assumptions*** – the current best-known information about the expected revenues the TCDSB will receive next year
 - b) ***Strategic Reserve*** – the current state of strategic reserves
 - c) ***Known Cost Pressures*** – Cost pressure that staff believe are likely to have a budget impact.
 - d) ***Other Budget Pressures and Uncertainties*** – Other pressures and potential risks that might have an impact on the budget, but that staff are still trying to assess, confirm, or clarify.

Revenue/Funding Assumptions

2. ***The Ministry of Education funding for next year has not yet been announced, but based on high-level discussions with Ministry staff, the TCDSB is expecting a “normal” funding announcement in April.*** Given this information, staff are currently making the following assumptions in our budget process. These assumptions may change after the Ministry GSN announcement in April:
 - a) One-time COVID-19 related funding from the Federal and Provincial will not continue
 - b) Base per student GSN funding will remain generally the same as this year
 - c) The government will provide a small revenue increase to match centrally negotiated salary increases in collective agreements
 - d) School Renewal Funding will remain the same
 - e) Class size regulation will remain unchanged from the current year.
 - f) School boards will not receive additional funding for virtual learning modes

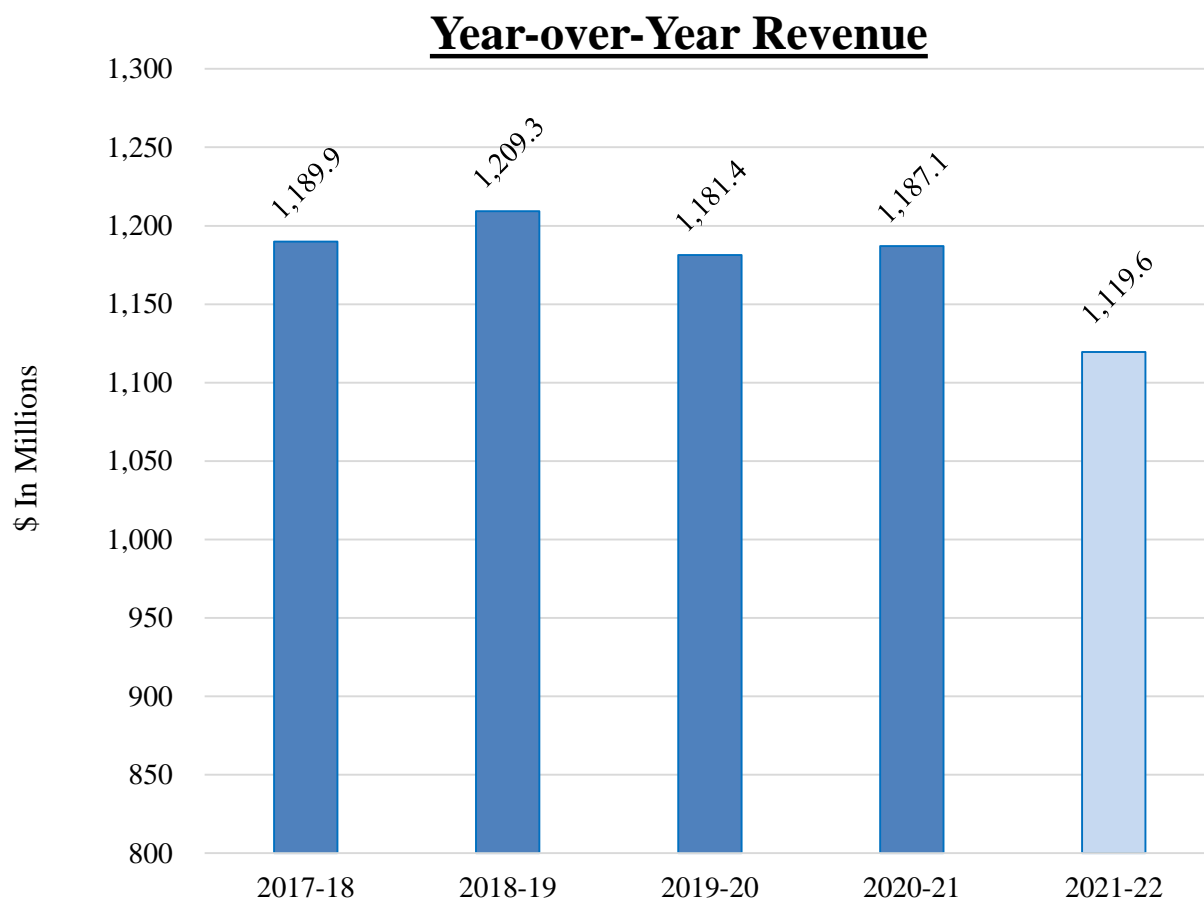
3. ***Next year's budget planning begins with developing an understanding of student enrolment.*** The overall student enrolment drives most of the TCDSB revenue for the year. TCDSB is projecting an overall average daily enrolment (ADE) of 87,656. This constitutes an overall projected decrease of approximately 1.0% from current year and a drop of 4.2% from 2019-2020 levels. Furthermore, for 2020-21 (current year) the TCDSB had projected and staffed schools based on an enrolment of 91,224 but actual enrolment was only 88,470. Enrolment details will be presented the *Census Enrolment Projection Report*.



4. ***Revenues from International Students is not expected to return and may drop further.*** The current fiscal year saw a significant drop in International Students due to the COVID-19 Pandemic resulting in \$11.6M loss of revenue. Staff believe this will continue into 2021-22 with a further decline in revenues of \$2.5M. This estimate is based on confirmed and paid international students.
5. ***The Ministry's enrolment stabilization funding is expected to cease.*** The Ministry of Education provided an enrolment stabilization funding for the current fiscal year to help offset the sudden drop in enrolment at school boards. The

TCDSB received \$22.7M this year to partially offset the unexpected revenue decline from enrolment of \$24.3M from domestic students.

6. ***One-time COVID-19 funding from the Federal and Provincial governments will not be continuing.*** The Provincial and Federal governments provided additional one-time budget of \$16.5M and \$17.48M respectively. This total of \$33.98M in funding was used to support a number of initiatives related to COVID-19. The funds were used for several improvements including:
 - a) HEPA Air Purifiers for classrooms
 - b) Personal Protective Equipment for staff
 - c) Plexiglass barriers
 - d) Improvement to HVAC systems
 - e) Additional cleaning supplies
 - f) Addition staffing to support increase absenteeism and cohorting,
 - g) Additional Support for Special Education
 - h) Additional support for Mental health
 - i) Health and Safety training for staff
 - j) Improved transportation cleaning,
 - k) additional support workers (EA, CYW)
 - l) additional custodial staff and HVAC technicians,
 - m) additional teachers to reduce average class sizes in “hotspots”
 - n) Additional student devices
7. ***As an on-going impact from COVID-19, revenues from permits and other sources will continue to be depressed.*** Declines in permit fees and community use of schools, outside agency use of our facilities saw a decline in revenues of about \$5.3M this year. This revenue is not expected to return for some time.
8. ***Based on the above most current information the TCDSB is projecting overall revenue to be approximately \$1,119.6 Million (~\$1.12 Billion) for 2021-22 fiscal year.*** This revenue would be approx. \$67.5M less than the current fiscal year. The chart below shows the revenue change year-over-year.



Strategic Reserves

9. ***The TCDSB Operating Contingency Reserve has could be depleted to \$7.8M from and in-year total of \$47.6M as a result COVID-19 related expenditure in the current fiscal year.*** The Operating Contingency Reserve was used to support COVID-19 related expenditures over and above the one-time funding provided by the Provincial and Federal governments and to avoid mid-year reductions in staffing as result of lower enrolment.

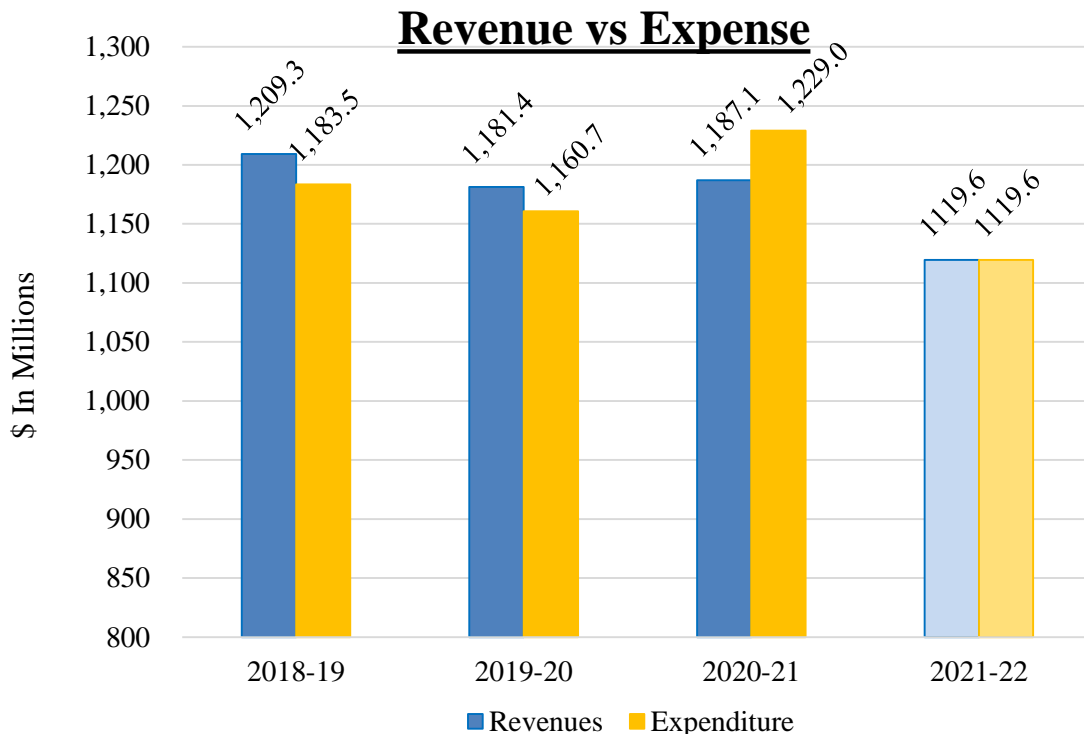
Changes to Operating Reserve Balances – 2020-21	\$M
<i>Opening Reserve Balance in November</i>	<i>47.5</i>
Deferred Bell time optimization for 2020-21	(1.6)
COVID-19 and enrolment related expenditure withdraw	(38.1)
<i>Available for 2021-22</i>	<i>7.8</i>

10. *In addition to the Operating Contingency Reserve, the TCDSB has a number of strategic reserves and other Board reserves it manages for various purposes. These reserves have the following balances and commitments in millions of dollars.*

Reserves	Balance Nov 2020	Committed	Uncommitted Balance
IT Strategic Systems	24.2	(18.3)	5.9
IT Infrastructure	6.9	(6.9)	0.0
Administrative Facilities	3.1	(3.1)	0.0
Student Equity	3.1	(3.1)	0
2019-20 Trustee Strategic	0.1	0	0.1
2020-21 Playgrounds	1.2	(1.2)	0

Known Cost/Expense Pressures

11. *In the last few years, expenses have been below projections resulting in end of year surpluses. This trend ended this year with 42M deficit. Going forward the TCDSB is planning to have balanced budgets. It is important to note that these revenues assumptions for next year are not yet confirmed and actual revenue might be lower or higher than shown below for 2021-22.*



12. ***Enrollment has declined significantly in 2020-21 but the TCDSB did not reduce staffing levels to match.*** Staff levels increased in both panels while enrollment decreased by 4.2% from 2019-2020 levels. Enrolment details will be presented the *Census Enrolment Projection Report*.
13. ***Inflation Assumptions could be higher than expected.*** Utility costs continue to trend higher and the budget estimates are based on historical costs and projected increases. If costs increase higher than anticipated, this could create a costs pressure in this area. The current trend is that utility costs are trending at 7.8% well above the Ministry of Education funding increase for inflationary costs of 2%. In addition, the new Greenhouse Gas Pollution Pricing on natural gas will increase the Board's utility costs by approximately \$1.6M.
14. ***Bell-time optimizations at International Language Schools (\$1.6M) were cancelled.*** Previously, the TCDSB delayed the operationalization of bell-time optimization at International Languages Schools to September 2021. At the Feb 11, 2021 Corporate Service meeting the Board of Trustees approved a motion to maintain the current bell-times at the affected 15 schools. This will result in additional cost pressure of \$1.6M next year.
15. ***The TCDSB is expecting additional one-time transportation costs of \$2.6M resulting from new school construction.*** These costs are a result of transporting students from an existing school location to a temporary school location while a new school is being built. This \$2.6M is addition to the approximately \$5M the TCDSB current spends on transportation over and above the funding received from the Ministry of Education. Furthermore, the Ministry is in the middle of reviewing the student transportation model across the whole province which could have further impact.

Other Budget Pressures and Uncertainties

16. ***The demand for virtual schooling (St Anne) could continue into next year without additional revenue to support it.*** The ongoing provision of two learning modalities is currently not fully funded by the existing GSNs. There is presently no indication that the Ministry of Education will modify the GSNs in such a manner to fully fund the administrative and operational costs to sustain a dedicated virtual school. Staff are currently reviewing various operating models for next year, should a virtual school be required.

17. ***Occasional Teacher costs continue to rise.*** As a general trend for last several years, occasional teacher costs have been trending higher than budget. The risk is that these costs could continue to increase assuming a full Occasional Teacher roster and higher fill rates for daily open jobs.
18. ***The Ministry of Education continues not to fund International Language (IL) during the day.*** The day-time International Languages Elementary Program provides valuable opportunities to learn a third language and has been part of the TCDSB for decades. The Board recently reviewed this program and re-affirmed its commitment to it. The program cost approximately \$6.8M per year and is offered at 44 schools. The Ministry of Education provided partial funding of \$3.6M in 2018-2019 but has not provided funding this year. The Ministry has not indicated whether they will support the program into the future. Senior staff will continue to discuss this matter with the Ministry of Education.
19. ***TCDSB is currently in “local bargaining” with all its union partners.*** The Province wide collective bargaining process completed in late 2019 and the local bargaining process has recently started. The local bargaining processes continues. It is possible that cost could increase as result of these negotiations. Senior staff will continue to work with our union partners to find cost neutral arrangements or savings in the collective agreements.
20. ***TCDSB could incur on-going COVID-19 related expenses into the fall without additional funding to support these costs.*** As the progress of the pandemic is uncertain and vaccine rollouts have been stalled, there is uncertainty related to COVID-19 expenses that could occur over and above what is covered by the Ministry of Education. These expenses may include additional cleaning, HVAC systems costs, devices and internet for students, and additional teaching staff to reduce class sizes.
21. ***The Board of Trustees has asked staff to investigate enriched before and after programs for students. The revenue and cost for these programs are unknown.*** At the February 11, Corporate Services Committee meeting, the Board of Trustees passed a motion to cancel the bell time optimization and to explore working with school communities, that do not have student before and after school programs, to develop enrichment programs that will assist with supervision of students. Staff are currently exploring options, but the costs are not yet known.

22. ***The Board of Trustees has asked staff to provide a report on the possible setup real property subsidiary.*** At the February 28, 2020 Board Meeting, The Board of Trustees ask staff to bring a report regarding the setup of separate company to manage the property of the TCDSB. The revenue and cost of such a change are still unknown. Staff are continuing to work to bring a report and recommendation forward to the Board of Trustees.

Summary of Potential Budget Impacts

23. ***The following is a summary of the potential impacts to the budget as compared to this current fiscal year.*** The first table summary the loss of one-time funding from the government and the second table summarizes the additional budget pressures that staff can currently quantity. It's important to note, again, that these are high-level estimates and may change significantly in the coming weeks.

Revenue Pressures

Loss of One time Revenue expected for 2022-21	\$M
Loss of one-time provincial COVID-19 funding	(16.5)
Loss of one-time federal COVID-19 funding	(17.5)
Loss of enrolment stabilization	(22.7)
Decline in Enrolment for 2021-22	(8.3)
Decline in International Students 2021-22	(2.5)
Total Change	(67.5)

New Cost Pressures

Changes to Expenditures	\$M
Cancellation of Bell Time Optimization	(1.6)
Utility Cost increase	(1.6)
Additional Transportation costs	(2.6)
Total	(5.8)

24. ***Reducing one-time COVID-19 costs and right-sizing staffing levels will be the main path to a balanced budget.*** Given the key drivers of the budget will be declining revenues, the key factors that will drive a balanced budget next year will most likely come from a reduction in one-time COVID-19 costs and from right-sizing staffing levels to match actual student enrolment in the system.

25. Staff are also considered additional revenue generating options but estimates have not yet materialized. These may include:

- a) A communication campaign to encourage enrolled kindergarten students to attend next year and therefore generate additional GSN revenues
- b) Options to encourage home schooled student to attend virtual learning
- c) Outreach to permit users to encourage use, if COVID-19 restrictions subside
- d) Working with the City to streamline film and TV permits process and therefore by opening more opportunities for using TCDSB sites for film and TV productions.

26. Staff will continue to review incoming information and develop a fulsome budget for June 2021. As more information released by the Ministry and estimate start to materialize staff will provide updates to trustees and adjust public information on website to provide the latest information.

E. CONCLUDING STATEMENT

This report is for the consideration of the Special Education Advisory Committee.

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Set SEAC goals for the year (moved from month of January as of 01/2021) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx - The Special Education Advisory Committee (SEAC) 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9
October	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Model for Special Education o Identification, Placement, and Review Committee (IPRC) Process o Individual Education Plans (IEP) 	<ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate) - Engagement and Governance Supports Discussion - Professional Learning Plan - Special Education Fair - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Special Education Placements Provided by the Board o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement 	<ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT) - Engagement and Governance Supports Discussion Guide - ONSIS report on identified students - Year End for School Board Financial Statements - Multi-Year Strategic Plan (MYSP)

SEAC Annual Calendar

December	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - SEAC Elections (Inaugural) - SEAC Elections: Chair & vice-Chair (Annual) - SEAC Mass and Social 	<ul style="list-style-type: none"> - International Day of Persons with Disabilities (December 3) - Human Rights Day (December 10) - Independent review of assessment and reporting
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Annual Accessibility Report 2020 - Multi-year Accessibility Plan/AODA-Updates - Review of Policy: Special Education Programs (S.P.01)- next review is January 2023 - Mental Health Annual Report 2019-20 - Priority Budget Setting Discussion (effective January 2020) - Special Education Plan Review (document included in October 2019 SEAC agenda) <ul style="list-style-type: none"> https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Special Education Staff o Specialized Equipment o Transportation for Students with Special Education Needs o Transition Planning 	<ul style="list-style-type: none"> - Bell Let's Talk Day (late January) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing)
February	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review <ul style="list-style-type: none"> https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Roles & Responsibilities o Categories and Definitions of Exceptionalities o Provincial and Demonstration Schools in Ontario 	<ul style="list-style-type: none"> - Psychology Awareness Month - New term begins in Secondary semestered Schools - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences
March	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Safe Schools Committee Update - Mental Health Advisory Council Update - Budget Approval Updates - Special Education Plan Review <ul style="list-style-type: none"> https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Board's Consultation Process o Early Identification Procedures and intervention Strategies o Specialized Health Support Services in School Settings o Parent Guide to Special Education 	<ul style="list-style-type: none"> - Easter Seals Awareness Month - World Down Syndrome Day – March 21 - National Social Work Week (1st week) - CYW & EA Appreciation Day (first Monday) - Ontario Secondary School Literacy Test (OSSLT)

SEAC Annual Calendar

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

Special Education Plan - Sections for Review

- *Staff Development*
- *Educational and Other Assessments*
- *Coordination of Services with other Ministries or Agencies*
- *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*

Special Services Professional Learning 2019-20 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This hands-on workshop focuses on understanding the characteristics of Autism and implementing ABA strategies to support students.	Nov 15, 2019 and Jan 17, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Promoting Communication in Students with ASD	This workshop will focus on strategies to support communication with students within the classroom using practical hands on activities.	Dec 6, 2019 and Feb 14, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Understanding Challenging Behaviours for Students with Autism Spectrum Disorders	This workshop will identify underlying causes of behaviour difficulties as they relate to student with ASD.	Dec 6, 2019 and Feb 14, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Supporting Administrators in Supporting Students with Autism	This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism.	Fall 2019	Elementary/Secondary Principals	Elem/Sec
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is a multi-year plan to support elementary schools.	Elementary School Staff	Elem
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is a multi-year strategy to support secondary schools.	Secondary Staff	Sec

Autism/ME/DD	Transition to Secondary School Service for Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140	TBD in the Spring	Elementary/Secondary ME/DD ISP teachers with students in Grade 8	Elem/Sec
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct. 2019	Elementary teachers	Elem
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140	Throughout the year	Elementary teachers	Elem
Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries)	Monthly throughout the year	Teachers, support staff, custodians, secretaries	Elem/Sec
ME/DD	MEVile toWEVile Follow Up Workshop	1 Day Workshop for teachers to review the MEVile/WEVile literacy program and share promising practices.	Oct-19	Elementary ME/DD ISP teachers	Elem/Sec
ME/DD	EQUALS Follow Up Workshop	1 Day Workshop for teachers to review the EQUALS numeracy program and share promising practices.	January , 2020	Elementary ME/DD ISP teachers	Elem
ME/DD	Supporting students in the ME/DD ISP	1 Day Workshop focusing on classroom set up, differentiated learning strategies, programing, and recources.	Oct-19	Teachers	Sec
Speech and Language	Kindergarten Teams - Interactive In-service	Interactive workshop for 12 Kindergarten Teams at 4 locations	October 8, 10, 24, 25, 2019	48 Kindergarten Teams (Teachers)	Elementary
Speech and Language	Conversations in the Classroom	Workshop for 40 EAs and 40 CYWs (No code days required.)	October 5, 2019 and February 15, 2020	EAs and CYWs who work with i	Elem/Sec
Speech and Language	1 day inservice for KLP Teachers	Workshop for KLP teams	March, 2019	8 program teachers	Elementary

Speech and Language	ABC and Beyond- 3 day workshop	Enhancing communication skills in the classroom	Nov/Dec/Jan and Feb/March/April 2020	8 Kindergarten teams	Elementary
Speech and Language	Professional Learning Series for LI-I	Math and IT Focus for LI ISP Teachers, 2 day inservice	February 25, 2019 and TBD	LI-ISP Teachers	Elementary
Deaf/Hard of Hearing	Two Day Training Workshop	Regular classroom teachers with D/HH students	September 30, 2019 and January 2020	Regular classroom teachers with D/HH students	Elementary
Deaf/Hard of Hearing	In-service for D/HH ISP teachers	One day Workshop for D/HH ISP teachers with Itinerant teachers	1-Apr-20	D/HH ISP Teachers	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-20	20 Secondary Teachers	secondary
Mental Health	ASIST	2-day Suicide intervention training	Sept 4-5, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Sept 11-12, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Sept 24-25, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Oct 2-3, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	April 1-2, 2020	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	11-Oct-19	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	15-Nov-19	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	6-Dec-19	all staff	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	TBD	Guidance Counselors	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	TBD	Autism Team	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	Mood Disorders	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	Mentally-Healthy Classroom	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	ADHD	From Supporting Minds module. effective strategies for students	PA days in Oct, Nov, Dec & Feb	all staff	ES

Mental Health	ADHD	From Supporting Minds modules: effective strategies for students who suffer from Attention Deficit Disorder.	PA day for Psychology	Social Work service providers	ES, SS
Mental Health	ADHD	From Supporting Minds modules: effective strategies for students who suffer from Attention Deficit Disorder.	PA day for Social Work	Psychology service providers	ES, SS
Social Work	Miscellaneous	SW PD offered throughout year on clinically relevant information and best practices	1/2 day sessions on monthly basis	Social Work Department	ele and sec.
Behavior	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	20 Behaviour Program Teachers	Elementary
Behavior/SSRT	SNAP	Refresher/Certification of new staff in SNAP model through Child Development Institute	TBD - Currently being organized through CDI	20 Behaviour Program Teachers, CYWs and 8 SSRT members	Elementary

Behavior/SSRT	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	September 19 & 20-New to CPI or expired past 3 years; September 18 - Refresher course (1 day) expred within 2 years; October 10 & 11-New to CPI or expired past 3 years; October 11-Refresher course (1 day) expired within 2 years; November 14 & 15-New to CPI or expired past 3 years; November 15 - Refresher course (1 day) expred within 2 yearsusually elementary PA days and one code day (mandatory 2-day training required); December 6-Refresher course (1 day) expired within 2 years; January 16 & 16- New to CPI or expired past 3 years; January 17 - Refresher course (1 day) expred within 2 years; February 14-Refresher course (1 day) expired within 2 years; June 5-Refresher course (1 day) expired within 2 years; plus 3-4 trainers need recertification in September at a cost of \$1,200 pp & supplies of \$500 and trainer membership fee of \$175 x 6 for the year	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAPE	Introduction to Special Services Forms and IEPs; Using GAPE with Special Education Students	September-October 2019	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Elementary
Special Services	Individual Education Plans; Special Services Forms; GAPE	Introduction to Special Services Forms and IEPs; Using GAPE with Special Education Students	September-October 2019	Secondary Special Education Teachers	Secondary
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	Nov-19	Secondary Special Education Teachers New to Special Education	Secondary

Special Services	Legalities Around Chairing An IPRC	Review the IPRC process and the importance of understanding the legal implications of the IPRC.	October, 2019 (Multi Half Days-On PAL)	Elementary and Secondary Principals.	Elem/Sec
Special Services	Individual Education Plans; Special Services Forms; GAPE	Review of Special Services Forms and IEPs	Oct-19	Vice Principals and Principals New to the Role	Elementary and Secondary
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Sept., 2019	LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov., 2019	18 LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Sept., 2019	LD ISP Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov., 2019	6 LD ISP Teachers	ES
Psychology/LD	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5	Sept , 2019	LD ISP and Hub Teachers	ES
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	Oct. , 2019	LD ISP and SE Teachers	ES
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy	Dec., 2019	LD ISP and SE Teachers	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	Nov., 2019	LD ISP Teachers	ES
Psychology/LD	Assessment of Academic Achievement using the KTEA3 (Kaufman Test of Educational Achievement Third Edition)	Using the KTEAs to evaluate student academic progress. Using QGlobal online resource to summarize and analyse results.	Full day session, October 2019	LD ISP Teachers	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Nov., 2019	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	Jan.,, 2020	School administrators	ES, SS

Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	Feb., 2020	SS teachers	SS
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November 2020	Eas and CYWs	ES, SS
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	ES, SS
Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	ES, SS

Educational and Other Assessments

When learning difficulties become evident to the teacher, the parent is contacted to obtain their input in relation to understanding the child's learning needs. The classroom teacher as well as the special education resource teacher in the student's school may administer formal and informal tests of academic achievement to assist in determining the specific learning needs of the student. If formal assessment from other professional support staff is required, the principal obtains written consent of the parent. This enables staff from the following departments to provide a range of formal and informal assessment services: assessment and programming, psychology, speech-language pathology, audiology. Assessment services are also provided by School Social Workers. The principal obtains verbal consent of the parent for social work intervention and completes a written request for social work services on the designated TCDSB form.

The professional qualifications of members of each department is outlined below:

ASSESSMENT AND PROGRAMMING TEACHERS (APTS) AND PROGRAMMING AND ASSESSMENT TEACHERS (PATS) are members of the College of Teachers. APTs and PATs have demonstrated teaching experience in a variety of Special Education teaching roles and leadership within schools. They are leaders in special education services within the TCDSB. Training for this position is conducted by the TCDSB and delivered through the School Based Support Teacher Program (SBST course). This is a two-year professional development program for teachers who wish to increase their knowledge of special education programs and services. Upon successful completion of these programs teachers may apply for a position as an APT or PAT. In addition to the formal training component, each candidate, having his/her Special Education Part 3 qualifications and/or Master's Degree) is mentored by an experienced Assessment and Programming teacher and supervised by a programming coordinator (supervising principal)

Assessment:

- Complete educational assessments, using standardized and informal assessment measures, to assist teachers and parents with individualized student programming
- Using assessments in conjunction with classroom experience, knowledge of curriculum and of research-based materials to help program for students
- In current year the APTs are administering the OLSAT 8 screening to all grade 4 students (total of 6,048 students).
- Support teachers and administrators in understanding and interpreting formal assessment reports and their recommendations to assist with programming strategies and IEP development

Intakes and Transition Supports:

- Conduct and facilitate intake visits and reports for students with high needs transitioning into school
- Liaising between TCDSB and outside agencies (i.e.: Hospital for Sick Children, Silvercreek Nursery School, Adventure Place, George Hull Centre, Integra)
- Support and assist the transition plan for a smooth transition for students with special needs from daycare/home to school, from grade to grade, from elementary to secondary school and transition to the world of work / community living / college / university

Programming:

- Work collaboratively with the individual School Based Support Learning Team (Interdisciplinary Team - SW, PSYCH, SPL, Autism Support Teacher, DHH Itinerant Teachers))
- Support schools and teachers with the School Based Support Learning Team (SBSLT) process at all Interdisciplinary team meetings
- Review and discuss an individual student's D.I.P.(Data Integration Platform) data listing all standardized tests results to assist teachers with individual student's learning profile and providing programming learning strategies
- Conduct classroom observations to support the educational assessment process and to assist teacher in understanding the student's learning profile (strengths and needs)
- Assist with alternative programming (e.g. self-advocacy skills, social skills, etc)
- Provide resource and support for teachers and parents in developing and understanding program accommodations and program modifications and individual education plans
- Consultations with school / staff around programming suggestions and supports, intervention strategies, and the implementation of differentiated instructional approach and strategies
- Support and facilitate parent visits to ISP programs (i.e.: M.E.; L.D., D.D.)
- Support administrators and teachers with the I.P.R.C process and presentations to Initial and/or Annual I.P.R.C. meetings at SBSSS Area Unit or school level
- Liaison, facilitate and support the school, teacher and parent when an application is being considered for a student with the Trillium Ministry of Education Demonstration School

SEA

1. Support schools in the preparation of an individual student's Specialized Equipment Amount (SEA) claim

SIP

2. Coordinate the preparation of Ministry of Education Special Education Funding Claims, that is, Special Incidence Portion (SIP)

Professional Development:

- Collaborative committee work (i.e.: IEP Committee, SS Forms Committee, School Effectiveness Team, L4All, TCDSB Special Services Resource Fair)
- Assist regionally and centrally on committees that support the ongoing review and upgrade of the TCDSB IEP template and supporting Special Services Forms
- Conduct and facilitate IEP in-services either at a central TCDSB locations or at individual schools and for individual teachers and administrators for consultation
- Professional development to TCDSB staff (i.e. non-violent crisis intervention workshops, special services delivery model, Learning for All etc. Support schools and teachers with Ministry and TCDSB Curriculum Initiatives (i.e.: TLCP, NFLAC, School Effectiveness, HUBS)
- Assist and facilitate with assistive technology training, specifically Premier Providing
- Support and mentor new 'teachers' newly assigned as a 'special education teacher' to an ISP or regular special education program
- Support and mentor new 'teachers' newly assigned to the SET
- Present and instruct at OECTA's Part 1,2, 3 Special Education Courses
- Present and instruct to Special Education teachers taking the TCDSB Learning Disability and M.E. ISP programs

The psychology department is composed of **PSYCHOLOGISTS, PSYCHOLOGICAL ASSOCIATES and PSYCHOEDUCATIONAL CONSULTANTS**. Professional development opportunities and support have been provided to psychoeducational consultants to pursue registration as psychological associates. The majority of eligible psychology staff have pursued registration and others are in the process of accumulating the required five years of supervised experience. For those members of the psychology department who do not have access to the controlled act of communicating a diagnosis, a supervisor communicates the diagnosis to the parent or student aged 16 or older. All members of the psychology department are supervised by the chief psychologist and are governed by the Regulated Health Professions Act.

Social work assessments are conducted by **SCHOOL SOCIAL WORKERS** who are members of the regulated College of Social Workers and Social Service Workers. Within TCDSB all social workers have a minimum of a Masters of Social Work degree. School social workers identify individual students and/ or target populations who are in need of service, through a process of consultation with school board personnel, community representatives, students and their families.

DEAF AND HARD OF HEARING is a centralized interdisciplinary team providing services and programs for students with varying degrees of hearing loss. Every new case is reviewed by the school board's Audiologist and Deaf and Hard of Hearing Intake Team. Depending on student need various formal and informal assessments are carried out by the Audiologist, Deaf and Hard of Hearing Teachers, Psychoeducational Consultant, Speech and Language Pathologist and Social Worker in the Deaf and Hard of Hearing Department.

AUTISM: The Autism Programs and Services staff is a centralized interdisciplinary team providing services and programs for students with Autism Spectrum Disorders (ASD). Assessments are carried out by interdisciplinary team members, including Autism Support Teachers, Speech-Language Pathologists, Psychoeducational Consultants and Social Workers. In addition to speech-language, psychological and social work assessments, education and functional behaviour assessments are carried out by team members. Team members assess student's academic strengths and needs, as well as their communication, behaviour, self regulation and social needs. When needed, occupational therapy and behaviour consultation services are contracted. Assessments and service are consistent with PPM 140, using principles of applied behaviour analysis where appropriate.

BEHAVIOUR: Behaviour assessments can be helpful in identifying interferences to learning as well as capitalizing on strengths of the learner. Practitioners who complete behaviour assessments often rely on observation, student interviews, family interviews including perspective of parents and discussion with classroom teachers, administrators and support staff.

SPEECH-LANGUAGE PATHOLOGY assessments are carried out by **REGISTERED MEMBERS** of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO). Speech-Language Pathology (SLP) staff are governed by the Regulated Health Professions Act, 1993, as well as the regulations of CASLPO. Speech-Language Pathologists have specialized expertise in school-age speech and language development and disorders, with a particular focus on oral language as the foundation for literacy and learning. Speech-Language Pathologists assess both oral and written communication abilities, including assessment of students who are non-speaking and who require augmentative/alternative communication strategies and specialized equipment. Speech-Language Pathology staff are supervised by the chief speech-language pathologist.

With the informed consent of parents, individual assessment tools are used to measure the student's ability in the following areas:

Intellectual / cognitive: Intellectual / cognitive assessments are conducted by psychology staff who are governed by the Regulated Health Professions Act.

Academic achievement: Conducted by Assessment and Programming teachers who are governed by the Education Act or psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

Psychological processes: Conducted by psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

Social / emotional development: Conducted by psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

Speech and Language: Conducted by speech-language pathologists, who are governed by the Regulated Health Professions Act.

Social work assessments: Assessments by school social workers include a study of factors that interfere with students' adjustment to and performance in school. More specifically it may involve, with appropriate consents, assessing the following:

- Students' physical and emotional/social development;
- Students' family history and dynamics;
- Student behaviour and attitudes in different settings;
- Patterns of interpersonal relationships as observed in the family, school, community and with peers;
- Patterns of achievement and adjustment at critical points in students' growth and development;
- The existence, accessibility and utilization of community support systems for students and their families;
- Students' attendance patterns.

Psychological, speech-language, social work and educational reports may be submitted to the IPRC where an identification of an exceptionality may be made. Prior to the IPRC, the parent receives the results of the assessment and a copy of the assessment report. Where the parent has difficulty communicating in English, an interpreter is utilized.

Psychological assessments may result in a diagnosis. Where the criteria for diagnosis has been met, the diagnosis is communicated to the parent or student by a member of the College of Psychologists who has access to the controlled act of communicating a diagnosis.

Wait-time for assessments: Within the psychology department the time to respond to referrals varies according to the severity of the problem. In a crisis situation, response time is immediate. For situations where the behaviour of a student interferes with the learning of classmates, response to that request for psychological service will be within two to three weeks. As a consequence, more routine referrals may wait on average 12 - 15 months.

The wait time for speech-language pathology assessments ranges from six to twelve months. Assessments are completed in priority order based on the date of request, unless the situation is urgent as identified by the principal and / or parent.

As the academic year progresses and referrals to social work increase, the wait time for social work intervention increases proportionately. Usually, a brief contact is made with the students and/or families immediately after referral to determine the seriousness of the need. The most critical situations are dealt with on a priority basis. As a result other students and their families, who have been referred previously, may have to wait for service on an average of 3-5 weeks.

The Data Integration Platform development and inservice in the use of the collection of assessment for learning information on behalf of students will assist in the area of referrals. As schools embrace the philosophy and impact of the professional learning community concept to improve student learning staff within Special Services can address the social emotional, linguistic and mental health issues that impede learning.

Parent consent: Referrals for educational, psychology and speech-language assessments are accompanied by permission forms signed by the parent. Services offered by psychology and speech-language pathology staff requires informed consent under the Health Care Consent Act and Personal Health Information Protection Act. To insure that the parents are fully informed of the service to be provided to their child, the parent is contacted prior to the initiation of service. It is the general practice for the parent to be contacted at the initiation of educational assessment as well. For social work intervention, the principal obtains written consent of the parent. If abuse is suspected the Child Abuse Protocol with regard to consent is followed. Social work staff follow up with the parent to clarify the service that can be offered. The Parent Guide to Special Education is given at this time.

Communication of results to parents: Parents are invited to a meeting at the school to receive the results of the assessment(s). If the parent has difficulty communicating in English, an interpreter is provided. A written report is prepared for inclusion in the OSR. Parents generally receive a copy of this report. In the case of students who are presented to an IPRC, the parent and student aged 16 or older receives a copy of all documentation that will be reviewed by the IPRC.

Sharing information: The permission form that is signed by the parent prior to assessment includes permission to share information with the teacher, the principal and other appropriate school personnel. At the time of the feedback interview, this process of sharing information is reviewed with the parent or student. Information is shared with outside agencies only with the informed consent of the parent and Personal Health Information Protection Act.

Assessment reports from other school boards: With the written consent of the parent or student aged 16 and older, assessment reports and IPRC information are requested from other school boards. When the data is current and the information supports identification according to IPRC practices with the TCDSB, this option is outlined for the parent. A copy of the Parents' Guide to Special Education is provided. If the parent is agreeable, an up-dated educational assessment is completed at the school level or by special services staff. The current educational assessment and the documentation obtained from the student's previous board are presented to the IPRC for purposes of identification and placement.

Protecting Privacy of Information: With the informed consent of the parent, the assessment report is placed in the OSR, and is accessible to appropriate school personnel in accordance with the Education Act. When parents request an assessment, they provide written permission for the assessor to review the OSR.

The psychology and speech-language pathology departments store assessment information in discipline specific file systems in accordance with the Regulated Health Professions Act (1993) and the Personal Health Information Protection Act (2004).

ASSESSMENTS

Because many requests for assessments relate to students who have English as a second language, information from multiple sources is collected. The limitations in relation to using the below named tests to make decisions about second language learners is always considered.

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT TOOLS

Boehm Test of Basic Concepts-3
Bus Story Test – Renfrew Language Scales
Clinical Evaluation of Language Fundamentals-2 Preschool
Clinical Evaluation of Language Fundamentals-4
Comprehensive Test of Phonological Processing
Comprehensive Test of Spoken Language
Ekwall Reading Inventory
Evaluating Communicative Competence
Expressive Vocabulary Test-2
Expressive-One Word Picture Vocabulary Test-2000
Goldman-Fristoe Test of Articulation-2
Listening Comprehension Test-2
Oral and Written Language Scales
Peabody Picture Vocabulary Test-4
Phonological Awareness Test-2
Preschool Language Scales-4
Structured Photographic Expressive Language Test-3
Stuttering Severity Instrument
Test for Auditory Comprehension of Language-3
Test of Early Reading Ability-3
Test of Narrative Language
Test of Problem Solving-2 Adolescent
Test of Problem Solving-3 Elementary
Test of Word Finding-2
Test of Written Language-4
Test of Written Spelling-4
Woodcock Johnson Reading Mastery Test-Revised
Woodcock Language Proficiency Battery-Revised
Word Test-2 Adolescent
Word Test-2 Elementary

ASSESSMENT TOOLS USED BY PSYCHOLOGY STAFF

Cognitive

Wechsler Preschool and Primary Test of Intelligence: Third edition
Wechsler Intelligence Scale for Children: Fourth edition
Wechsler Intelligence Scale for Children: Fourth edition – integrated
Wechsler Nonverbal Scale of Ability
Wechsler Adult Intelligence Scale: Fourth edition
Stanford-Binet Fifth Edition
Woodcock-Johnson III Tests of Cognitive Abilities
Universal Nonverbal Intelligence Test
Leiter International Performance Scale: Revised

Psychological processing

Comprehensive Test of Phonological Processing
Wide Range Assessment of Memory and Learning: Second Edition
Children's Memory Scale
Bender-Gestalt 11
Beery-Buktenica Developmental Test of Visual Motor Integration: Fifth Edition
Peabody Picture Vocabulary Test: Fourth Edition
Detroit Test of Learning Aptitude: Fourth Edition
Behaviour Rating Inventory of Executive Function
Delis-Kaplan Executive Function System

Academic Functioning

Wechsler Individual Achievement Test- second edition (Effective, January 2012, the fourth edition will be used)
Woodcock-Johnson III Tests of Academic Achievement
Test of Reading Comprehension
Wide Range Achievement Test: Fourth Edition
Test of Written Language - Fourth edition

Social, Emotional and Behavioural

Conners: Third Edition
Piers-Harris Children's Self-Concept Scale: Second Edition
Sentence Completion
Children's Depression Inventory
Child Behaviour Checklist
Behaviour Assessment System for Children: Second Edition
Schedule for Affective Disorders for School Aged Children (Semi-structured interview to screen for social, emotional and behaviour concerns)
Vineland Adaptive Behaviour Scales: Second Edition

Support Service for Students with Autism (SSSA)

Assessment measures indicated by the student's strengths and needs are used by SSSA staff. Both standardized and non-standardized measures are used, as appropriate. Areas assessed include:

3. Academic skills
4. Social skills
5. Communication skills
6. Behaviour and self-regulation
7. Sensory needs

EDUCATIONAL ASSESSMENTS

Assessment and Programming Teacher (APT) and Programming and Assessment Teacher (PAT)

The following assessment tools are used by APTs and PATs, with parent signed permission, to assist teachers in programming for students. These assessments are valuable tools in the development of the student's IEP. The results of these assessments are first shared with the parent and then, with parent permission, with the school staff. Parents may share these assessments with doctors or other outside agencies. To protect the privacy of information of the student, the parent will need to give the school written permission to share the assessment with outside agencies.

Standard Assessment Tools used by all APTs/PATs

8. WIAT-III - achievement test
9. PPVT-4 - measure of receptive vocabulary
10. NNAT - non-verbal test of general ability

Additional assessments that can be used

- Key Math - comprehensive measure of math proficiency
- TOWL-3 - measures written language
- EVT-2 - measure of expressive vocabulary and word retrieval
- DTLA-4 - measures basic abilities and shows the effects of language, attention, & motor abilities on test performance
- Test of Early Reading
- Test of Early Writing
- Woodcock-Johnson III Test of Academic Achievement
- Comprehensive Test of Phonological Processing
- Universal Nonverbal Intelligence Test
- Maitrix Analogies Test
- Beery-Buktenica Test of Visual Motor Integration
- Test of Visual Motor Integration
- Kaufman Comprehensive
- Otis Lennon Student Achievement Test

Coordination of services with Other Ministries or Agencies

This section contains information about coordination with other ministries. This includes transition planning for children entering school from preschool programs as well as coordination regarding services for students with special education needs.

1. Entry To School Planning:

The following chart summarizes procedures for students entering TCDSB from preschool programs.

TRANSITION/INTAKE PROCESS FOR TCDSB STUDENTS

January prior to school entry:

Family registers their child in the home school, indicating that their child has special needs and providing any relevant reports

Spring prior to School entry:

Home School Principal contacts the Special Education Coordinator for their area, or for specialty services/teams (Physical, Vision, Deaf and Hard of Hearing, Autism) and completes intake consent forms to initiate staff involvement

An intake visit is carried out by a member of the interdisciplinary team to the preschool setting or home, to identify programming needs and supports required

Interdisciplinary staff review existing reports/documentation and then discuss program and placement options with parents and Special

An IPRC is held, and placement is determined for the following school year

School entry:

Special Education programs and services are put in place, with parental input and consent.

2. Transition From Preschool Programs:

The following are procedures for students who have received specialized preschool services and programs:

- **Deaf and Hard of Hearing Programs:** TCDSB has itinerant teachers with specific responsibilities for intake of students from preschool programs as well as provincial schools. In addition, a member of the interdisciplinary team along with the teacher of the deaf and hard of hearing working with the student, investigates alternative programs and supports students in their transition. Coordination with the Infant Hearing Program is maintained on an ongoing basis.
- **Speech and Language Programs:** Ongoing communication takes place with Toronto Preschool Speech and Language Services regarding coordination of services, including transition to school. A transition to school brochure has been developed for parents. A transition to school agreement has been developed between local school boards and Preschool Speech and Language Services. Services are also coordinated with other community agencies providing speech and language services and programs. Transition strategies include exchange of reports, telephone conversations and case conferences, when needed.
- **Intensive Early Intervention Programs for Children with Autism:** A transition protocol has been developed with Toronto Preschool Autism Service. Ongoing communication takes place between Transition Coordinators for this program and TCDSB staff. Regular meetings take place between the Toronto Preschool Autism Program and TCDSB staff. TCDSB Autism Team staff have also developed a protocol for entry to school planning for students with Autism/PDD.

1. Coordination with Other Ministries regarding New Initiatives

Autism Initiatives:

TCDSB works in collaboration with Surrey Place Centre's School Support program to support students with ASD transitioning from elementary to secondary school. In the spring of 2009, TCDSB was selected as one of sixteen school boards to participate in a ministry demonstration project. The collaborative demonstration project has a focus on ensuring a smooth transition to full time school for students being discharged from the Ministry of Children and Youth Services intensive behaviour intervention (IBI) services. TCDSB is working in collaboration with the Toronto Partnership Autism Service (TPAS) on this initiative.

Mental Health Planning: In the Toronto Catholic District School Board, the mental health of students is supported through the efforts of educational staff such as classroom teachers, social workers, psychology staff, guidance staff, child and youth workers and chaplaincy. In addition, TCDSB still will facilitate referrals to community resources such as children's mental health agencies or hospitals to provide more specific mental health support such as family counseling or psychiatric intervention. Also, TCDSB supports in-school partnerships that are consistent with its vision and mission as found on the TCDSB website, existing policies and procedures and Catholic gospel values. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes. In response to PPM 149, the Toronto Catholic District School Board has developed a procedure for establishing and reviewing mental health partnerships.

Best Start: Best Start is a comprehensive strategy about supporting children so that they can learn and grow, be successful in school and ultimately be successful in the workforce and society. It is a partnership among ministries and among different levels of government (provincial, federal and municipal) to provide the services and supports to help children succeed; it is also a partnership with parents that recognizes the key role parents play in preparing their children for school. It is responding to the clear message from communities that Ontario needs more integrated accessible services for young children and families.

4. Care & Treatment Programs (Section 23) – Re-Admission Process

In order to facilitate the re-entry/transition process back to the Toronto Catholic District School Board, the following re-admission process will be followed.

1. Principal on assignment for Care & Treatment Programs will arrange update meetings with regard to the students who have received the necessary amount of intervention in November and February of each school year.
2. In order to locate the best program for Care & Treatment students, the agency will inform the Care & Treatment principal immediately after a determination is made that the student will be demitted. The Care & Treatment teacher will forward the TCDSB Care & Treatment Demission Form and a package of information regarding the student to the Care & Treatment principal.
3. The Care & Treatment principal will contact the appropriate contact to facilitate the reintegration of the student within the TCDSB. This would be a member of the Behavioural team, JTM or Program Coordinator.

4. An observation/case conference will be set up while the student is in the therapeutic setting to facilitate the re-entry.
5. After this case conference has occurred the lead person will contact the appropriate Program Coordinator, Behavioural team member or Care & Treatment liaison staff who will explore the options of regular class, special education class or behavioural class. If another Care & Treatment day treatment program or residential setting is recommended, the agency will keep the lead person informed and seek assistance from the lead person as required.
6. A timeline for reintegration will be established and communicated back to the agency by the Care & Treatment principal.
7. A transition plan including support from the agency for a week or two will be requested. Possible placements include home school, regional classes or a “fresh start” in a new school.
8. The principal of the receiving school will be involved in the transition and will be invited to attend the IPRC and/or case conference.

Date of Issue: September 25, 2009**Effective:** Until revoked or modified**Subject:** PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES
FOR PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS,
AND PARAPROFESSIONALS**Application:** Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Superintendents of Schools
Principals of Elementary Schools
Principals of Secondary Schools

Introduction

The ministry is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs. Closing achievement gaps for all students continues to be a major priority.

The purpose of this memorandum is to provide direction to school boards¹ concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol, and specifies the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

Requirements for Review and/or Development of a Board Protocol

School boards with an existing protocol will review their protocol to ensure that it is aligned with the requirements outlined in this memorandum. School boards without an existing protocol will develop a protocol that is aligned with those requirements. The protocol will be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol will reflect local circumstances, including the language of the board.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities, with the exception of section 68 school authorities.

The protocol will outline the following:

- programs and services that are currently delivered by external agencies
- programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals
- programs and services that could be delivered by school board PSSP and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals

A distinction must be made in the protocol between long-term and short-term (time-limited) partnerships to ensure that long-term duplication of services already provided by school board PSSP and paraprofessionals does not occur.

The protocol must be aligned with the collective agreements of unionized school board staff and enhance the delivery of services. The protocol must provide for supplementing, but not duplicating, the services of school board PSSP and paraprofessionals. A protocol will be developed by each school board even if there are currently no unionized regulated health professionals, regulated social service professionals, and paraprofessionals on staff.

Where applicable, co-terminus and contiguous school boards must, at a minimum, explore the development of partnerships and protocols to facilitate the delivery of programs and services.

Boards must seek the advice of PSSP and paraprofessionals when reviewing and/or developing their protocol. Boards will also design a procedure for reviewing their protocol and projected services in consultation with external agencies and unionized school board staff at least once a year.

Boards will also ensure that their protocol is consistent with standard school board provisions related to:

- informed consent;
- criminal reference checks;
- appropriate insurance coverage;
- compliance with the Safe Schools Act;
- conflict of interest, confidentiality, equity, human rights, and other relevant policies.

Eligible Categories of Professionals and Paraprofessionals

A board's protocol will cover the following categories of PSSP and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists, as defined by the Psychology Act, 1991

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- psychological associates, as defined by the Psychology Act, 1991
 - social workers, as defined by the Social Work and Social Service Work Act, 1998
 - other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs

Any future regulated categories will also be covered by the protocol.

Additional Requirements for the Board Protocol

In order to assist school boards and external agencies in the development, review, and maintenance of local protocols, a memorandum from the Deputy Minister of Education accompanies this policy/program memorandum and outlines the elements that each protocol must contain. Any changes to the elements required in the local protocols will be communicated in the future to boards through a similar memorandum.

Implementation and Reporting

School boards will implement their newly developed or reviewed protocol and post it on their website by January 1, 2010. Reviews of and revisions to established protocols will be completed and posted on school board websites by January 1 of each subsequent year.



PROTOCOL

RE COMMUNITY PROFESSIONALS INVOLVEMENT IN SCHOOL PROGRAMS

PURPOSE

This protocol outlines the background, and the principles and administrative procedures that the Board will follow, with respect to community professionals' and private therapists' involvement in school programs where such professionals are retained and/or compensated by parents/guardians.

The purpose of the protocol is to clarify the relationship between the school and the community health professional/private therapist where:

- Parents/guardians have retained such community professionals to support their child ("privately retained community health professionals"), and/or
- Staff from another agency and/or ministry request to observe and/or work with a student at school.

This protocol recognizes that parents/guardians, community health professionals and the school share a common goal to pursue, within defined roles, the best interest of the child.

PRINCIPLES

The *Education Act* requires the Ministry of Education and Training (the "Ministry") to ensure that all exceptional children in Ontario have available to them appropriate special education programs and special education services without the payment of fees by parents or guardians resident in Ontario. Subsection 8(3), in part, provides:

"The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees by parents or guardians resident in Ontario..."

It is recognized that it is the exclusive role of the school in partnership with parents/guardians, to be the primary providers of school based programs and services.

Schools have the rights and obligation to provide education programs and services in schools as prescribed by the *Education Act*.

The Toronto Catholic District School Board (the “Board”) provides a range of special education programs and services. A description of special education programs and services is outlined in the Special Education Plan which is posted on the school board website.

School board staff work in partnership with parents to ensure that the needs of their child are identified, considered and met. To that end, collaboration with community agencies and private therapists is considered.

BACKGROUND

Some students receive additional support through community agency staff or by private therapists/consultants hired by parents.

These services may be beneficial to students, and can be offered to students in the home, community, or practitioner office setting.

Occasionally, schools receive requests to have third party services delivered in the school. Some examples of services that have been requested are:

- tutoring
- child care services
- speech pathology services
- music lessons
- private assessments
- intensive behaviour intervention

There are a number of concerns related to having third party services take place in the school:

- liability to the Board
- privacy and confidentiality issues
- conflicts with collective agreements
- qualifications and professional standards of third party staff
- informed consent issues
- supervision
- use of teacher and educational assistant time
- availability of school space
- payment of services
- equity issues
- duplication of service

THE NATURE OF THIRD PARTY SERVICES

Direct services to students are delivered by school board staff such as teachers, educational assistants, and special services staff. In some situations, other services for students are needed, and are delivered by individuals who are paid by someone other than the board of education/Ministry of Education. These services are called third party services.

There are two types of third party services – public and private.

a. Public third party services

Public third party services are those delivered by staff from an agency or other public organization. This could also include not for profit charitable organizations that are considered to serve public interests. Public third party services may be mandated by the government, be the result of interministerial agreement, or be funded by a government agency or donations. Services from these organizations are generally available to students in the system who qualify under the mandate or operation of the public third party. Public third party services, where needed, are requested by the Board. The following public third party services are permitted in TCDSB schools (with parent permission):

- School health support services through community care access centres (CCACs). This includes:
 - speech pathology
 - occupational therapy
 - physiotherapy
 - nursing
 - nutrition

b. Private third party services

Private third party services are those retained and/or paid for by parents/guardians. The request for services has come from parents/guardians. They have not been requested by the Board.

DIRECTION

Because of the difficulties listed in the Background section, private third party services delivered directly to students during the school day are not allowed in the school setting.

The Board does not allow individual parents to provide in-school or in-classroom student direct therapy/assistance.

Privately retained and community health professionals may visit a classroom only to observe a student and **not** for the purpose of providing instruction or therapy.

Privately retained and/or community health professionals are permitted in schools for the following purposes:

1. For observation, where this assists the privately retained or community health professionals to set appropriate goals for the child in non-school environments and to ensure consistency of programming outside the school environment.
2. To attend school meetings in order to share information regarding the child's participation in an outside program or to report results of outside evaluations or testing which may have taken place.
3. A private therapist or community health professional may act as an advocate for a child in the Special Education Identification and Placement Review Committee (IPRC) or Individual Education Plan (IEP) process, upon the written authorization of the parents or guardians of the child.

PROCEDURES RE: REQUESTS FOR INVOLVEMENT OF COMMUNITY AGENCY STAFF OR PRIVATELY RETAINED STAFF

The following are administrative procedures for schools when parents request involvement of community agency staff or privately retained staff:

1. As noted above, requests for involvement in a classroom or school by a privately retained or community health professional must be for observation, exchange of information or IPRC/IEP advocacy purposes only, and not for the delivery of direct services to students.
2. A request by a privately retained therapist or community health professional to observe a student in a classroom must be made by the parent/guardian to the school principal.
3. Privately retained or community health professionals must be accompanied by a member of the school administration or designate, or by a Board special services staff person during the observation period.
4. In your sensitivity in working with parents you as the principal of the school can determine and schedule the number and duration of parental requests in an effort to minimize the disruption to the delivery of the instructional program.
5. A community health professional/private therapist must keep confidential any personal information obtained about other students, teachers or staff while observing a particular student in a classroom, in accordance with relevant legislation including the *Education Act* and the *Municipal Freedom of Information and Protection and Privacy Act*.

6. A privately retained or community health professional who makes a classroom visit for the purpose of observation must provide a copy of the written report of the observation to the Board.
7. A criminal background check of all private therapists or community health professionals is required prior to any direct contact with pupils. (Ontario Regulation 521/01 "Collection of Personal Information" requires a personal criminal history of every individual who is an employee or a "service provider" who comes into direct contact with pupils on a regular basis (period of time to be established by TCDSB).
8. A sample letter is included in Appendix I. This can be adapted for use when community agency staff and private professionals request access to schools.

QUESTIONS REGARDING REQUESTS FOR INVOLVEMENT OF COMMUNITY AGENCY STAFF OR PRIVATELY RETAINED STAFF

Questions or concerns regarding requests for involvement of community agency staff or privately retained staff should be directed to the Superintendent of Special Services.

Approved by Education Council, March, 2006

(School Letterhead)

Dear:

This letter is in follow-up to the meeting/request for a classroom observation by _____.

TCDSB would like to continue to work in partnership with you and we would like to accommodate your request in a mutually agreeable fashion.

The following are the steps that would need to take place to set up this observation:

1. An appointment for observation would be set up through the Principal.
2. The purpose of the visit is for classroom observation only, with the classroom teacher retaining responsibility for the educational program.
3. The observers should not review or comment on the performance of the teacher, or other school staff and should not interrupt the flow of instruction.
4. Confidentiality of staff and of other students in the class must be maintained. The observers must not make any specific comments about students or staff in oral or written reports.
5. A copy of the written report about the observation would be provided to the school board, to my attention.
6. Outside service providers must have a criminal background check as prescribed by the *Education Act*. The Board has contracted with the Ontario Education Service (OESC) to gather this information. This documentation is required prior to access to schools and classrooms.

Please contact me if you would like to discuss this further.

Sincerely,

(Principal)

Special Education Plan – Input from SEAC Informal Working Group

- *Staff Development*
- *Educational and Other Assessments*
- *Coordination of Services with other Ministries or Agencies*
- *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*

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 currently on the website.
3. “Recommendations” are what we think needs to change in the TCDSB plan, and in some areas, our suggested changes.

1. Staff Development

a. Required by the Ministry Guidelines

- i. Details of the board’s professional development plans for special education staff
- ii. The overall goal of the special education staff development plan
- iii. Ways in which staff provide input for the plan
- iv. Ways in which the school board’s SEAC is consulted about staff development
- v. Methods of determining priorities in the area of staff development
- vi. Courses, in-service training, and other types of professional development activities offered by the board
- vii. Ways in which staff are trained with regard to the legislation and ministry policy on special education, with particular attention to training for new teachers
- viii. Details of the board’s budget allocation dedicated to the staff development plan in the area of special education
- ix. Any cost-sharing arrangements with other ministries or agencies for staff development
- x. Ways in which school board staff are made aware of the board’s special education plan and of professional development opportunities
- xi. Include training to reflect any new legislation and Ministry PPMs and the results of any consultations (to set training priorities)

b. Findings in the TCDSB plan

- i. There is a detailed chart of the board’s professional development plans for special education staff.
- ii. Overall goal of the special education staff development plan is missing.
- iii. Ways in which staff provide input for the plan is missing.
- iv. Ways in which the school board’s SEAC is consulted about staff development is missing.
- v. Methods of determining priorities in the area of staff development is missing.
- vi. Courses, in-service training, and other types of professional development activities offered by the board are listed in the chart in a very detailed manner.
- vii. There are a very limited number of courses offered that reference changes in legislation or PPM in the staff training chart on special education. Most of it is focused on specific programs or activities like SNAP, IEPs, report cards, Empower etc... The chart is organized based on spec ed departments. The guidelines expect some training that is focused on legislation, PPM, the legal framework. There are no specific courses offered that cover these topics.
- viii. New spec ed teacher training focuses on programs and activities and not necessarily legislation, PPM and legal responsibilities. Only 2 NTIP courses are offered covering Anxiety and Mental Health.
- ix. Details of the board’s budget allocation dedicated to the staff development plan in the area of special education are missing.
- x. Cost-sharing arrangements with other ministries or agencies for staff development are not listed.
- xi. The ways in which school board staff are made aware of the board’s special education plan and of professional development opportunities are not documented in this document.
- xii. There is no reference to new legislation and Ministry PPMs in the document.

- xiii. Results from any consultations with regards to setting priorities are missing.
- c. Recommendations
 - i. Create a section that states the overall goal of the special education staff development plan
 - ii. The chart is useful but a great deal of information is missing. The chart should follow all of the missing information.
 - iii. Most of the subsequent points will need their own header above the related information.
 - iv. Add a section with the ways in which staff provide input for the staff development plan.
 - v. Add the ways SEAC is consulted about staff development.
 - vi. Add the method of determining priorities in the area of staff development.
 - vii. Add the courses offered that address changes in legislation or PPM to the staff training chart on special education.
 - viii. Add a break down of training expected to be taken by the various categories of staff. Suggested breakdown:
 - 1. Senior Administration, Principals and Vice-Principals
 - 2. New teachers
 - 3. All teachers
 - 4. New special education teachers
 - 5. Education assistance and Child & Youth Workers (CYWs)
 - 6. New EAs and CYWs
 - 7. Support service staff
 - ix. Add the board's budget allocation dedicated to the staff development plan in the area of special education.
 - x. If they exist, add any cost-sharing arrangements with other ministries or agencies for staff development. If none exist, the report should indicate this.
 - xi. Add the ways in which school board staff are made aware of the board's special education plan and of professional development opportunities.
 - xii. Create a section that refers to new legislation, Ministry PPMs, Ministry guides and other the documents that are used or referenced in this section.
 - xiii. Add the results from any consultations with regards to setting priorities. If none occurred, the report should indicate this.

2. Educational and Other Assessments

- a. Required by the Ministry Guidelines
 - i. Details of the board's assessment policies and procedures to make parents aware of the types of assessment tools used.
 - ii. Ways in which assessments are obtained by IPRCs.
 - iii. Ways in which assessments are used.
 - iv. Types of assessment tools used within the board, including educational assessments.
 - v. For each type of assessment tool describe:
 - 1. the qualifications of categories of staff who conduct the assessment and/or provide diagnoses.
 - 2. what organization or legislation governs the professional.
 - 3. average waiting times for assessments to be conducted.
 - 4. the criteria for managing waiting lists.
 - 5. an acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment.
 - 6. an explanation of how results of an assessment are communicated to parents.

7. a description of protocols for sharing information with staff and outside agencies.
8. an explanation of how the privacy of information is protected.

b. Findings in the TCDSB plan

- i. The opening paragraph explains the procedures but there is no formal Policy statement.
- ii. There is no clear section and description of the ways in which assessments are obtained by IPRCs. At several points it is stated that assessments may be used for IPRC purposes. There is no mention of assessments from outside sources except assessments done by other school boards.
- iii. There is no clear section describing the ways in which assessments are used. Related information is sprinkled all over this section, but it is not clear if it is complete.
- iv. The types of assessment tools used within the board is broken down by area of expertise first, not by assessment type.
- v. The list of information for each type of assessment tool described only has the name of the assessment by staff category. It does not include required specifics such as:
 1. the qualifications of categories of staff who conduct the assessment and/or provide diagnoses.
 2. what professional organization and legislation govern those professionals.
 3. average waiting times for assessments to be conducted.
 4. the criteria for managing waiting lists if they exist.
 5. an acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment.
 6. an explanation of how results of an assessment are communicated to parents.
 7. a description of protocols for sharing information with staff and outside agencies.
 8. an explanation of how the privacy of information is protected.
- vi. Each assessment is listed by professional area but the guidelines only require information by assessment type.

c. Recommendations

- i. This is a section that has some of the information expected but it does not follow the Ministry guidelines and is not in a consistent, logical format.
- ii. Create a Policy statement on assessments. Place it ahead of the procedure section with an appropriate heading.
- iii. Add a header for the procedure section.
- iv. Create a section that describes the ways in which assessments are obtained by IPRCs. Include an appropriate heading and add a section on assessments from all outside sources, other school boards, privately obtained, etc.
- v. Create a section describing the ways in which assessments are used and add an appropriate heading.
- vi. Organize the assessment types used within the board by professional area.
 1. Each type of assessment should include a subsection for:
 - a. the qualifications of staff who conduct the assessment and/or provide diagnoses.
 - b. who they are governed by (OCT, CPO, etc... and legislation such as the Education Act; the Regulated Health Professions Act, 1993; the Health Care Consent Act, 1996; or other legislation, as appropriate).
 - c. average waiting times for assessments to be conducted.
 - d. the criteria for managing waiting lists.
 - e. requirements for obtaining parental consent.
 - f. an explanation of how results of an assessment are communicated to parents.

- g. a description of protocols for sharing information with staff and outside agencies.
 - h. an explanation of how the privacy of information is protected.
 - i. a list of all assessments included under this assessment type and if is part of a group of assessments done together as part of an overall assessment such as a Psychological Educational Assessment.
- vii. Set up data collection to track the waiting times for assessments.

3. Coordination of Services with Other Ministries and Agencies

a. Required by the Ministry Guidelines

- i. Specific details about advance special education planning that is done for students with special needs who are arriving from other programs, such as the following:
 - 1. preschool nursery programs
 - 2. preschool programs for students who are Deaf
 - 3. preschool speech and language programs
 - 4. intensive early intervention programs for children with autism
 - 5. custody, care and/or treatment centres (CCTCs), and correctional facilities
 - 6. programs offered by other boards of education
- ii. The special education plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming students.
- iii. If reassessment is the policy or practice, the plan must state the estimated waiting time for completing an assessment.
- iv. Details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by CCTCs and correctional facilities.
- v. The board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.

b. Findings in the TCDSB plan

- i. The opening statement only lists preschool programs and then "coordination of services with students with special needs". It does not specifically mention:
 - 1. preschool programs for students who are Deaf
 - 2. preschool speech and language programs
 - 3. intensive early intervention programs for children with autism
 - 4. CCTCs and correctional facilities
 - 5. programs offered by other boards of education
- ii. There is no statement on whether it is board policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming students.
- iii. There is no statement on reassessment policy or practice and estimated waiting time for completing assessments.
- iv. There is no section with the details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by CCTCs and correctional facilities. There is a section on students arriving from CCTC programs but nothing addressing students leaving TCDSB to go to other boards, CCTC facilities, as required in the guidelines.

- v. The position of the person responsible for ensuring the successful admission or transfer of students from one program to another is referenced several times but it is not explicitly stated that they are the person responsible for this process.
- vi. There is an initiative section covering Autism, Mental Health and Best Start.
- c. Recommendations
 - i. Rework the opening statement to include:
 - 1. preschool programs
 - 2. preschool programs for students who are Deaf
 - 3. preschool speech and language programs
 - 4. intensive early intervention programs for children with autism
 - 5. CCTCs and correctional facilities
 - 6. programs offered by other boards of education
 - ii. Make a statement, with an appropriate heading, on whether it is board policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming students.
 - iii. Make a statement with an appropriate heading on reassessment policy or practice and estimated waiting time for completing assessments.
 - iv. Create a section with the appropriate header on the details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by CCTCs and correctional facilities.
 - v. Although not required, keep the section on arriving students from CTCC programs. Include, as an appendix, a blank Demission Form and package information to be provided to the CCTC Principal.
 - vi. Add a section with appropriate the person responsible for ensuring the successful admission or transfer of students from one program to another and how to contact them.
 - vii. Keep the initiative section and ensure it is up-to-date and includes any appropriate new initiatives. Move the initiative section to the end of "Coordination of services with other ministries and agencies".

4. Protocol for Partnership with External Agencies

- a. Required by the Ministry Guidelines
 - i. This is not required by the Ministry Guidelines for the Special Education Plan.
- b. Findings in the TCDSB plan
 - i. The opening 3 pages of the protocol is a copy of the Ministry PPM 149.
 - ii. PPM 149 indicates that the board should have its own policy and protocols for Programs and Services that are delivered: i) by external agencies, ii) by the TCDSB and iii) what could be delivered by the TCDSB.
 - iii. The TCDSB Protocol that starts on page 4 is an important document, but it is not the Protocol envisioned by the Ministry issued PPM 149.
- c. Recommendations
 - i. Create TCDSB policies and protocols for programs and services that deal with special education needs, including those delivered by the board and those delivered by external agencies.
 - ii. It is important to include these TCDSB policies and protocols, including those based on PPM 149, in the Special Education Plan.

The SEAC Working Group reviewing the TCDSB Special Education Plan recommends the following sections of the Special Education Plan as priorities to address by July 2021:

- 1) IPRC process
- 2) IEP process
- 3) Special Education placements provided by the board
- 4) Parent Guide to Special Education
- 5) Board's consultation process



Special Education Student Count

As of March 31, 2021

Exceptionality	In-Person School		In-Person School Total	Virtual School		Virtual School Total	Grand Total
	Elementary	Secondary		Elementary	Secondary		
Autism	1076	414	1490	442	136	578	2068
Behaviour	99	22	121	23	7	30	151
Blind and Low Vision	5	5	10	1		1	11
Deaf and Hard-of-Hearing	36	19	55	18	11	29	84
Developmental Disability	47	100	147	16	25	41	188
Giftedness	780	733	1513	252	104	356	1869
Language Impairment	365	217	582	189	70	259	841
Learning Disability	688	1118	1806	208	263	471	2277
Mild Intellectual Disability	79	184	263	27	35	62	325
Multiple Exceptionalities	106	71	177	48	29	77	254
Not Applicable	3954	2113	6067	1617	646	2263	8330
Physical Disability	48	34	82	30	16	46	128
Speech Impairment	12	1	13	8	1	9	22
Grand Total	7295	5031	12326	2879	1343	4222	16548

Special Education Superintendent Update

April 2021



In March the Transition Team in partnership with Surrey Place ran two parent workshops via Zoom.

The first parent workshop was held on Tuesday March 23rd from 7:00 pm to 8:00 pm focusing on parents of students with Autism preparing to enter Secondary School who will be on the credit earning pathway. Parents were provided with a link to the Google site, Transition to High School for Students with Autism Spectrum Disorder (ASD) on the Credit Earning Pathway, which includes the resources discussed and the presentation.

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

The second parent workshop was held on Thursday March 25th from 7:00 p.m. to 8:00 p.m. focusing on parents of students with Autism preparing to enter Secondary School Multiple Exceptionalities/Developmental Disability (ME/DD) ISP classes. Parents were provided with a link to the Google site, Transition to High School Support for Parents of ME/DD ISP Students, which includes the resources discussed and the presentation.

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

The Transition Team in partnership with Surrey Place ran two teacher workshops via Zoom. The workshops invited Elementary and Secondary ME/DD Teachers who have a student(s) transitioning to high school in September. The focus was transition planning for individual students, sharing practical strategies and reviewing available resources.

For April 2nd, World Autism Awareness Day, the Autism Programs and Services Department invited classes to participate in a Board wide dance recognizing this day. Beginning with a prayer from Fr. Lehman, classes both in-person and virtual participated in the dance.

[We Are Stars Video 2021](#)

Director, Dr. Brendan Browne, shared his World Autism Awareness Day message to the TCDSB community on April 2nd.

<https://www.youtube.com/watch?v=4HQq-VI0-ms>



The social work department continues engaging students and families throughout a variety of individual and group counseling interventions.

Professional development and community partnerships in the area of addressing systemic inequities continues with a focus on Anti-Black Racism.

The department is actively participating in the planning for Focus On Youth Summer program as we build wellness and positive supports into the camp experience. Our focus on reaching students and families during this challenging time is strong and ongoing as we make every effort to creatively and meaningfully reach those we are called to serve.





In the month of March, the Mental Health team engaged in the following activities to support the mental health and well-being of students and staff across the system:

- During the week of March 1-5, we marked Black Mental Health Week through system messaging that outlined our continued commitment to removing systemic barriers to racism. The messaging emphasized the foundational basis of good mental health for ALL and the importance of nurturing mentally-healthy classrooms in which ALL students feel safe, welcome, and experience a sense of belonging. As such, we invited educators to reflect on how they can ensure Black children/youth feel represented, heard, seen, understood in our classrooms and schools. We shared the School Mental Health Ontario Tip Sheet on *Supporting Mentally-Healthy Conversations About Anti-Black Racism with Students*. Collaboration in this area continues across different departments at the board.
- Suicide Intervention Training of Social Workers, Psychologists and Guidance Counselors was completed to ensure more clinicians and guidance counselors are able to intervene locally with students in cases of suicidal ideation. Also, facilitated self-directed Suicide Awareness course for our Chaplains this month.
- On March 10, a panel presentation: *Unhappy Birthday COVID* organized by Pope Francis Catholic School was delivered to 140 parents from across the system. Panel of experts included Melissa Hanlon, TCDSB Mental Health Lead, Dr. Birken, Pediatrician and Researcher at Sick Kids and Dr. Charach, Psychiatrist and Researcher at Sick Kids.

POPE FRANCIS CATHOLIC SCHOOL PRESENTS

HAPPY BIRTHDAY COVID:

Lessons Learned, Questions Unanswered

Wed March 10th 2021 6-7 pm EST

ZOOM Registration:

https://zoom.us/j/whlmar/register?UN_JSeyOUjCm6_47AVzIDeys

CALLING ALL PARENTS! ARE YOU LOOKING FOR:

- ✓ Ways to prevent feelings of isolation?
- ✓ Help on juggling work and school at home?
- ✓ Answers on your child's well-being from child health experts?

THE WAIT IS OVER!

Sign up for this free session and submit your questions in advance.
Listen to our panel of experts answer your questions and provide you with tools to help improve the well-being of your kids & family!

COVID-19 School Response Team
Toronto Public Health

Melissa Hanlon MSW, RSW,
Mental Health Lead
Toronto Catholic District School Board

Alice Charach, MD, MSc, FRCPC
Medical Director, Child & Youth Acute Care
Collaborative
Psychiatrist & Project Investigator, SickKids
Associate Professor, University of Toronto

Catherine Birken, MD, M.Sc., FRCPC
Paediatrician & Senior Scientist, SickKids
Professor, University of Toronto
Co-Principal Investigator, TARGETkids!

St. Francis
 Catholic District School Board

- On March 11, for COVID's anniversary, messaging sent to the system around *tips for parents to support children and youth through COVID-19 anniversary period* and *for educators to support the mental health of students during a pandemic*.
- Monthly system-wide email on Staff Well-Being around Resilience with embedded videos and activities including classroom activities for educators to help foster resiliency among students.
- Parent presentation to Area 1 secondary school parent communities: *Building Resilience in Youth During Pandemic* organized by Monsignor Percy Johnson Catholic School attended by 22 parents and staff members.

- Lunch & Learn session on Staff Well-Being delivered to staff members at Bishop Marrocco-Thomas Merton Catholic School.
- The Mental Health Professionals who support our secondary schools continued facilitating student mental health workshops for students. In March, they delivered 8 workshops to over 900 students across 5 secondary schools on Tips for Stress Management.
- Informed all school administrators of new Virtual Field Trips, a series of lessons plans to support the development of stress management and healthy coping skills from School Mental Health Ontario in an effort to encourage use of these Social-Emotional Learning tools in the classroom. So far, there are lesson plans for Breathing, Muscle Relaxation, Visualization and Distraction Strategies.
- The virtual Stop The Stigma Symposium this year took place on March 24 for elementary students (Grades 7-9) with over 60 classrooms and 1 400 students participating and on March 25 for secondary students with over 20 secondary teams participating. Our theme was *We Become COMPASSIONATE*. Three keynote speakers at each panel empowered students with positive messages of resiliency, self-compassion and empathy for others.



Wonderful news! The 2021-22 Kindergarten Language Program (KLP) referral process began the week of March 29th. KLP staff remains committed to supporting Kindergarten teams (especially those new to Kindergarten) throughout the referral process.

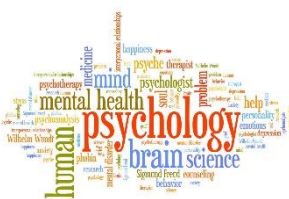
Kindergarten Language Program teachers and Speech-Language Pathologists (SLP) offered a professional development (PD) session for Kindergarten educators in virtual and brick-and-mortar schools on April 8th. In this PD session, Kindergarten teams learned about how KLP supports kindergarten students with significant oral language and related early literacy needs. They also learned how to identify appropriate program candidates as well as how to complete and submit the referral paperwork.

This PD session was truly a team effort. KLP staff worked collaboratively with department SLPs and the Early Years Resource Lead teacher to develop the webinar.

The KLP Referrals PD was well received by all educators who attended the session. It is estimated that 42% of attendees are new to kindergarten and 23% of attendees have only been in the kindergarten classrooms for up to 3 years.

A recorded version of this PD is available to Kindergarten teachers and DECEs who were unable to attend the live session.

KLP teachers and Speech-Language Pathologists look forward to providing intense oral language intervention programming to a new student cohort in the 2021-22 academic year.



Psychology staff continue to offer *Positive Parenting*, the popular weekly webinar series presented virtually for parents in our school community. Specific topics vary from week to week, but all have a focus on supporting the education and wellness needs of students, and their families, while at home during the pandemic.

The Psychology Department continues to serve students with psychoeducational assessments, counselling and mental health supports, providing consultation with parents and school staff, and psychology education for school staff and the community.



REPORT TO

REGULAR BOARD

GRADUATION STATISTICS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS 2019-2020

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

Created, Draft	First Tabling	Review
March 15, 2021	March 25, 2021	Click here to enter a date.

Maria Meehan, Superintendent, Special Services
Marina Vanayan, Senior Co-ordinator, Educational Research

INFORMATION REPORT

Vision:

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

Mission:

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

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



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

As recommended by the Special Education Advisory Committee (SEAC), this report was prepared to highlight Graduation statistics for students with Special Education needs enrolled in Grade 12 for the 2019-20 school year. Results showed that most students with Special Education needs graduate with one of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC), or Certificate of Achievement (COA), by their 3rd or 4th year in Grade 12. This is the second year this report was prepared. The report will be prepared annually to track change over time.

The cumulative staff time required to prepare this report was 28 hours

B. PURPOSE

On December 12, 2019, the Special Education Advisory Committee recommended to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC regarding students with Special Education needs, starting with those in the 2018-19 school year. This is the second year where these data sets are available; change over time will be reported when there are at least three years of data available.

C. BACKGROUND

1. Reports are presented to SEAC on an ongoing basis regarding programs and services to address the learning and well-being of students with Special Education needs.
2. Graduation from high school is an indicator of student success. There are three designations of successful completion of high school: Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC) and Certificate of Achievement (COA). The provincial goal is for all students to graduate in four years; however, students may require additional time. Students with Special Education needs may be enrolled in school until age 21.
3. As recommended by SEAC, this report was prepared to highlight graduation statistics for students enrolled in Grade 12 for the 2019-20 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. For the 2019-2020 school year, data were extracted, summarized and analyzed for Grade 12 students (1st, 2nd, 3rd and 4th years) in the following areas (see Appendix A):

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

2. Based on the data in Appendix A, the following results are highlighted for the **2019-2020 school year**.

2019-2020	All	With IEP	Exceptionality I* (excluding Giftedness)
Graduated	6,899/8,436 = 82%	1,397/1,840 = 76%	634/904 = 70%
Returning for 2020-2021	850/8,436 = 10%	292/1,840 = 16%	209/904 = 23%
Did not graduate and did not return	680/8,436 = 8%	151/1,840 = 8%	61/904 = 7%

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

3. The table below highlights the results from the **previous (2018-2019) school year**.

2018-2019	All	With IEP	Exceptionality 1* (Excluding Giftedness)
Graduated	7,132/8,929 = 79.9%	1,385/1,840 = 75.3%	655/942 = 69.5%
Returning for 2019-2020	1,003/8,929 = 11.2%	306/1,840 = 16.6%	215/942 = 22.8%
Did not Graduate and did not return	786/8,929 = 8.8%	148/1,840 = 8.0%	71/942 = 7.5%

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

4. Most students with Special Education needs graduate (either with OSSD, OSSC, or COA) by their 3rd or 4th year of Grade 12.

5. Students with Special Education needs require more time to fulfil graduation requirements. The goal remains to improve graduation outcomes for all students and for students with Special Education needs.

E. METRICS AND ACCOUNTABILITY

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A –Graduation 2019-20

Grade 12 Students - Special Education Graduation (2019-20 School Year)	Grade 12 Students		
	Total	With IEP	With Exceptionality 1 Excluding Giftedness
A. Enrollment - as of October 31st (OnSIS)			
Total number who enrolled and attended (active as of October 31)	8,436	1,840	904
a) number in Grade 12 - first year (year 4)	7,253	1,421	597
b) number in Grade 12 - second year (year 5)	887	269	177
c) number in Grade 12 - third year (year 6)	201	88	75
d) number in Grade 12 - fourth year (year 7)	95	62	55
B. Graduation as of August 31st			
Total Graduates (OSSD/OSSC/COA)	6,899	1,397	634
Proportion Graduating	81.8 %	75.9%	70.1%
Total number who graduated with an Ontario Secondary School Diploma (OSSD)	6,789	1,296	537
a) number in Grade 12 - first year - graduated in year 4	6,048	1,108	424
b) number in Grade 12 - second year - graduated in year 5	609	148	88
c) number in Grade 12 - third year - graduated in year 6	101	28	16
d) number in Grade 12 - fourth year - graduated in year 7	31	12	9
Total number who graduated with an Ontario Secondary School Certificate (OSSC)	71	62	58
a) number in Grade 12 - first year - graduated in year 4	26	22	20
b) number in Grade 12 - second year - graduated in year 5	25	23	21
c) number in Grade 12 - third year - graduated in year 6	14	12	12
d) number in Grade 12 - fourth year - graduated in year 7	6	5	5
Total number who graduated with a Certificate of Achievement (COA)	39	39	39
a) number in Grade 12 - first year - graduated in year 4	1	1	1
b) number in Grade 12 - second year - graduated in year 5	3	3	3
c) number in Grade 12 - third year - graduated in year 6	2	2	2
d) number in Grade 12 - fourth year - graduated in year 7	33	33	33
C. Aging Restriction			
Total number who did not return due to aging restrictions (did not graduate)	7	0	0
D. Early Leavers*			
Total number who did not graduate and did not return (completed the school year)	680	151	61
E. Returning Students			
Total number who did not graduate and returned in the 2019-2020 School Year	850	292	209

* Early Leavers includes: home, home schooled, other board/province/country, private school, no diploma/certificate, extended vacation, other education Ontario, other, from night school/summer school, unknown.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Deborah Nightingale	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	4/8/2021	
Topic of Presentation	Special Education: Completion of all tests/assessments, IPRCs & placement offers	
Topic or Issue	Urgent need to complete all outstanding tests/assessments, IPRCs and offers of placement before school starts in September 2021 in order to reduce stress and disruption for students, families, classmates, teachers and schools.	
Details	<p>It is deeply concerning that the TCDSB is planning to delay many 2020-2021 IPRCs and placement offers until after school starts in September 2021. Also, Grade 4 testing for giftedness or other learning issues has not been scheduled for students attending the virtual school. Delays in administering these 1-hour tests will also delay the IPRCs and offers of placements for identified special education students. As you know, the Ministry of Education mandates that all IPRCs for all special education students be completed before the end of June. There is no reason why these students have to start school in September in the wrong placement. This unnecessarily adds uncertainty and chaos to the strain on families and children who have been through too much already this year.</p> <p>I will be submitting the full text of my delegation.</p>	
Action Requested	I am asking the board and staff to complete all testing and assessments, IPRCs and offers of placement before the end of June 2021.	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	4/2/2021	

Good evening. I am asking the board to make sure all students get what they need this year, the support they're entitled to, so they can reach their potential and have a better year starting in September. The TCDSB says it is committed to assessing and placing all special education students each year but it has already planned to delay this year's OLSAT-8 testing for all Grade 4's as well as the related results, IPRCs, and placement offers.

Last year, COVID delayed things. This year, we've had lots of time to figure it out. If we count backwards:

- All special education students, including those Grade 4's being tested this year and identified as gifted, deserve to start school on September 7 in the appropriate program, with the necessary supports.
- For students and teachers to be ready at the start of September, parents need to get their children's offers of placement in early June so the families can reply before the end of June.
- This means conducting Identification, Placement & Review Committee meetings for all identified Grade 4's in May. If you're promising to do 200 IPRCs on an expedited basis in the fall, you can also do this in May, and save families a lot of needless chaos and stress.
- To run the May IPRCs, Grade 4 tests have to be administered before the end of April (which is 3 weeks from now).

So where are we?

- Testing started in March, just a few weeks ago, for a few Grade 4's attending "in person". As we learned this week, schools can shut down very fast.
- Yet the latest shut down offers a chance to pivot and simply test all remaining Grade 4's this month online.
- Other boards organized testing so that parents pick up the test at the home school, students open it on camera, they do the test with a teacher watching, and parents return the test in a sealed envelope.
- Remember, teachers conduct tests online daily with "virtual" students.
- Some parents of Grade 4's recently received a test date and letter saying "it is anticipated that the results of this assessment will be available in the Fall".

- At the March 24 SEAC meeting, staff said "we won't hold these current grade 4/next year Grade 5 IPRCs until the fall".
- It's already been decided despite the clear obligation and reminders from the Ministry of Education to complete all IPRCs before end of this schoolyear (June 2021).
- It's not okay to make parents wait until the fall. Once again, this cannot wait until "normal operations resume".
- Instead of staff writing a report explaining why they can't do this on time, please just do this.
- The special education community wants to know that the mental health and well-being of these students matters. Parents, who have lost their jobs, their businesses, and turned on a dime whenever schools shut down or didn't reopen until late September, do not want their children's education delayed any further.
- This is a very doable and reasonable request.
- You want to boost sanity and mental health? Get this work done by the end of June.
- On behalf of many students, their families, their classmates, and their teachers, support from Trustees and staff to complete this work by the end of June would be very much appreciated. Thank you very much.

Here is some brief history and background on this issue:

The Ministry of Education stated twice in at least two Memos that the Ministry expects that all IPRC's should have been completed on schedule, even if remotely. (A summary of these M of E memos are attached below for your reference.) The TCDSB and TDSB are the only 2 school boards in the province that did not meet this expectation in 2019-2020.

An IPRC, or "Identification, Placement & Review Committee" meeting is a half hour to hour long meeting that includes the student's parent, and typically also includes a principal, special education consultant, and/or psychologist, as appropriate. The purpose is to evaluate the student's Special Education needs, previously obtained assessments, and parent's preference, in order to identify a Special Education exceptionality, leading to a specified Placement and/or possible education supports.

Regulation 181/98 governs IPRCs, which are to be held every school year for Special Education students who seek them or are referred, in order to

confirm placements, typically for the following school year.

Excerpts from MOE Memos:

“The Ministry has sent two communications to school boards, on April 21, 2020 and May 27, 2020 with clear expectations regarding Identification, Placement and Review Committees (IPRC).

On April 21, 2020, it was written:

Boards are expected to continue to conduct annual reviews by IPRCs as set out under Ontario Regulation 181/98.

And on May 27, 2020, it was written:

As indicated in our previous memo, IPRCs should continue to conduct annual reviews. Any initial IPRC decisions that were in progress at the start of the school closure period should also continue. Going forward, as set out in Ontario Regulation 181/98, initial IPRCs may be requested by parents and/or initiated by boards following the appropriate processes.”

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 21, 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 APRIL 21, 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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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 21, 2021**

				<p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 21, 2021**

				<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 & 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>

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO APRIL 21, 2021**

			<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>	
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