

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA May 19, 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

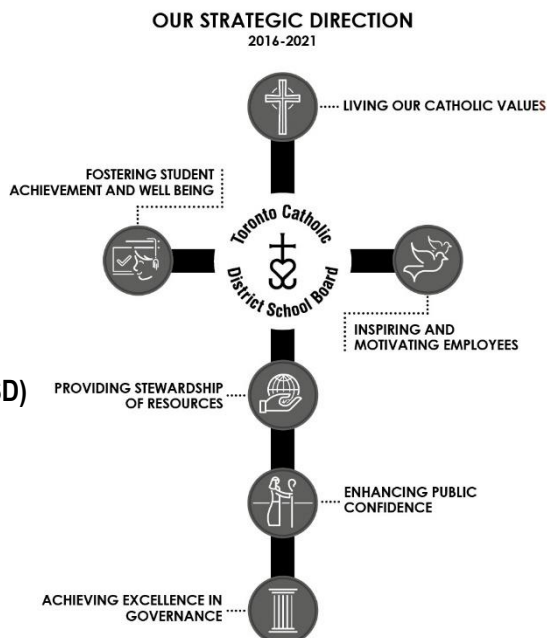
Mary Pugh
VOICE for Hearing Impaired

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, May 19, 2021

7:00 P.M.

	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held April 21, 2021 for Public Session	1 - 10
7. Presentations	
7.a. Multi-Year Strategic Plan (MYSP) 2021-2026 - Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education	11 - 18
8. Notices of Motion	
9. Consent and Review	
10. Annual Calendar Items	

10.a.	Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of May 19, 2021	19 - 21
10.b.	Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group	22 - 52
	<u>https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</u>	
	• <i>Accessibility (AODA)</i>	
10.c.	PRO Grant Update (Verbal) - Maria Meehan, Superintendent of Education Special Services	
10.d.	Student Grants/Budget Approval Updated 2021-2022 (Verbal) - Maria Meehan, Superintendent of Education Special Services	
11.	Nominations	
11.a.	Letter of Interest from Michelle Da Costa to Serve as Ontario Parent's Advocating for Children with Cancer (OPACC) Representative on the Special Education Advisory Committee	53 - 56
12.	Delegations	
13.	Reports of Officials for Information by the Board/Other Committees	
13.a.	Special Education Superintendent Update - May 2021	57 - 61
14.	Consideration of Motions for Which Previous Notice has been Given	
15.	Unfinished Business	
16.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
17.	List of Communications	
18.	Association Reports	
19.	Inquiries and Miscellaneous	
20.	Pending List	

20.a. Pending List as at May 19, 2021

62 - 66

21. Adjournment

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

HELD WEDNESDAY APRIL 21, 2021

PRESENT:

Trustees: N. Crawford
D. Di Giorgio
A. Kennedy

Non-Voting Trustees: I. Li Preti
M. Rizzo

External Members: George Wedge, Chair – In Person
Geoffrey Feldman
Lori Mastrogiuseppe
Tyler Munro
Deborah Nightingale
Mary Pugh
Wendy Layton

Staff: D. Koenig
S. Camacho
D. Chen
V. Cocco
P. de Cock
A. Della Mora
B. Doan
M. Gendron
G. Iuliano Marrello
R. Macchia
M. Meehan

J. Mirabella
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

3. Roll Call & Apologies

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

4. Approval of the Agenda

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

On the Vote being taken, the Motion was declared

CARRIED

6. Declarations of Interest

Trustee Kennedy declared and interest in Item 9b) 2021-2022 Budget Assumptions and Pressures – Steve Camacho, Acting Chief Financial Officer, as she has family members who are employees of the Board.

Trustee Kennedy indicated that she would not vote nor participate in discussions regarding that Item.

Trustee Di Giorgio joined the meeting at 7:25 p.m.

7. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Trustee Kennedy, that the Minutes of the Meeting held March 24, 2021 be approved with the following amendments:

- 1) Page 4, Item 9b) - Delete *Provincial Information* and insert *The Board's Consultation Process, Early Identification Procedures and Intervention Strategies, Specialized Health Support Services in School Settings and Parent Guide to Special Education* after *Group*.
- 2) Page 4, Item 16a) – Insert *Roles and Responsibilities* after *Provincial Information*
- 3) Page 5 - Delete Item 12c) which was listed twice; and
- 4) Page 6, Item 17a – Include *from* after *Communication*.

On the Vote being taken, the Motion was declared

CARRIED

9. Presentations

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

- 9a) **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
 received.

Trustee Rizzo joined the meeting at 8:10 p.m.

Trustee Li Preti joined the meeting at 8:12 p.m.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy recused herself from the virtual room at 8:28 p.m. due to a Declaration of Interest in Item 9b) below, as earlier indicated.

MOVED by Trustee Di Giorgio, seconded by Mary Pugh, that Item 9b) be adopted as follows:

- 9b) 2021-2022 Budget Assumptions and Pressures - Steve Camacho, Acting Chief Financial Officer** received.

On the Vote being taken, the Motion was declared

CARRIED

10. Annual Calendar

Trustee Kennedy returned to the meeting at 9:01 p.m.

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

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

On the Vote being taken, the Motion was declared

CARRIED

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

- 10b) Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group (Staff Development, Educational and Other Assessments, Coordination of Services with other Ministries or Agencies and 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)** received and referred to Staff the input from the Special Education Plan Informal Working Group on the sections Staff Development, Educational and Other Assessments, Coordination of Services with Other Ministries and Agencies, and Protocol for Partnership with External Agencies and a suggested revision priority listing; and

That SEAC recommend to Board that a policy be developed to meet the requirements of PPM 149 Programs and Services for Special Education needs that are delivered by external agencies and by the Toronto Catholic District School Board (TCDSB).

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that Item 10c) be adopted as follows:

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

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Tyler Munro, that Item 10d) be adopted as follows:

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

On the Vote being taken, the Motion was declared

CARRIED

The Chair declared a 10-minute recess.

PRESENT: (following recess)

Trustees: N. Crawford
D. Di Giorgio
A. Kennedy

External Members: George Wedge, Chair – In Person
Geoffrey Feldman
Tyler Munro
Deborah Nightingale
Wendy Layton

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

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

12a) Special Education Superintendent Update – April 2021 received.

On the Vote being taken, the Motion was declared

CARRIED

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

12b) Graduation Statistics for Students with Special Education Needs 2019-2020 received.

On the Vote being taken, the Motion was declared

CARRIED

14. Consent and Review

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

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

MOVED by Trustee Crawford, seconded by Trustee Kennedy that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN ABOVE MOTION

- 20a) Pending List as at April 21, 2021

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

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 16a) be adopted as follows:

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

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MULTI-YEAR STRATEGIC PLAN

WHAT IS THE MULTI-YEAR STRATEGIC PLAN?

The Multi-Year Strategic Plan communicates the shared Catholic values and priorities of all stakeholders including students, parents/guardians, and staff.

It is the road map of the Toronto Catholic District School Board that informs our decisions and guides the allocation of resources and our collective actions.

Click image to see current plan's brochure.



HOW IS THE MYSP DEVELOPED AND IMPLEMENTED?

The development of the new MYSP is a collaborative process led by Trustees and Senior Staff and informed by feedback from the TCDSB community. Based on the feedback we receive from the TCDSB community, we will create the new MYSP. Once approved, it becomes the new guiding document for the Board's collective actions.

Multi-Year Strategic Plan Development Timeline 2021

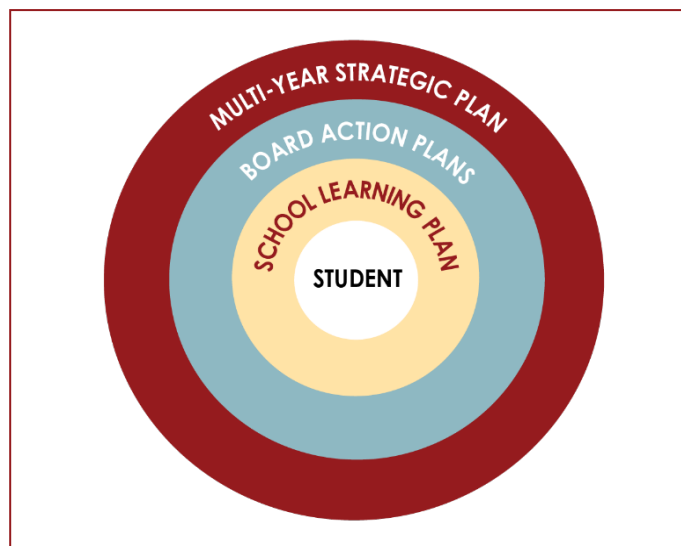
- Phase I: Review and Reflect (March - June)
- Phase II: Synthesis and Visioning (June - September)
- Phase III: Consultation and Development (September - December)

WHY DOES YOUR INPUT MATTER?

Your input will ensure that the MYSP reflects what matters to our students, staff, families and community members and will inform and shape which areas of focus are most important for the Board to prioritize.



Your voice is critical to getting the plan right and setting the direction for the TCDSB.



WHAT ARE THE ELEMENTS OF A GOOD MYSP?

According to best practice research, a good strategic plan:

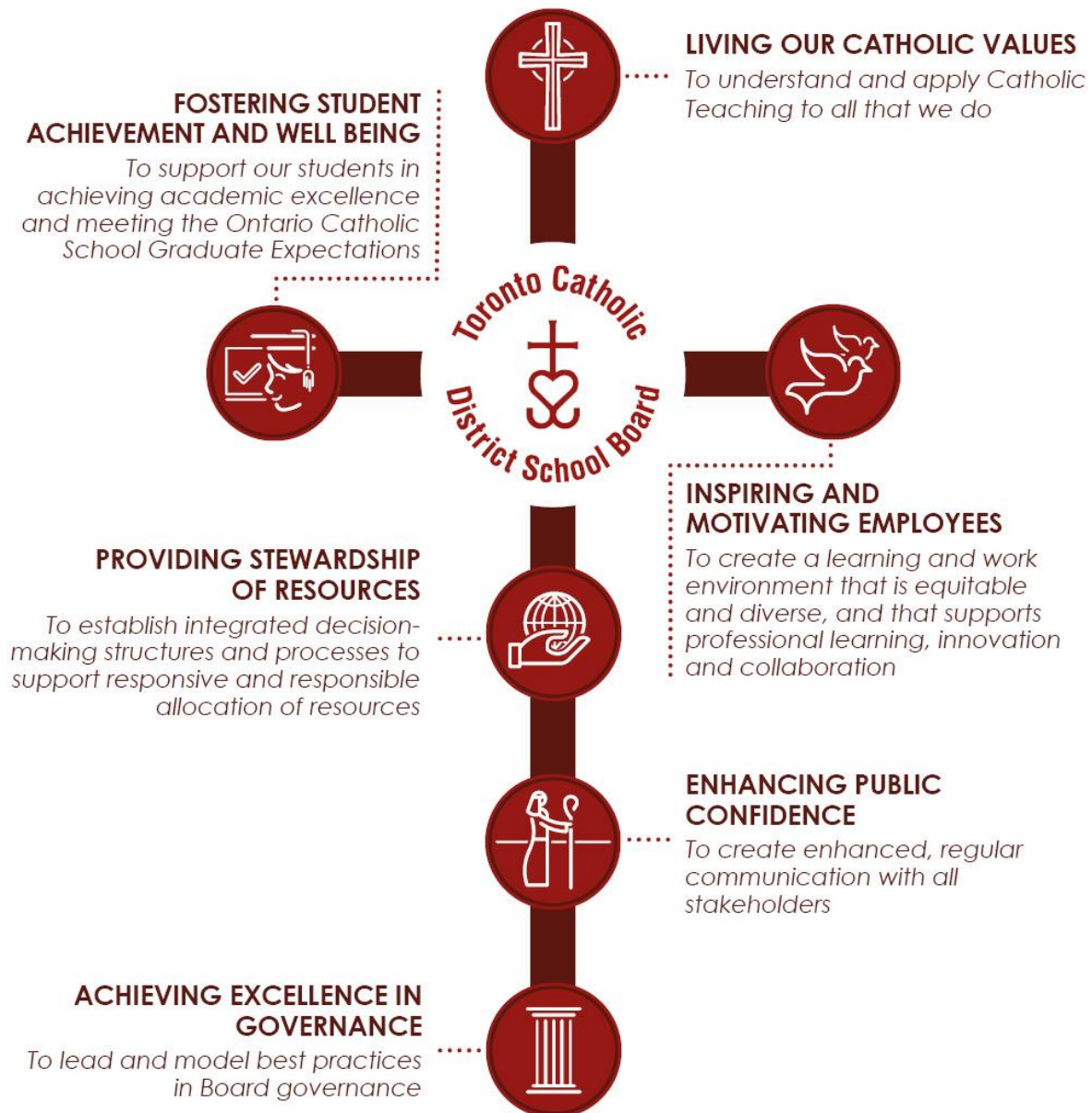
- ✓ Sets aspirations and directions for the organization, putting students at its centre.
- ✓ Communicates its intention and purpose clearly for all families, students, staff and community members to understand.
- ✓ Includes branding that is memorable and language that is easy to understand.
- ✓ Is direct and concise while representing the overall values of the organization.
- ✓ Does not try to direct every outcome or control every action centrally.
- ✓ Is a living document that learns through implementation and is responsive to significant changes in provincial educational policy or historical events.
- ✓ Includes big-picture directions that are supported by more detailed action plans for large-scale projects that will move the plan from the current state toward the aspired future state. The action plans contain the details of how the work will be achieved.
- ✓ Measures what matters, but does not let measurements determine what matters.
- ✓ Uses key performance indicators and qualitative measures to guide monitoring in order to describe how things are going in terms of implementation, progress, and impact.
- ✓ Is different from and aligns other plans at the Board and school level. The three levels of planning — strategic, board, and school — should all be connected in terms of values and focus to ensure coherence.

Visit our [MYSP Website Page](#)

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

OUR STRATEGIC DIRECTION

2016-2021



OUR MISSION

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

OUR VISION

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

OUR STRATEGIC GOALS

LIVING OUR CATHOLIC VALUES



To understand and apply Catholic Social Teachings to all that we do:

- **Students** will be instructed in a curriculum that is rooted in Gospel values and informed by the Ontario Catholic School Graduate Expectations.
- **Staff** and **Trustees** will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.
- **Parents** will be supported in their integral role of nurturing the relationship between home, school and parish.
- **Senior Team** and **Trustees** will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values (e.g., stewardship of God's creation, option for the poor and vulnerable etc.).

FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING



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

- Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments by 2019.
- Students will exceed the provincial average in credit accumulation and graduation rate by 2019.
- Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.
- Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.

To support our students' ability to apply critical and innovative thinking in all subjects we will:

- Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.*
- Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.
- Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.

**Ontario Catholic School Graduate Expectations*

To create equitable learning environments for all students:

- Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.
- Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.
- Strive to ensure that all students are eating nutritionally and are physically fit.
- Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.

ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders we will:

- Improve communication to our stakeholders that reflect the mission, vision and values of the board.
- Ensure timely and sensitive responses to stakeholder questions and concerns.
- Create opportunities for meaningful dialogue, feedback and input from the community.
- Build and maintain community partnerships.
- Ensure public accountability and transparency in all processes and policies.
- Strive to ensure equitable treatment of all stakeholders.



PROVIDING STEWARDSHIP OF RESOURCES

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

- Provide all students with the tools and resources they need to support their learning within the allotted budget.
- Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.

To ensure fiscal responsibility at all levels of the organization we will:

- Establish informed, accountable and ethical decision-making for policy development and resource management.
- Align operational and capital budgets with the Multi-Year Strategic Plan.
- Maintain a sustainable balanced budget that reflects ecological justice principles.
- Report results and actions annually.



ACHIEVING EXCELLENCE IN GOVERNANCE



To lead and model best practices in Board governance we will:

- Build trustees' capacity for governance and establish a mentoring program for new trustees.
- Provide professional learning to strengthen leadership, accountability and transparency at all levels.
- Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.
- Develop appropriate managerial and trustee governance oversight to carry out the annual budget plan in a fiscally responsible and transparent process in collaboration with staff.

INSPIRING AND MOTIVATING EMPLOYEES



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

- Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.
- Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.
- Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.
- Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.
- Apply current performance appraisal processes for staff to recognize excellence and support professional growth.
- Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.

OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human dignity, solidarity, and the common good
- that high standards and expectations foster greater achievement
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.





TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017- 2018

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo	416-512-3405
6.	Frank D'Amico, Vice-Chair	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Rhea Carlisle, Student Trustee	416-512-3413
	Joel Ndongmi, Student Trustee	416-512-3417

Rory McGuckin, Director of Education
Barbara Poplawski, Chair of the Board

Without a vision the people perish

Proverbs 29:18

Revised October 10, 2017

Toronto Catholic District School Board
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8
416-222-8282
www.tcdsb.org

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"> o https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> Special Education Staff Specialized Equipment Transportation for Students with Special Education Needs 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"> o https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> Roles & Responsibilities Categories and Definitions of Exceptionalities 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"> o https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> The Board's Consultation Process Early Identification Procedures and intervention Strategies Specialized Health Support Services in School Settings 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 – Section for Review

- *Accessibility (AODA)*



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

Date Approved:

September 12, 2013

Date of Review:

December 2022

Dates of Amendment:

January 25, 2018

Cross Reference:

TCDSB Policy (A.35) Accessibility Standards

TCDSB Policy (A.36) Accessibility Standards for Services and Facilities

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Integrated Accessibility Standards, Ontario Regulation 191/11

Ontario Human Rights Code

Ontarians with Disabilities Act, 2001

Notification of Disruption of Service at TCDSB Procedures

TCDSB 2017 Accessibility Annual Status Report

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022

Prepared by

**Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2017

- This publication is available through the Toronto Catholic District School Board's:
 - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
 - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1** Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

Our Mission

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

Vision of TCDSB

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

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([*Fulfilling the Promise*](#), Assembly of Catholic Bishops of Ontario)



4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin
Director of Education



5.0 Members of Accessibility Working Group

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

Planning & Facilities:

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.



Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

Customer Service:

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.



The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
 - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.



Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



8.0 Recent Barrier Removal Achievements

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Architectural & Physical Barriers

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Policies

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information



By January 1, 2021, the Board needs to:

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation,



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")



APPENDIX 2: TRUSTEES 2017-2018

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

Wards

- | | |
|----------------------------------|--------------|
| 1. Joseph Martino | 416-512-3401 |
| 2. Ann Andrachuk | 416-512-3402 |
| 3. Sal Piccininni | 416-512-3403 |
| 4. Patrizia Bottoni | 416-512-3404 |
| 5. Maria Rizzo, Vice-Chair | 416-512-3405 |
| 6. Frank D'Amico | 416-512-3406 |
| 7. Michael Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Jo-Ann Davis | 416-512-3409 |
| 10. Barbara Poplawski,
Chair | 416-512-3410 |
| 11. Angela Kennedy | 416-512-3411 |
| 12. Nancy Crawford | 416-512-3412 |
| Rhea Carlisle | |
| Student Trustees | 416-512-3413 |
| Joel Ndongmi,
Student Trustee | 416-512-3417 |

Special Education Plan – Input from SEAC Informal Working Group

- *Accessibility (AODA)*

For this 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.

- **Accessibility of school buildings**

- a. Required by the Ministry Guidelines

- i. Details of the board’s multi-year plan for improving accessibility for students with physical and sensory disabilities.
 - ii. A summary of the board’s multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years.
 - iii. A statement outlining how members of the public can obtain a copy of the complete plan from the board.
 - iv. A summary of the board’s progress in implementing the capital expenditure plan.

- b. Findings in the TCDSB plan

- i. The Multi-Year Accessibility Plan (MYAP) only provides information for “accessibility of school buildings”.
 - ii. The MYAP does not provide details of the board’s multi-year plan for improving accessibility for students with sensory disabilities.
 - iii. The MYAP references the Intensive Support Amount program (ISA) on page 12 under “Special Services” section.
 - iv. There is no summary of the board’s multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years.
 - v. There is information on page 2 of the MYAP outlining how members of the public can obtain a copy of the complete plan from the TCDSB.
 - vi. A summary of the board’s progress in implementing the capital expenditure plan is not provided. A status report is referenced within the MYAP but the link to the actual report is missing.

- c. Recommendations to the TCDSB plan

- i. Although the MYAP is provided, the guidelines require more information than this. Create a section in the plan to address the “accessibility of school buildings” including the capital expenditures planned for this work.
 - ii. The MYAP should not be included in the Special Education Plan in full. It should be included as a link for those who want additional information.
 - iii. The guidelines require details of the board’s MYAP for improving accessibility for students with sensory disabilities. Add in sections explaining how TCDSB improves accessibility for students with sensory disabilities, including resources and programing addressing the 5 senses: hearing, sight (e.g. braille signage), smell (e.g. no strong odours or chemicals), taste, and touch.
 - iv. Refer to the correct program for providing individualized equipment and assistive technology. The MYAP currently refers (page 12) to the Intensive Support Amount program (ISA) under “Special Services” and probably should refer to the SEA program.

- v. Add a section, with the appropriate header, summarizing the board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years. For every year, include the list of projects to be done, where located and when scheduled.
- vi. On Page 23 of the MYAP there is a statement outlining how members of the public can obtain a copy of the complete plan from the board. Include this statement in the "accessibility of school buildings" section with the appropriate heading.
- vii. Provide the summary of the board's progress in implementing the capital expenditure plan along with a link to the annual reports on accessibility (such as the "2019/2020 Accessibility Annual Status Report") and the status of each accessibility improvement project including timelines and related capital expenditures.
- viii. Include how often the Accessibility Working Group meets annually and how that group anticipates what further actions can be taken to improve accessibility for students with physical and sensory disabilities.
- ix. Add information about the data collection from focus groups on accessibility including how often this data is collected and what methodologies are used to gather this data.
- x. We are glad the MYAP addresses accessibility to library resources, printed learning material, website and web content. Is this the best place to address this or should it be placed elsewhere in the Special Education Plan?

Questions on the review of the Special Education Plan going forward:

- What is staff planning to submit to the Ministry of Education this July 31, 2021?
- For next year's review of the Special Education Plan by SEAC from September 2021 to May 2022, how will staff deliver Special Education Plan updates so that SEAC can review them each month? We may need to adjust the SEAC annual calendar to reflect the sections of the Spec Ed Plan that have been revised in order to manage the work flow and meet our commitment to review the plan each year.



Special Education Advisory Committee (SEAC) Membership Application

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

**Membership role
being applied for:**

☐

Community Member
Complete Parts A,B,D,E

OR

☒

Local Associations
Membership
Complete Parts A,B,C,D,E

PART A

Qualifications for Special Education Advisory Committee (SEAC) Community or Local Association member:

- a) Canadian Citizen and minimum of 18 years old. O. Reg. 464/97, s. 5.1;
- b) Resident of City of Toronto. O. Reg. 464/97, s. 5.1;
- c) Separate School Supporter. O. Reg. 464/97, s. 5.1;
- d) Not employed by the Toronto Catholic District School Board (TCDSB). O. Reg. 464/97, s. 5.3;
- e) **For a local association membership only:** "Local Association" means an association or organization of parents that operates locally within the area of jurisdiction of the Board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.

☒

Yes, I meet the qualifications listed above. **Proceed with application.**

☐

No, I do not meet all the qualifications listed above. **Do not proceed with application.**

PART B

Surname:	Da Costa	First Name:	Michelle
Main Contact Number:			
Home Address			
E-mail address:			
Child(ren)'s School(s):			

PART C

Organization Name:	OPACC (Ontario Parent's Advocating for Children with Cancer)
Organization Address:	524 Bayfield St. N., ^{P.O. Box 20005} Barrie, ON L4M 5E9
Main Contact Person:	Sarah Porretta
Main Contact Number:	(705) 828-7965



Special Education Advisory Committee (SEAC) Membership Application

PART D

1. To which other TCDSB parent organizations do you presently belong:

☐ CSAC

☐ CPIC

☐ TAPCE

☒ None

2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:

Parent Liaison (OPACC) Providing free, peer-to-peer psychosocial, in-hospital and virtual support to Ontario Childhood Cancer families.
Parent Ambassador - Sick Kids Hospital - Parent/Patient rep.

3. Briefly outline the reasons why you are interested in being a member of this committee:

To advocate and bring support and attention of children with special needs, also who have been affected by life threatening illnesses.

4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:

My own child [REDACTED] has since required daily school support for special needs.

5. Would your personal and/or professional experiences place you in a **Conflict of Interest** in regards to being a member of this Committee:

☒ NO

☐ YES Please explain:

6. Have you been selected to be part of another TCDSB Committee within the past 12 months?

☒ NO

☐ YES Please specify the Committee:

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

YES!

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

I feel and believe my advocacy work and own personal journey, brings with it much needed feedback crucial to children of special needs.



Special Education Advisory Committee (SEAC) Membership Application

PART E

Completed membership application form and request for nomination letter submitted by
(Applicant to enter full name in the grey shaded box) to the attention of the Director of Education and
the SEAC Chair via email to:

Brendan.Browne@tcdsb.org & George.Wedge@tcdsb.org

Date:

Mar. 24/21

Applicant's Signature:

Michelle DeCorte

Important

- Local Association Membership Application **must be accompanied** by a formal nomination letter made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election. TCDSB Policy A.23 S1 (c)
- The appointment of members will be made at the Inaugural Meeting of the Board. TCDSB Policy A.23 S1 (e)
- If requests for membership occur during the term of office, then a recommendation will be made to the Board through SEAC. TCDSB Policy A.23 S1 (g)

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

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



March 23, 2021

Toronto Catholic District School Board
Attn: Dr. Brendan Browne, Director of Education
80 Sheppard Ave. E.
Toronto, ON M2N 6E8

Dear Mr. Browne,

Ontario Parents Advocating for Children with Cancer (OPACC), a registered charity whose mission is to be the parent voice for families with children diagnosed with cancer across Ontario, would like to nominate the following individual to serve as our representative in the Toronto Catholic District School Board's Special Education Advisory Committee (SEAC):

Michelle Da Costa, OPACC Parent Liaison and parent of a childhood cancer survivor. Michelle volunteered with OPACC prior to being hired as one of our Parent Liaisons in 2017. In this role, she assists families of children with cancer both virtually and at The Hospital for Sick Children ("SickKids") in Toronto, working as a guide post for families to empower them and offer supports as needed from a non-medical view. She works in collaboration with treatment centres, community organizations, and schools to ensure broad-based support for families. Michelle has also served as a SickKids Parent Ambassador and is an advocate for special causes. As a parent of a special needs child herself, this is a matter that is very near and dear to her on both a professional and personal level.

If you have any questions, please do not hesitate to contact me at 705-828-7965 or via email at admin@opacc.org

Sincerely,

Sarai Porretta
Administrator

Helping families of children with cancer with the here and now!
Charitable registration #846324168RR0001
524 Bayfield Street North, P.O. Box 20005, Barrie, ON L4M 5E9
Email: info@opacc.org
Web: www.opacc.org
Facebook: www.facebook.com/OPACC
Twitter: twitter.com/OpaccOrg
Tel: (705) 828-7965

Special Education Superintendent Update

May 2021



Every May, the TCDSB Speech and Language Department raises awareness about communication health. This year we are highlighting the rights of our students with communication disabilities.

THE OPPORTUNITY TO COMMUNICATE IS A BASIC HUMAN RIGHT.

- Communication is the most fundamental of human capacities.
- People need to be able to communicate to fulfil their social, educational, emotional and vocational potential.
- *Everybody has the potential to communicate.*

Source: <https://internationalcommunicationproject.com/>

TCDSB speech-language pathologists help remove barriers to communication so that students can interact with others, learn, share and apply knowledge, achieve and maintain good physical and mental health, and participate in meaningful and purposeful activities.

This poster outlines the communication rights of all students, including and especially those who use Augmentative and Alternative methods of Communication.





SPECIAL SERVICES



A parenting series for all students in Behavior Intensive Support Programs is being hosted by Behaviour Matters. This series provides a forum for dialogue and strategy sharing on parenting during the pandemic.

The Social Work Department participated in a spiritual day led by Father Eugene Song focused on self-compassion and practicing the vocation of social work from a stance of compassion for others. Social Workers continue to support students and families during a time of faith renewal and dedication of time to self-care.



The TCDSB Behaviour Program presents

Fostering **Social-Emotional Skills** and **Mental Health in Kids**

.. a three-week parenting series



According to the American Psychological Association, **77% of parents of 8-12-year-olds** are feeling overwhelmed and stressed during the 2020-2121 school year.

Let us help reduce your stress by teaching you how to optimize your kids' social-emotional skills..

1

Session 1: Creating Calming Spaces & Understanding Emotions and Triggers
Date & Time: Thursday, April 29th @ 6:30pm - 8pm

2

Session 2: Understanding the Mind-Body Connection & Calming/Coping Strategies
Date & Time: Thursday, May 20th @ 6:30pm - 8pm

3

Session 3: Perspective-Taking, Problem-Solving & Resilience
Date & Time: Thursday, June 3rd @ 6:30pm - 8pm

Sessions will be held over Zoom for parents only, including worksheets and a Q&A!



[Click Here](#)

“

It's undeniable that strong social skills, emotional regulation abilities and mental health are crucial to overall success and happiness. In the best of times, we need these skill-sets to thrive; in the worst of times, we need them to survive.

”

Tania DaSilva



Scan with phone camera to learn more!



Join Tania DaSilva, Clinical Director of Behaviour Matters, Child, Youth and Family Therapist, On-Air Expert!

For more information, visit www.behaviourmatters.ca



BEHAVIOUR
MATTERS



Parent and Caregiver Events by **SURREY PLACE**

June 2021 - Event Schedule

Supporting Virtual Learning Module 1

The unexpected change to online learning has added another demand to an already stressful year. This is the first workshop in our series of supporting caregivers through this unprecedented situation. This webinar will focus on strategies and ideas to support children in navigating the online learning environment. Caregiver and teacher communication, setting up your environment, creating a routine and setting achievable expectations will be discussed.

THIS EVENT IS FOR PARENTS/CAREGIVERS OF STUDENTS ATTENDING A PUBLICALLY FUNDED SCHOOL.

DATE & TIME

June 1, 8 & 15, 2021

10:30AM-11:30AM

LINK TO REGISTER:

[Supporting Virtual Learning Module 1](#)

LOCATION

Online

Supporting Virtual Learning Module 2

This is our second module in our Supporting Virtual Learning webinar series.

This short webinar will focus on specific ABA strategies that you can implement in the home such as prompting and reinforcement to facilitate online learning. Through the use of examples and short videos, participants will learn to identify the skills required for virtual learning and will learn to apply these strategies to the skills they plan to teach at home with their child.

THIS EVENT IS FOR PARENTS/CAREGIVERS OF STUDENTS ATTENDING A PUBLICALLY FUNDED SCHOOL.

DATE & TIME

June 3, 10 & 17, 2021

10:30AM-11:30AM

LINK TO REGISTER:

[Supporting Virtual Learning Module 2](#)

LOCATION

Online

SOUTH LOCATION:
2 Surrey Place

WEST LOCATION:
2150 Islington Ave.

NORTH LOCATION:
2 Champagne Dr.

EAST LOCATION:
10 Milner Business Ct.



SPECIAL SERVICES



Wellness Services are offered to current or past clients, families, caregivers and the broader community to proactively engage participants in their care by building awareness and enhancing knowledge, skills and resilience.

Our wide range of Wellness events provide timely services that support the changing needs of our clients across the lifespan. These are delivered through various means, including groups, workshops, clinics, drop-ins, phone-ins and Telehealth services.

Note to Participants

Please add wellness.registration@surreyplace.ca to your list of contacts. The link to join the webinars will be sent from this email address and will go to junk/spam if not added.

For more information, please call


1-833-575-KIDS (5437)

To inquire, please email: wellness.registration@surreyplace.ca

SURREY  PLACE



- Facilitated a presentation regarding *Mood Disorders* among students for 52 new teacher hires.
- Presented the *Mental Health Benefits of Generosity* at the Safe Schools' Symposium to elementary and secondary students (over 3500 students participated).
- Informed all Assessment and Programming Teachers and the Autism team members of the [Mental Health Action Kit](#) from School Mental Health Ontario. The Mental Health Action Kit includes resources such as [Faith & Wellness: A Daily Mental Health Resource](#) that offers a collection of high quality, everyday mental health practices to enhance students' social and emotional skills. As well, the Kit includes the new [Virtual Field Trips](#), a series of lesson plans to support the development of stress management and healthy coping skills in an effort to encourage use of these Social-Emotional Learning tools in the classroom.
- In collaboration with Safe Schools and Early Years, facilitated a presentation to all elementary principals *K-3 Suspension and Alternatives to Address Student Behaviours* where we presented several tools/resources to principals such as [Faith & Wellness](#), [Zones of Regulation](#) and [Kids Have Stress Too](#).
- Facilitated Staff Well-Being presentations on *How to Foster our Own Well-Being during COVID-19* for Speech and Language Pathologists and St. Joseph College staff.
- Through the Focus on Youth program, the Psychology, Social Work and Mental Health teams are helping to empower 80 student leaders with mental health literacy to help them become better leaders for students in after school programs and summer camps.
- In April, with the closure of schools and continued stringent public health measures with the third wave of COVID, the mental health team shared messages of hope and support with all staff, with staff supporting students and with [families](#).



**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MAY 19, 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 MAY 19, 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 MAY 19, 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 MAY 19, 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 MAY 19, 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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