

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA February 9, 2022

George Wedge, Chair
Easter Seals

Geoffrey Feldman, Vice Chair
Ontario Disability Coalition

Melanie Battaglia
Autism Ontario

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Inclusion Action in Ontario
Representative

Lisa McMahon
Community Representative

Deborah Nightingale
Association for Bright Children

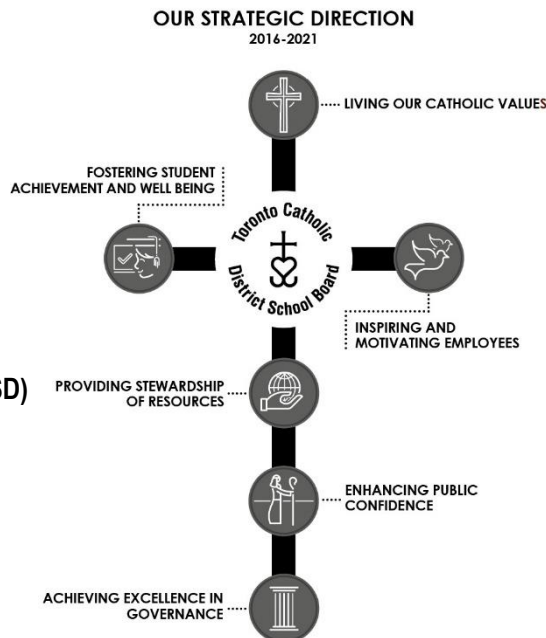
Mary Pugh
VOICE for Hearing Impaired

Michelle Da Costa
Ontario Parents Advocating
for children with Cancer (OPACC)

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

Angela Kennedy
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

Geoffrey Feldman, Vice Chair

Wednesday, February 9, 2022

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 January 19, 2022 for Public Session	1 - 11
7. Delegations	
8. Presentations	
9. Notices of Motion	
9.a. From Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School	12 - 13
10. Consent and Review	

11.	Annual Calendar Items	
11.a.	Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of February 9, 2022	14 - 16
11.b.	Special Education Plan Review - Update from Informal Working Group (Refer to February 9, 2022 Addendum)	
12.	Reports of Officials for Information by the Board/Other Committees	
12.a.	Annual Report on the Accessibility Standards Policy (A.35) (Information)	17 - 74
12.b.	Mental Health and Well-Being Report 2020-2021 (Information)	75 - 87
12.c.	Special Education Superintendent Update - February 2022	88 - 90
13.	Consideration of Motions for Which Previous Notice has been Given	
14.	Unfinished Business	
15.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
16.	List of Communications	
17.	Association Reports	
18.	Inquiries and Miscellaneous	
19.	Pending List	
19.a.	Pending List as of February 9, 2022	91 - 100
20.	Adjournment	

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

HELD WEDNESDAY, JANUARY 19, 2022

PRESENT:

Trustees:

N. Crawford – Virtual
D. DiGiorgio - Virtual
A. Kennedy – Virtual

External Members:

George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. DaCosta - Virtual
Wendy Layton – Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

Staff:

R. Putnam
A. Coke
V. Cocco
C. Fernandes
M. Gendron
M. Meehan
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

3. Roll Call and Apologies

Melanie Battaglia sent her regrets.

4. Approval of the Agenda

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

MOVED in AMENDMENT by Deborah Nightingale, seconded by Tyler Munro, that Items 18a) – 18d), as follows, be added to the Agenda:

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students;
- 18b) Inquiry from Tyler Munro regarding Anti-Discrimination Committee;
- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's plans; and
- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Trustee Kennedy joined the virtual meeting at 7:09 p.m.

5. **Declarations of Interest**

Trustee Kennedy declared an interest in Item 8a) Special Education Budget Overview - Ryan Putnam, Chief Financial Officer and Treasurer as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions nor vote on the Item.

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

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the Minutes of the Meeting held December 1, 2022 be approved with the following amendment and suggestion:

1. Page 2 of 31 – Approval of Agenda should be numbered as *Item 5* instead of *Item 4*.
2. That all items being added to the Agenda at the time of approval be listed/bulleted on future SEAC Minutes to facilitate an easy read.

On the Vote being taken, the Motion was declared

CARRIED

Geoffrey Feldman joined the virtual meeting at 7:17 p.m.

Trustee Kennedy recused herself from the virtual meeting at 7:31 p.m. due to a Declaration of Interest in Item 8a), as previously indicated.

8. **Presentation**

MOVED by Tyler Munro, seconded by Trustee Crawford, that Item 8a) be adopted as follows:

- 8a) Special Education Budget Overview - Ryan Putnam, Chief Financial Officer and Treasurer received.**

Lisa McMahon joined the virtual meeting at 7:56 p.m.

On the Vote being taken, the Motion was declared

CARRIED

10. Consent and Review

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

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of January 19, 2022 – Deborah Nightingale;
- 11b) Special Education Plan Review - Update from Informal Working Group – Trustee Crawford;
- 12a) Special Education Superintendent Update - January 2022 – Trustee Crawford;
- 13a) From George Wedge, Representative of Easter Seals Ontario, regarding Rules of Order and Conduct Formalization and Familiarization – Tyler Munro;
- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students – Deborah Nightingale;
- 18b) Inquiry from Tyler Munro regarding Anti-discrimination Committee – Tyler Munro;

- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's Plans – Tyler Munro;
- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November – Tyler Munro; and
- 19a) Pending List as at January 19, 2022 – Deborah Nightingale

Trustee Kennedy returned to the virtual meeting at 8:07 p.m.

11. Annual Calendar Items

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 11a) be adopted as follows:

- 11a) Special Education Advisory Committee Annual calendar as of January 19, 2022** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Deborah Nightingale, that SEAC recommend to the Board that the Special Education Advisory Committee Policy A.23 be reviewed as soon as possible as new procedures to recruit members to SEAC and new Operating Procedures are presently being considered.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Trustee Kennedy left the virtual meeting at 8:31 p.m.

MOVED in AMENDEMNT by Deborah Nightingale, seconded by Tyler Munro, that:

WHEREAS: Each year SEAC establishes Annual goals for the Committee; and

WHEREAS: The Committee would be better able to focus on its goals if they are easily referenced at each meeting.

BE IT RESOLVED THAT: SEAC Agenda for all monthly meetings include the list of the SEAC's Annual goals.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

MOVED by Trustee Crawford, seconded by Wendy Layton, that Item 11b) be adopted as follows:

- 11b) Special Education Plan Review - Update from Informal Working Group** received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

12a) Special Education Superintendent Update – January 2022 received.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh left the virtual meeting at 9:02 p.m.

George Wedge relinquished the Chair to Geoffrey Feldman.

13. Consideration of Motion for which previous notice has been given

MOVED by George Wedge, seconded by Trustee Crawford, that Item 13a) be adopted as follows:

13a) From George Wedge, Representative of Easter Seals Ontario, regarding Rules of Order and Conduct Formalization and Familiarization

WHEREAS: SEAC is a Statutory Committee of the Toronto Catholic District School Board (TCDSB);

WHEREAS: SEAC member conduct is not governed by any specific TCDSB set of Bylaws;

WHEREAS: TCDSB Bylaws do not specify the exact Rules of Order to be utilized in official SEAC Public Meetings, although modified Robert's Rules of Order have been customarily used and accepted as "The Statutory Committee Rules of Order"; and

WHEREAS: The Board of Trustees in Public Session have called into question the Rules of Order and Process of SEAC.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to the Board that Rules of Order and Rules of Conduct be established or adopted from existing Bylaws and formalized; and

BE IT RESOLVED THAT: SEAC members, both sitting and newly nominated, be provided training in document format and/or classroom setting and/or reviewable webinar format.

MOVED in AMENDMENT by Deborah Nightingale, seconded by George Wedge, that the motion be divided into two; one that deals with SEAC Meeting Procedures and the other that addresses SEAC Code of Conduct so that they can be discussed and voted on separately.

On the Vote being taken, the AMENDMENT was declared

LOST

Trustee Kennedy returned to the virtual meeting at 9:31 p.m.

MOVED IN AMENDMENT by George Wedge, seconded by Trustee Crawford that:

WHEREAS: SEAC is a Statutory Committee of the Toronto Catholic District School Board (TCDSB);

WHEREAS: SEAC member conduct is not governed by any specific TCDSB set of Bylaws;

WHEREAS: TCDSB Bylaws do not specify the exact Rules of Order to be utilized in official SEAC Public Meetings, although modified Robert’s Rules of Order have been customarily used and accepted as “The Statutory Committee Rules of Order”; and

WHEREAS: The Board of Trustees in Public Session have called into question the Rules of Order and Process of SEAC.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to Board that a review of the Rules of Order and Rules of Conduct be performed.

On the Vote being taken, the AMENDMENT was declared

LOST

On the Vote being taken, the Motion was declared

CARRIED

George Wedge reassumed the Chair.

18) Inquires and Miscellaneous

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) Testing for Grade 4 and Grade 5 Students** withdrawn by Deborah Nightingale at the will of the Assembly.

MOVED by Tyler Munro, seconded by Wendy Layton, that Item 18b) be adopted as follows:

- 18b) Inquiry from Tyler Munro regarding Anti-discrimination Committee** received.

On the Vote being taken, the Motion was declared

CARRIED

- 18c) Inquiry from Tyler Munro regarding Follow up on last month's question on transformation changes in Special Education and the Director's Plans** withdrawn by Tyler Munro at the will of the Assembly.

- 18d) Inquiry from Tyler Munro regarding Follow up on last month's request for Inclusion report sent to the Ministry at the end of November** withdrawn by Tyler Munro at the will of the Assembly.

19. Pending List

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

- 19a) Pending List as at January 19, 2022** received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

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

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

Notice of Motion – Daily Danger at St Michael’s Choir School

To: SEAC, February 9, 2022

MOVED BY: Deborah Nightingale, SEAC representative for ABC Ontario

SECONDED BY:

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focussed on the success, mental health and well-being of all students, including special education students. The TCDSB is committed to providing safe, healthy and welcoming learning environments for all students;

WHEREAS: Students require, and parents expect a safe learning environment for their children at TCDSB schools;

WHEREAS: There is a large community of special education students, many of them identified as gifted, attending St Michael’s Choir School (Choir School);

WHEREAS: There are unprecedented safety issues at the Choir School since August 2020 when the hotel across the street from the school was converted to a homeless shelter and later added a safe injection site there;

WHEREAS: Grade 3 to Grade 12 students at the Choir School are witnessing drug deals, and injections, assaults and public sex on the steps of their school every day;

WHEREAS: Caretakers and teachers find used needles, human waste and vandalism at the Choir School daily;

WHEREAS: There were 3 very serious incidents involving gunfire in the immediate vicinity of the Choir School in December 2021;

WHEREAS: TCDSB staff have known about this unsafe school environment since August 2020 and nothing effective has been done to protect students at the school; and

WHEREAS: Parents delegated to the TCDSB in October 2020 about this dangerous situation and the harassment is ongoing for students and teachers.

THEREFORE BE IT RESOLVED THAT: SEAC urges and strongly recommends that the TCDSB affirm that it will protect its students at the Choir School and find a solution as soon as possible to safeguard the well-being of these students; and

BE IT RESOLVED THAT: SEAC recommends that in order to protect these vulnerable students, the TCDSB move the Choir School to a safer location as soon as possible.

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) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review 	<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 	<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 	<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)
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

SEAC Annual Calendar

January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Review of Policy: S.P.01 Special Education Programs and Services (next review January 2023) - Review of Policy: A.23 Special Education Advisory Committee (next review January 2024) - Priority Budget Setting Discussion (effective January 2020) - Special Education Plan Review 	<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 - Annual Accessibility Report 2021 - Multi-year Accessibility Plan/AODA-Updates - Mental Health Annual Report 2020-2021 	<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"> - 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)
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 	<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 	<ul style="list-style-type: none"> - Children's Mental Health Week (first week) - Speech, Language & Hearing Awareness - Megan's Walk - Budget Consultation - EQAO Assessment

SEAC Annual Calendar

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		

DRAFT



REPORT TO

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

**ANNUAL REPORT ON THE ACCESSIBILITY
STANDARDS POLICY (A.35)**

*Do to others, as you would have them do to you.
Luke 6:31*

Created, Draft	First Tabling	Review
January 3, 2022	January 13, 2022	
F. Cifelli, Area 1 Superintendent of Education		
INFORMATION REPORT		

Vision:

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Mission:

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*We educate students to grow in grace and knowledge to
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Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35 (Appendix A).

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

C. BACKGROUND

1. The Accessibility Standards Policy (A.35) was last amended January 25, 2018.
2. The Multi-Year Accessibility Plan for December 2017-December 2022 was approved on January 25, 2018 (Appendix B).

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regards to the establishment of accessibility policies and accessibility plans.

4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under the regulation were consolidated into the current IASR.
5. The legislative requirements under the IASR are as follows:

Establishment of accessibility policies

(1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

- (a) prepare one or more documents describing the policies it developed under subsection (1); and
- (b) make the documents publicly available and, on request, provide them in an accessible format.

[...] *Accessibility Plans*

4. (1) *The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,*

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in

an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2017-2022 years and was approved in January 2018.

E. METRICS AND ACCOUNTABILITY

1. Senior staff with the support of Employee Relations have monitored recommendations in this report.
2. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** (Appendix C) to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
3. 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:
 - Executive Superintendent of Human Resources, Leadership & Equity
 - Executive Superintendent of Achievement, Innovation & Well Being
 - Executive Superintendent, Technology, Data & Strategic Transformation
 - Superintendent of Special Services
 - Superintendent of Capital Development Asset Management and Renewal
 - Staff Representative

- Community Relations
 - Transportation Services
 - Parent Representative (SEAC)
4. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.
 5. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
 6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

F. ACTION PLAN

1. The updated plan has been approved and is posted on the TCDSB policy register. The committee will work to update the plan as part of their 2018-2019 mandate.
2. The Accessibility Working Group to create sub-groups to ensure that each area of the organization is in compliance with the AODA by 2025 who will report regularly to the Accessibility Working Group.
 - a. Physical and Architectural Barriers
 - b. Informational and Communication Barriers
 - c. Attitudinal Barriers
 - d. Systematic Barriers
 - e. Transportation Barriers
3. The Accessibility Working Group will ensure that the Barriers to be addressed under the Multi-Year Accessibility Plan 9.0 will be addressed and the plan included in an update report to board.
 - a. Identification of Existing Barriers and Barrier

- b. Strategy for Prevention and Removal of Barriers
 - c. Barriers to be addressed under the Multi-Year Accessibility Plan
 - d. Review and Monitoring
- 4. The Accessibility Working Group will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.
 - 5. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and persons with disabilities who wish to participate in the review.
 - 6. The Accessibility Working Group will ensure that the communication of the Multi-Year Accessibility Plan is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

G. CONCLUDING STATEMENT

This report is for the information of the Board.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Date Approved:

September 12, 2013

Date of Next Review:

January 2023

Dates of Amendments:

January 25, 2018

Cross References:*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)**Integrated Accessibility Standards, Ontario Regulation 191/11**Ontario Human Rights Code**Ontarians with Disabilities Act, 2001*

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

TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M.38)

Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)**Purpose:**

The Toronto Catholic District School Board (“TCDSB”) is committed to providing an environment in all of its facilities that fosters independence, dignity and respect. The TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, trustees, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to learning, information and communication, employment, and student transportation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Scope and Responsibility:

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, trustees, volunteers and visitors. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Regulations:

1. The TCDSB shall make reasonable efforts as required by the *Accessibility for Ontarians with Disabilities Act* to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
3. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
4. The Board of Trustees will annually appoint external individuals to the Accessibility Working Group and will approve the Multi-Year Accessibility Plan at least once every five years.
5. The TCDSB will provide training to its employees and volunteers, as required. All newly-hired employees will receive training as part of a mandatory orientation process.
6. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

7. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.
8. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.
9. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
 - Outdoor play spaces
 - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
 - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

14.If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Definitions:

Accessibility Working Group

This group is comprised of key stakeholders and comes together representing a variety of school system working groups and departments to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, the working group is required to consult with our students, staff and community members who possess a disability.

Dignity

Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.

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.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

(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”)

Equal Opportunity

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equitable.

Independence

Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

Integration

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Evaluation and Metrics:

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. Tracking those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in an annual report to Trustees.



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 <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> Integrated Accessibility Standards, Ontario Regulation 191/11 <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> 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 |



2020/21 ACCESSIBILITY ANNUAL STATUS REPORT

Achievements for the 2020/2021 Academic Year

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

Environmental Support Services and Capital Development, Asset Management and Renewal Departments

The Capital Development, Asset Management and Renewal department works within the Ministry of Education budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* are met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Environmental Support department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

2020/21 Accessibility Annual Status Report – Board Facilities

The Capital Development, Asset Management and Renewal department has been incorporating accessibility upgrades in school addition, renovation and renewal projects wherever possible, most commonly adding Universal Washrooms and ramps. All new schools include elevators for barrier-free accessibility throughout the

building, barrier-free washrooms on all floors and at least one Universal Washroom in the building.

The Capital Development, Asset Management and Renewal department also ensures that the playground upgrade projects are in compliance with the AODA requirements.

AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS		
School	Type of Project	Scope of Work
St. Monica	Mechanical Lift	Chair lift replacement (SQS)
Our Lady of Grace	Staff Accommodation	Installation of door operators for Principal access (SQS)
Neil McNeil	Student Accommodation	AODA ramp installation (SQS)
Mary Ward	Student Accommodation	Stairwell painting (SQS)
St. Marcellus CS	Exterior Maintenance	Widen gate for accessibility (SQS)
St. Gregory CS	Interior Renovation	Student Accommodation (Maintenance)
St. Wilfrid CS	Accessibility Study	Accessibility Study
Madonna Catholic Secondary School	Accessibility Study	Accessibility Study
St. Roch CS	Child Care Addition	Universal Washroom
St. Barnabas	Child Care Addition	Universal Washroom
St. Thomas Moore School	Accessibility Study	Feasibility of adding interim handrail for accommodation

AODA SUMMARY - PROJECTS PLANNED/UNDERWAY FOR CAPITAL AND RENEWAL		
School	Type of Project	Scope of Work
St. John Henry Newman CHS	Replacement School	Universal Washroom and elevator
Dante Alighieri Academy	Replacement School	Universal Washroom and elevator
Father Serra CS	Child Care Addition	Universal Washroom and elevator
Holy Angels CS	Replacement School & Childcare	Universal Washroom and elevator
Holy Family CS	Child Care Retrofit	Universal Washroom
Nativity of our Lord CS	Child Care Addition	Universal Washroom
New Baycrest Avenue School (Unnamed)	New School with Childcare Centre	Universal Washroom and elevator
Pope Francis CS	Child Care Retrofit	Universal Washroom
Santa Maria CS	Child Care Addition	Universal Washroom
St. Albert CS	Child Care Addition	Universal washroom
St. Andre CS	Child Care Addition	Universal Washroom
St. Antoine Daniel CS	Replacement School & Childcare	Universal Washroom and elevator
St. Barbara CS	Child Care Addition	Universal Washroom
St. Bartholomew CS	Child Care Addition	Universal Washroom
St. Bernard CS	Child Care Addition	Universal Washroom
St. Brendan	Interior Renovation	Universal Washroom
St. Bruno-St. Raymond CS	Replacement School & Childcare	Universal Washroom and elevator
St. Edmund Campion CS	Child Care Addition	Universal Washroom

St. Fidelis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Gerald CS	Child Care Addition	Universal Washroom
St. Jean de Brebeuf CS	Child Care Addition	Universal Washroom
St. John Vianney CS	Child Care Retrofit	Universal Washroom
St. Leo / St Louis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Margaret CS	School Addition/ Child Care Retrofit	Universal Washroom and elevator
St. Marguerite Bourgeoys	Interior Renovation	Accessible Washroom
St. Mary of the Angels CS	Interior Renovation	Accessible Washroom
St. Matthias CS	Replacement School and Childcare	Universal Washroom and Elevator
St. Michael Choir School	Replacement School	Universal Washroom and Elevator
St. Nicholas of Bari CS	Child Care Addition	Universal Washroom
St. Paul VI CS	Child Care Retrofit	Universal Washroom
St. Thomas Aquinas CS	Child Care Addition	Universal Washroom
Buttonwood CS	Replacement School and Childcare	Universal Washroom and Elevator
Loretto Abbey CS	Retrofit and New Addition	Universal Washroom and Elevator
Bishop Allen Academy	Replacement School	Universal Washroom and Elevator

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Environmental Support Services staff collaborating to ensure repairs are carried out as quickly as possible and notifications are placed on the website.

Work is underway to create a playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard will be used for new schools and for playground upgrades wherever possible.

Accessible Schools for Individuals with Physical Disabilities

The Board is proud to provide a great 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.

Single Story Schools:

St. Kateri Tekakwitha CS	Our Lady of the Assumption CS	St. Henry CS
Holy Angels CS	Sacred Heart CS	St. John Vianney CS
Josyf Cardinal Slipyj CS	St. Elizabeth Seton CS	St. Maximilian Kobe CS
Monsignor John Corrigan CS	St. Florence CS	St. Sylvester CS
Our Lady of Grace CS	St. Gabriel Lalemant CS	The Divine Infant CS

Schools with a Passenger Elevator or Lift (as of December 2021):

All Saints CS	Nativity of Our Lord CS	St. Francis Xavier CS
Bishop Allen Academy	Our Lady of Fatima CS	St. Gregory CS
Bishop Morocco/Thomas Merton CSS	Our Lady of Lourdes CS	St. Helen CS
St. John Henry Newman CHS	Our Lady of Sorrows CS	St. Jane Francis CS
St. Mother Teresa CSS	Our Lady of Victory CS	St. Joachim CS

Blessed Trinity CS	St. John Paul II CSS	St. John the Evangelist CS
Brebeuf College School	Prince of Peace CS (lift)	St. Joseph's College School
Canadian Martyrs CS	Monsignor Fraser (Norfinch)	St. Kevin CS
Cardinal Carter Academy for the Arts	Senator O'Connor College School	St. Luke CS
Cardinal Leger CS(lift)	St. Agatha CS	St. Malachy CS
Father Henry Carr CSS	St. Albert CS	St. Maria Goretti CS
Father John Redmond CSS	St. Ambrose CS	St. Mark CS
Francis Libermann CHS	St. Andre	St. Mary Catholic Academy (lift)
Holy Cross CS	Blessed Margherita of Citta di Castello CS (lift)	St. Angela
Immaculate Conception CS	St. Anthony CS	St. Monica CS (lift)
James Cardinal McGuigan CHS	St. Basil the Great CS	St. Nicholas CS
James Culnan CS	St. Bede CS	St. Norbert CS
Jean Vanier CSS	St. Bernard CS	St. Oscar Romero CSS
Loretto Abbey CSS	St. Bonaventure CS	St. Patrick CSS
Loretto College School	St. Brendan CS	St. Pius X CS
Marshall McLuhan CSS	St. Charles Garnier CS	St. Raphael CS (lift)
Mary Ward CSS	St. Clement CS	St. Robert CS
Michael Power/St. Joseph HS	St. Conrad CS	St. Simon CS
Monsignor Percy Johnson	St. Cosmas & Damian CS	St. Stephen CHS

Catholic Education Centre	St. Domenic Savio CS	St. Thomas More CS
St. Michael Catholic Academy (lift)	St. Edward CS	St. Timothy CS
St. Michael Choir School	St. Francis of Assisi CS	St. Ursula CS
		The Holy Trinity CS

School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure does ***not*** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student’s disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student’s disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional

medical evidence obtained with the permission of the student and/or parents or guardians;

- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

Special Education and Services

The Special Services Department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each student with special needs with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2020-2021 school year, 18,036 students with Special Education Needs accessed Special Education programs and/or services. Of that number, 8,654 accessed Special Education programs/services with an Individual Education Plan (IEP) and were formally identified as Exceptional; and 9,384 accessed Special Education programs/services with an Individual Education Plan (IEP) only.

Students who have been identified with a Special Education Exceptionality, as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and outlined in the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education supports and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. Through consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made as a result of the instructional assessment, and environmental accommodations set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;

- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2020/2021 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 2,276 SEA claims. The equipment includes devices such as positioning devices and amplification systems. SEA claims may also may include computers and software that facilitate access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer-generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools that hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and handrails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local-level discussions with the Environmental Support Services and/or Capital Development Asset Management and Renewal Department, the school Principal and the Area Superintendent of Education.

Health & Safety

Student & Employee Emergency Evacuation Response Plan(s)

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

Human Resource Services

Workplace Accommodations for Disabled Employees

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38.

Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's

job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

Accessible Recruitment Practices

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all candidates, both internal and external, with an opportunity to request an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

For the 2012-2013 Academic Year, a review of the data regarding requests for accommodations during the recruitment and selection process indicates that there was only one (1) request made in 2020 by an applicant in a selection process for teacher. The accommodation solution involved taking steps during the assessment process to ensure that the candidate was fairly assessed.

Accessibility Awareness Training for Educators

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

Human Rights and Accessibility Training for Support Staff

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as "educators").

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board's staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB's community partnership agreements and vendor contracts.

Accessible Formats

Educational & Training Materials

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print-based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board's Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board's policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board's school-based educator staff to meeting the student's unique accommodation requirements.

Communication Materials

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Teachers in central positions, from Curriculum Learning & Innovation, Student Success, Special Services, and the Equity, Diversity, Indigenous Education and Community Relations departments, have received initial training on accessibility considerations when creating and delivering presentations. Further workshops will also be planned for these groups to ensure awareness about accessibility needs and how to ensure workshops are accessible.

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to indicate if accommodations are necessary.

The statement is: “The TCDSB is committed to creating an inclusive, barrier-free environment. Please indicate any accommodation requirements that would help facilitate your attendance at this event. Please note that we may require specific information relating to your noted accommodation to best inform our intervention.”

Covid 19 – Clear Mask Distribution

TCDSB has been provided with an allocation of Clearmask based on the number of students with certain exceptionalities (i.e. Deaf/Hard of Hearing, or having a Speech or Language Impairment), either as reported by the board, or predicted based on provincial prevalence rates for these groups of students.

Clearmasks – 57,024 masks were provided by the Ministry this year. Clear masks are not medical grade but were the only PPE available.

Humask – 40,600 were provided to OLO Mount Carmel, with a rolling order of 30,600 each month and 10,000 to the warehouse in reserve. Humask which is medical grade PPE has since been made available through the Ministry.

These masks are distributed through the DHH itinerant teaching staff as required and a limited number are used by the psychologists and speech and language pathologists for assessment purposes.

Research to gather information on Attitudinal Behaviours

A survey was conducted across different schools from mid November 2020 to early November 2021. The following preamble and question was asked:

A disability may be physical, mental, behavioural or a combination. Barriers can contribute to an environment that is not fully inclusive for people who identify as having a disability. Barriers can include physical settings (e.g., stairs), attitudes, or access to information. A person's disability may or may not be diagnosed; it may be visible or hidden.

Do you consider yourself to be a person with a disability(ies)? The results are summarized below.

Parameter	Safe Schools	Student Voice – Elementary	Student Voice – Secondary	TCDSB Grade 9 Census (pilot)	Student Transition
Grade(s)	9 to 12	6 and 8	10, 11, 12	9	9
Time frame	mid-November 2020	May 2021	May/beginning of June 2021	May/June 2021	end of October/beginning of November 2021
n	4,341	6,247	6,087	3,432	3,854
Response Options					
Yes	4.8%	4.9%	5.8%	3.8%	3.9%
No	79.3%	73.9%	80.4%	86.1%	79%
Not sure	8.7%	14.0%	10.2%	6.0%	10.4%
I don't understand this question	2.3%	2.5%	1.3%	0.5%	2.5%
I prefer not to answer	3.5%	4.2%	1.9%	2.0%	3.9%
No Response	1.2%	0.5%	0.5%	1.6%	0.3%

Based on the results of the survey(s) and summarized in the report, which included 23,961 responses from a cross functional group:

- There is a range of 3.8 - 5.8% who consider themselves to be a person with a disability
- There is a range of 73.9% - 80.4% who do not consider themselves to be a person with a disability
- There are some who are not sure (6 - 14%) or do not understand the question (0.5 - 2.5%) and those who did not want to answer (1.9 - 4.2%)

This data serves as a basis for analyzing attitudinal behaviours towards students with disabilities. This information will help to plan our next AODA plan with respect to disability needs.

To date, Toronto Catholic District School Board is successfully meeting our obligations and is in compliance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Additionally, we have made changes in the current plan to respond to urgent evolving requirements as a result of the Covid 19 pandemic.



REPORT TO

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

**MENTAL HEALTH AND WELL-BEING ANNUAL
REPORT 2020-2021**

Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. Deuteronomy 31:6

Created, Draft	First Tabling	Review
January 3, 2022	January 13, 2022	Click here to enter a date.

Maria Meehan, Superintendent, Special Services
Dr. Marie-Josée Gendron, Chief of Mental Health and Staff Well-Being
Melissa Hanlon, Mental Health Lead

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

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

A significant focus within the Toronto Catholic District School Board (TCDSB) Multi-Year Strategic Plan is fostering student achievement and well-being. This is accomplished in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual, and spiritual needs of all students are met. This is best achieved through the valued and deliberate collaboration between TCDSB and its community partners. By involving students, parents, and parishes in this integral work, we will better address community Mental Health and Well-Being and nurture trusting relationships to guide our ongoing efforts.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy 2019-2022 has been made across each of the TCDSB Mental Health and Well-Being Pillars. The focus on creating a mentally healthy school environment has taken on a heightened relevance and has been extended to include the virtual school environment during the COVID-19 Pandemic. This focus extends to building an understanding of mental health and well-being among all employee groups as well. To build both awareness and capacity, presentations, workshops, and mental health and well-being initiatives have been offered to students, staff, and the parent community.

The cumulative staff time required to prepare this report was 32 hours.

B. PURPOSE

This Mental Health and Well-Being 2020-2021 Annual Report will include data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally healthy learning environments. This report serves the requirement of the Board for an annual review and will address the TCDSB Mental Health and Well-Being Strategy 2020-2021 Feedback on the three stipulated pillars.

C. BACKGROUND

The TCDSB Mental Health and Well-Being policy (S.03) was adopted in June 2013. The TCDSB Mental Health and Well-Being Strategy 2019-2022 was presented to the Special Education Advisory Committee on June 12, 2019, and approved by Board on September 19, 2019.

The Mental Health and Well-Being Policy includes the following metrics on the annual reporting of the Mental Health and Well-Being Strategy: Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the Mental Health Crisis Response Guidelines and assess their effectiveness.

D. EVIDENCE/RESEARCH/ANALYSIS

The following Mental Health and Well-Being Pillars form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2019-2022:

- **Within Us** - “I am able to do all things through Him who strengthens me” (Philippians 4:13). The TCDSB will continue to support and develop the fundamentals for everyday mental health and well-being for each and every student.
- **Between Us** - “This is my commandment, that you love one another as I have loved you” (John 15:12). As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will continue to support and strengthen these relationships.
- **Around Us** - “A friend loves at all times, and people are born to share adversity” (Proverbs 17:17). Healthy environments support each community member, and, thus, the TCDSB continues to be committed to creating mentally healthy environments.

The following related legislation and policy govern the TCDSB Mental Health and Well-Being strategy:

- Open Minds, Healthy Minds Ontario’s Comprehensive Mental Health and Addiction Strategy June 2011

- Ontario's Well-Being Strategy for Education: A Discussion Document 2016
- TCDSB Mental Health and Well-Being (S.03)

E. METRICS AND ACCOUNTABILITY

TCDSB Mental Health and Well-Being Strategy 2020-2021 Feedback on the Three Pillars

During the 2020-2021 school year, multiple board-wide closures and provincial shutdowns presented unique challenges for Special Services to adopt flexible strategies to support the well-being of students, staff and the TCDSB families as students shifted between virtual and in-person learning. Throughout the school year, all three Pillars of the Mental Health Plan were adapted to address the continued need to serve TCDSB students, families, and staff through virtual platforms.

A continued focus on meeting the mental health and well-being needs of all students, whether they were learning virtually or in-person, remained a priority. The pandemic continues to demand creativity, collaboration, and compassion, while engaging in teaching, learning, and clinical service delivery. Highlighted below are some key strategic responses that have supported our students, staff, and families, beginning in September 2020 and continuing through to August 2021.

Pillar One: Within Us

Promote the use of culturally-responsive social emotional learning within classrooms to foster resiliency and adaptive coping mechanisms for students

- Promoted the use of Faith & Wellness throughout the system. It is an evidence-based daily mental health classroom resource from School Mental Health Ontario.
- Created three Wellness Calendar Resources for educators and school staff to embed wellness activities into the instructional day.

These were distributed for the *12 Days of Wellness to Christmas*, the week of *Bell Let's Talk* in January and *Mental Health Awareness Week* in May.

- The Student Mental Health Action Kit from School Mental Health Ontario was presented to school principals and other stakeholders (e.g., Assessment and Programming Teachers, the Autism team, the Psychology and Social Work teams) to promote the integration of social emotional learning activities during the school day with students.
- In collaboration with the Safe Schools staff, the mental health team delivered a workshop on *Alternatives to Suspensions for K-3 Students* to all elementary principals and introduced several tools/resources such as Faith & Wellness, Kids Have Stress Too, and Zones of Regulation to help bolster students' capacity for emotional regulation.
- Facilitated training on Stress Lessons for targeted psychology and social work team members to equip them to support educators in the delivery of the program. Stress Lessons is an evidence-based classroom program to help students develop stress management and adaptive coping skills.
- 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 to encourage use of these social emotional learning tools in the classroom.

Support Student Well-Being

The Mental Health, Psychology and Social Work teams work together to support student well-being at the TCDSB. A team of over 60 full-time Social Workers, 48 Psychology service providers and six Mental Health Professional Workers actively engaged in providing counselling services, conducting psychological assessments, facilitating mental health workshops to various stakeholders (i.e., educators, students, and parents) and providing suicide and crisis interventions. Below is a summary of the data gathered over the 2020-2021 school year:

- Mental Health Professional Workers facilitated mental health literacy workshops in 22 secondary schools reaching over 4,000 students. Psychology staff delivered 73 mental health workshops and 35 learning-based presentations to schools.
- Social Work, Psychology, and Mental Health team members provided clinical support and team consults as summarized below, engaging virtually with students throughout the multiple closures and over the summer months.
- Individual counselling referrals: social workers supported 5,120 students, psychology service providers supported 169 students and mental health professional workers supported 92 students, totalling 5,381 students overall.
- Continued implementation of the *Stop the Stigma* student mental health awareness program in 73 elementary schools and 32 secondary schools, expanded the initiative to 19 classes from St. Anne's Academy.
- Facilitated the *Stop the Stigma Symposium, "We Become Compassionate"*, reaching 60 elementary classrooms (i.e., approximately 1400 students), plus 20 secondary school classrooms.
- In collaboration with Safe Schools staff, the Mental Health team presented the topic of mental health benefits of "*generosity*" at their symposium, reaching about 3500 students.
- Over the summer months, Special Services continued to support and

mentor camp leaders to facilitate social emotional learning activities everyday with their campers, while providing clinical support for summer referrals and continuity of service for students requiring continued support during the summer.

Pillar Two: Between Us

Continue to build capacity among staff to help them better support students' mental health and well-being.

- Professional development for a mentally healthy return to school was delivered to all staff in September highlighting social emotional learning resources such as First 10 Days Back and Beyond.
- Professional development was facilitated for 90 St. Anne educators to *Support the Mental Health of Remote Learners*.
- Professional development on *Creating a Mentally Healthy Classroom* was delivered to 150 Teaching and Learning Collaborative staff as well as elementary support staff.
- Mental health professionals delivered professional development sessions for staff in 12 secondary schools, reaching over 600 staff members on various mental health topics.
- A total of four mental health workshops were delivered to 168 new TCDSB teachers through the New Teacher Induction Program (NTIP).
- In collaboration with Health and Physical Education curriculum staff, the Mental Health Team facilitated training for a classroom stress management program, Stress Lessons, for all elementary and secondary Health and Physical Education teachers.
- In collaboration with Safe Schools, 112 Social Workers and Psychology staff members received a workshop on *Cannabis and Youth* by Dr. Abby Goldstein from Ontario Institute for Studies in

Education (OISE).

- Collaborated with Curriculum Team staff to create resources and lessons to promote well-being for the Continuing Education summer school programs.
- Supported the Equity, Diversity, Indigenous Education Department, and Catholic Student Leadership system-wide student workshops promoting the infusion of well-being strategies into pre-workshop planning and lessons, and providing mental health supports for students requiring outreach during student virtual presentations.

Continue to build students' safety nets by providing suicide awareness and intervention training to staff.

- Offered START suicide prevention program (asynchronous webinar) in conjunction with a live session to contextualize the training and review our TCDSB guidelines. The groups trained included 50 Chaplains, 96 support staff from both panels and 48 school administrators.
- Delivered one two-day *Applied Suicide Intervention Skills Training* (ASIST) to eight staff (guidance and mental health professionals).
- Suicide Intervention Risk reviews are completed using the *Applied Suicide Intervention Skills Training* (ASIST) model. The following chart summarizes key data indicators over the last three years.

Key indicator data	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year
Suicide Intervention Risk Reviews conducted by the Social WorkTeam	755	581	475

Suicide Intervention Risk Reviews conducted by the Psychology Team	155	97	68
Suicide Intervention Risk Reviews conducted by Mental Health Professional Workers	6	24	21
Number of total students receiving suicide intervention support	916	702	564

System communication to promote and foster mentally-healthy interactions in schools.

- Several tip sheets were distributed periodically throughout the system such as the Mentally-Healthy Return to School and Having Mentally-Healthy Conversations about Anti-Black Racism.
- Developed the Circle of Support for Students During Remote Learning to support St. Anne educators in navigating the pathways to care for remote students.
- Shared a Pride Month Infographic for Mentally Healthy Conversations that Supporting 2SLGBTQ+ Students and Families for staff.

Pillar Three – Around Us

Parent Engagement

- Distributed tip sheets to the TCDSB parent community such as Noticing Mental Health Concerns and a Mentally-Healthy Return to School document.
- Distributed seasonal Mental Health Newsletters (i.e., September, January, summer) as well as an info-sheet on the impact of COVID in March.

- Several presentations on Mental Health and COVID were facilitated to 162 parents.

Memorandums of Understanding with children and youth mental health agencies

- The social work and psychology departments continued the partnership with community mental health agencies for Priority Access to mental health services in the community. This partnership allows families to access service more quickly than typical wait list times. The Social Work team referred 2,458 students and the Mental Health Professional Workers referred 71 students to outside agencies.
- In collaboration with Safe Schools, STRIDES, the city of Toronto's Lead Agency for Infant, Children and Youth Mental Health, facilitated training on human trafficking for the Social Work and Psychology staff.
- TCDSB maintained the existing Mental Health Memorandums of Understanding (MOU) with 13 mental health agencies, who provided virtual services to students.
- Social Work and Psychology staff continued to work collaboratively with Mental Health and Addiction Nurses through Toronto Central Community and Care Access Centre (TC-CCAC).

Support staff well-being for all employee groups through various professional development opportunities.

- Every month, messaging was distributed throughout the system focused on key mental health themes such as self-compassion, gratitude, social connections, etc., with videos provided to share during team meetings.
- Pre-recorded webinar on Fostering Our Own Resiliency During COVID-19 made available for Professional Development days for self-directed learning.
- Professional development on Fostering Our Own Resiliency

delivered to 110 St. Anne educators, 150 Teaching and Learning Collaborative educators, 30 business leaders.

- In collaboration with Nurturing our Catholic Community, a webinar on staff well-being was delivered to 4,000 secondary educators during Leaders of Your Own Learning (LOYOL).
- Staff well-being sessions delivered to local school teams [e.g., Bishop Marrocco/Thomas Merton (16), Speech and Language Pathologists (30), St. Joseph College (30), Secondary School Vice-Principals Association (39) and new school administrators (16)].

Widening Our Lens – Equitable and Culturally Responsive Approaches

The TCDSB recognizes the importance of centering the work that we do in supporting students' mental health and well-being through equitable and culturally responsive approaches. The Social Work, Psychology and Mental Health teams have an inherent professional obligation as advocates to our community of students and families to learn and serve to eliminate system barriers and all forms of racism and discrimination. As such, concerted efforts were made to support the mental health and well-being of racialized students within our community of schools. The following section highlights some of these implemented and ongoing initiatives:

- In collaboration with the Equity Department staff, distributed a system-wide message supporting Black Mental Health Week. As well, key tip sheets such as Having Mentally Healthy Conversations about Anti-Black Racism from School Mental Health Ontario (SMHO) were distributed throughout the system.
- Through the *Focus on Youth* (FOY) program, which provides employment and leadership opportunities for students from marginalized communities, staff from the Psychology, Social Work and Mental Health teams mentored 80 student leaders, enhancing their mental health literacy, so they in turn could lead younger students in the FOY after school programs and summer camps.
- TCDSB Social Work team engaged identity specific supports when needed or requested. This also involved clinician to clinician

consultation involving referrals of marginalized groups where an identity-specific lens was critical and offered additional peer supervision for clinicians impacted by racism themselves.

- The Social Work team has created an equity specific social work group that looks at all practice considerations to ensure we interrupt potential experiences of anti-Black racism or further marginalization of our families.
- The Social Work team consults around referrals to children's aid societies in an equity informed and sensitive manner with a focus on addressing disproportionate referrals involving marginalized families.
- A number of professional development sessions were held for our social workers, psychology, and mental health staff on addressing bias and dismantling anti-Black racism including work with organizations such as *Liberation Practice International*, *Heyworth Centre for Women*, and the *FCJ Refugee Centre*, and the TCDSB Equity team.
- The Psychology team has been focusing on professional development on testing bias in racialized groups using appropriate measures and standards when doing formal assessments. These sessions included Psychological Assessment of Culturally and Linguistically Diverse Populations with Dr. Esther Geva & Dr. Judith Weiner, as well as Ontario Psychological Association's Dorothy Hill Symposium: Social Justice and Anti-Oppressive Work in School Focused Psychological Services with Dr. Jordon Wright.
- In consultation with the Equity department, the Mental Health team developed an Adapted Decision Support Tool: Considerations for Planning of Presentations on Sensitive Topics. The purpose of the tool is to assist administrators and school teams in their decision process of one-time presentations to ensure a comprehensive plan to enhance student learning while supporting student well-being.

- The Social Work, Psychology and Mental Health teams collectively helped support students' well-being during several board-wide equity initiatives involving students such as the Asian Heritage Month events, the Anti-Racism Conference, Safe Schools Conference, Stop the Stigma Campaign, etc.
- The mental health staff collaborated with several community partner organizations such as *Tropicana*, *Stolen from Africa*, and *Delta* to better support the unique needs of our student population. For example, in collaboration with *TAIBU*, the Social Work team facilitated a leadership group at a secondary school, empowering racialized students.

F. CONCLUDING STATEMENT





This report is for the information of the Board.

Special Education Superintendent Update

February 2022



Upcoming events:

 <p>AUTISM PROGRAMS AND SERVICES</p> <p>Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8 on the Credit Earning Pathway</p>  <p>Supporting Students to Grow and Learn in New Environments</p> <p>Webinar and Q & A Date: Tuesday February 22, 2022 Time: 7:00 pm- 8:00 pm</p> <p>Parent & Student Information Website: https://sites.google.com/tcdsb.ca/transitiontohighschoolasd/home</p> <p><i>Presented by:</i> Autism Programs and Services – Transition Team & School Support Program, Surrey Place Centre</p>	 <p>TCDSB SPECIAL SERVICES TRANSITION TEAM</p> <p>Transition Planning Workshop for Caregivers of Students in Grades 7 and 8 MEDD/ISP Programs</p>  <p>Supporting Students to Grow and Learn in New Environments</p> <p>Webinar and Q & A Date: Thursday February 24, 2022 Time: 7:00 pm- 8:00 pm</p> <p>Transition Resources Website: https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home</p> <p><i>Presented by:</i> Special Services – Transition Team & School Support Program, Surrey Place Centre</p>
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Eighty TCDSB staff are engaged in an enhanced Autism training program offered through the Geneva Center. This training supports learning about foundational Autism and Applied Behaviour Analysis skills and support techniques.



Staff are collaborating with Surrey Place to support the determination of TCDSB sites for the Ontario Autism Program Entry to School skill building program. This Ministry of Children, Community and Social Services-led initiative will provide targeted support for pre-school students with Autism, before they attend school for the first time.



SPECIAL SERVICES

What services do School Psychology Professionals offer?



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



Direct Student-focused

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



Indirect Student-focused

- Consultation with school personnel
- Parent collaboration
- Interagency liaison



Whole Class & School-wide

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



System & District Wide

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



Educational research design & statistical analysis:

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



ONTARIO
PSYCHOLOGICAL
ASSOCIATION

Section on Psychology
in Education (SecPE)

Learn more at bit.ly/2PPX7Af

February is Psychology Month!

During this month, we focus on how school psychologists help support student learning and mental health, as well as supporting parents and school staff. The goal is to create awareness of, and interest in, the diverse roles psychology plays, and to share with the public how psychology contributes to the overall well-being of the school community. More information can be found at our Psychology webpage and twitter account (@TCDSB_Psych).

WHAT IS

Psychology



How School Psychology Professionals Support Ontario Schools During School Closures

School Psychology Professionals in Ontario School Boards provide the following evidence-informed Psychological Services remotely via **telepractice and virtual care** to students, staff and parents. Service delivery is **responsive to emerging needs** and is provided according to the Standards of the College of Psychologists of Ontario.



Support the continuity of learning for all students, including students with special education needs:

- Consult with teachers and administrators, students and families on supporting the transition for continuity of learning
- Provide strategies for academic skills, executive functioning, organization and study skills
- Support the transition for continuity of learning based on the student's learning profile and/or Individual Education Plans (IEPs) for teachers and parents
- Review and consult on external psychological, psychiatric and/or medical assessments
- Support and participate in remote Identification, Placement and Review Committees (IPRCs)
- Provide direct feedback of psychological assessment results (if testing portion completed pre-closure) with communication of diagnoses as appropriate, to parents, students, schools, and community services for programming recommendations and **access to service**
- Provide Professional Learning webinars for school staff on relevant topics related to continuity of learning, mental health and well-being



Continue to provide mental health and well-being supports to students remotely

- Support students, parents and teachers with **check-ins, prevention and intervention strategies** for mental health, resiliency and well-being given the changing nature of support required as the response evolves
- Help establish daily routines and balance for learning, physical activity, social connection and leisure
- Support students in managing stress/fears about not seeing friends and other forms of loss
- Provide strategies for emotion regulation
- Provide appropriate psychological counselling interventions through virtual care and/or refer to community services as needed depending on student and family needs
- Continue to work with School Mental Health Ontario (SMHO) to support provision of resources across the tiers, effective practices in virtual care and utilize training tools for providing remote mental health supports



Provide support through Crisis Response:

- Support students and families with emerging mental health crises through virtual care and access to community services as needed
- Provide traumatic events support including crisis, grief and critical incidents supports
- Provide suicide prevention, intervention and postvention support
- Participate in VTRA (Violence Threat Risk Assessment)

Our scientist-practitioner training helps us to translate current educational and mental health research into practical School Psychology applications for Ontario students and schools.



Support the transition back to schools:

- Continue to proactively research, review, plan and update best practices for transition back to school
- Plan ahead to address prevention, intervention and follow up of mental health needs due to school closures
- Create a strong proactive plan on how to manage the increase of anxiety and school refusal when schools reopen
- Participate in School Team Meetings to support students' transition back to school and develop, provide and/or support necessary interventions
- Support the development of individual student transition plans
- Prepare to expedite and prioritize necessary psychological assessments when schools re-open to address emergent and existing needs
- Focus on working together, in multidisciplinary teams, sharing ideas and finding collaborative solutions within our Boards to support the return to school for all students, especially the most vulnerable, including those with special education and mental health needs



SPECIAL SERVICES



Speech and Language staff created training resources and professional development for special education staff to help support creating referrals to the Children's Treatment Centres for Occupational Therapy, Physical Therapy and speech services for students.

Assessment and Programming teachers and Programming and Assessment teachers are providing system-wide support for staff who are updating and revising student Individual Education Plans (IEPs).

Assessment & Programming



The Mental Health Team is continuing to promote mental health activities and resources throughout the system with the following activities:

- In collaboration with our Safe Schools colleagues, Special Services facilitated workshops to all school administrators on *Mitigating and Other Factors: Widening the Lens* to support administrators in considering all mitigating factors when considering suspending a student.
- Providing *Applied Suicide Intervention Skills Training (ASIST)* to our Social Workers, Psychologists and Guidance Counsellors to ensure our system is able to intervene appropriately and effectively in cases of students struggling with suicidal ideation.
- Providing a workshop to our newly hired teachers through our New Teachers Induction Program on *How to Support Students Struggling with Anxiety*.
- In collaboration with Safe Schools, providing a parent workshop on *Fostering Healthy Relationships*.
- The Mental Health toolkit was updated with resources to support staff with infusing strategies to support mental health and well-being during the Bell



**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

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

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

				<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 FEBRUARY 9, 2022**

				<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 FEBRUARY 9, 2022**

				<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 Regular Board meeting.</i></p>	
2	October 20, 2021 SEAC	January 2022	Regular Board	<p>The Special Education Advisory Committee recommended to the Board of Trustees that the following be approved:</p> <p>WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;</p>	

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

			<p>WHEREAS: An “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member;</p> <p>WHEREAS: The TCDSB is expected to deliver the necessary services and accommodations to all students;</p> <p>WHEREAS: The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning;</p> <p>WHEREAS: Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by Multiple Exceptionalities (ME) Staff who communicate through facial expressions and mouth movement; and</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

3				<p>WHEREAS: TCDSB should accommodate all students by using all supports needed to communicate and instruct students. That the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that includes lip movement to enable them to provide full and inclusive education</p> <p><i>Motion recommended at October 20, 2021 SEAC meeting; carried at November 18, 2021 Regular Board meeting.</i></p>	
	November 17, 2021 SEAC	February 2022	Regular Board	<p>The Special Education Advisory Committee recommended to the Board of Trustees that the following be approved:</p> <p>WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;</p>	Director of Education and Association Director of Education

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

			<p>WHEREAS: Autism Ontario, Association for Ontarians with Disabilities Act (AODA) association, Inclusion Action Ontario, Advocacy Resource Center for the Handicapped (ARCH) disability Law and many other organizations and associations in Ontario supporting students with special education needs and/or disabilities (“special needs students”) and their families have repeatedly raised concerns about the frequency of special needs students being excluded under section 265(1)(m) of the Education Act (a “formal exclusion”) and/or what are frequently referred to as soft exclusions where student hours of attendance are restricted or are requested to stay home for a number of days at the Principal’s request, including without limitation for off school premises field trips (“soft exclusions”);</p> <p>WHEREAS: The Ministry of Education’s “Enrolment Register Instructions for Elementary and Secondary Schools” has since the 2018/19 school year required school Boards to maintain Exclusion records for “audit purposes” (pages 23 and 24), including the following information:</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

			<ul style="list-style-type: none"> • Documentation that shows the reason for the exclusion; • Documentation of successful notification of the exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil's parent or guardian; • Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system; • Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies); and • Data on the number of students who have been excluded during the school year (including the name of student, Ontario Education Number (OEN), length of exclusion, and reason for exclusion). <p>WHEREAS: SEAC recommended to the Board and the Board affirmed the request for a report that would include summary information of Exclusions on March 27, 2019 and to date no report has been presented to SEAC, over 2.5 years later ("reporting delay");</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

			<p>WHEREAS: The Ministry of Education has placed new limits on the suspension and expulsion of students in Grade 3 and below effective this school year (2021/2022) and Exclusions may be used as a method to circumvent these Ministry limits on administrator authority; and</p> <p>WHEREAS: It is clear from the extensive reporting delay that the TCDSB does not have the ability to systematically monitor Exclusions to ensure appropriate use, meet the Ministry's audit expectation as outlined in the "Enrolment Register Instructions for Elementary and Secondary Schools" document or collect data to compile any reliable reports surrounding the use of Exclusions for SEAC or the Board in a timely manner.</p> <p>BE IT RESOLVED THAT:</p> <ul style="list-style-type: none"> • SEAC recommend to the Board that the attendance system be updated to track all Exclusions, including formal and soft exclusions as previously defined; <ul style="list-style-type: none"> ○ A formal exclusion is defined as under Section 265 (1) (m) of the Education Act. 	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO FEBRUARY 9, 2022**

			<ul style="list-style-type: none"> ○ A Soft Exclusion is defined as a Principal's request to keep a child home for all or part of a day. ● SEAC further recommend to the Board that the Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR); ● SEAC further recommend to the Board that a Policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and ● SEAC further recommend reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students <p><i>Motion recommended at November 17, 2021 SEAC meeting; carried at December 9, 2021 Regular Board meeting.</i></p>	
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