

OUR MISSION

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

OUR VISION

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



AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

George Wedge, Chair

Geoffrey Feldman, Vice Chair

Wednesday, March 9, 2022
7:00 P.M.

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Strategic Planning and Special Education Programs

**SEAC Presentation
2022-03-09**





MULTI-YEAR STRATEGIC PLAN

2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



VISION

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope

MISSION

Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.



STAKEHOLDERS

The TCDSB values the important role of each stakeholder in the actualization of our MYSP.

Students fully engage in learning that supports their academic, spiritual, socio-emotional, and physical growth and development.

Senior Staff and Trustees lead and govern, setting policy priorities and stewarding resources to champion Catholic education in support of the MYSP.

Staff collaborate with all stakeholders to implement evidence-based strategies that support learning, equity, and well-being in a Catholic community.

Families engage with staff to support their children's learning and well-being, and strengthen the relationship between home, school, and parish.

Community members contribute to the MYSP through ongoing collaboration, partnerships, engagement, and consultation.





LEARNING

"Make me to know your ways, O Lord; teach me your paths." (Psalm 25:4)

GROWING IN KNOWLEDGE

Continue to develop a Christ-centred learning organization in pursuit of knowledge, innovation, and responsiveness.

- Improve learning outcomes by providing opportunities for educational pathways based on identity, interest, and strengths of every learner.
- Focus strategies and resources on creating learning opportunities that inspire curiosity, reflection, collaboration, lifelong learning, and servant leadership.





EQUITY

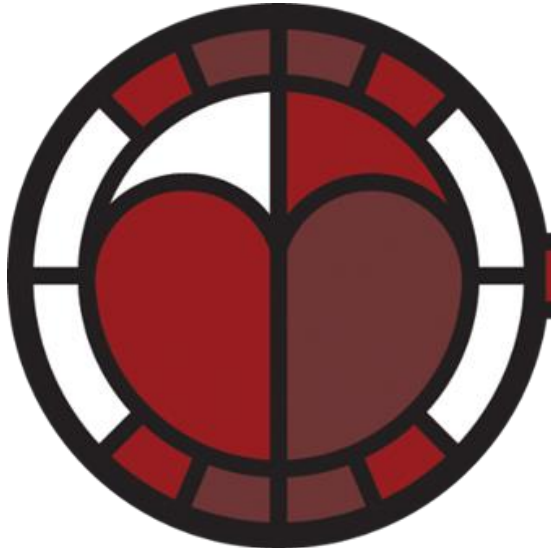
“This is my commandment, that you love one another as I have loved you.” (John 15:12)

GROWING IN KNOWLEDGE WITH JUSTICE

Apply Catholic social justice to nurture a community focused on equity, diversity, inclusion, anti-racism, and anti-oppression.

- Continue to develop responsive learning environments that engage and care for students who are marginalized.
- Identify structural inequities for staff and students through identity-based data collection and engage community members, staff, and students to better understand lived experience and co-develop authentic strategies.





WELL-BEING

“For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope.”
(Jeremiah 29:11)

GROWING IN KNOWLEDGE WITH JUSTICE AND *HOPE*

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

- Continue to use evidence-based well-being strategies and resources to create and sustain mentally healthy classrooms and schools for students that focus on the development of the whole person.
- Develop an organizational Well-Being Strategy to better support a work-life balance for all staff that nurtures spiritual, emotional, physical, and social well-being.



MONITORING METHODOLOGY



CHANGE

What changed as a function of our strategy, policy, or program?

GROWTH

How much did we do? Was it enough? How did it impact our stakeholders?

PERFORMANCE

How well did we do something? Did we accurately and efficiently accomplish our goals within the various strategies and action plans? How do we know?

IMPLEMENTATION

Where are we with the development of a program, policy, or service?

Overview: New Board Improvement and Equity Plan (BIEP)

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.



Achievement

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.



Mental Health, Well-Being and Engagement

All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.



Human Rights and Equity

All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.



Pathways and Transitions

All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.



Learning Recovery and Renewal

The ministry will identify a theme in the BIEP to respond to emerging priorities. The theme of the emergent priority is learning recovery and renewal in the context of COVID-19.

Emergent Priority: Learning Recovery and Renewal



Mental Health and Well-Being

- % of students who accessed school-based mental health services
- % of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health

Early Reading and Math

- % of students who received targeted early reading and math supports
- % of educators who received professional learning related to supporting students in early reading and math

Re-engaging Students

- % of schools that have implemented activities that promote school connections, including extra-curricular activities
- % of schools that have an intentional strategy to keep students engaged



Provincial Priority: Achievement

Improve Math Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math

% of students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6 and 9

Improve Literacy Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing

% of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6

% of first time eligible fully Participating students who are successful on the OSSLT

Improve Conditions for Learning

% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning



Provincial Priority: Human Rights & Equity

Build Human Rights and Equity Capacity Through Representative, Accountable and Ethical Leadership

% of Supervisory Officers', Principals' and Vice-Principals' whose performance appraisal plan include goals to eliminate disparities revealed by student and workplace demographic data collection

% of Trustees that participate in human rights and equity professional development

Support the Implementation of De-streaming

% of students achieving the provincial standard in Grade 9 de-streamed math

% of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grades 11 and 12

% of students in Grades 9 and 10 participating in locally developed compulsory credit courses

Reduce Discretionary Student Discipline Practices

% of suspension and expulsions across grades 4-12

% of school staff who have undertaken professional development to support fair student discipline practices

Address Human Rights Complaints and Hate-Based Incidents

of human rights complaints raised and % resolved (informally and formally)

of reported hate-based incidents



Provincial Priority: Mental Health, Well Being & Engagement

Improve Student Mental Health and Well-Being

% of students in Grades 4-12 who feel their school is a safe and inclusive environment

% of students in Grades 4-12 who report feeling comfortable seeking supports for their mental health

Board specific indicator aligned to board Mental Health Strategy and Action Plan

Improve Student, Parent and Community Engagement

Student attendance rate

Board-specific indicator related to improving student, parent and community engagement



Provincial Priority: Pathways & Transitions

Improve Graduation Rates

% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9

Improve Student Readiness for Future Success

% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)

% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)

% of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school*

% of students enrolled in STEM-related courses in Grades 11 and 12

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Thank You!



Report from the Informal Working Group to TCDSB Special Education Advisory Committee (SEAC) March 9, 2022

INTRODUCTORY Remarks

Special Education Plan Review (Spec Ed Plan Review)

This report contains feedback on

1. The Board's Consultation Process

In April 2021, the Informal Working Group recommended to SEAC that Special Services (SS) Staff give priority for revision to the following five areas of the Spec Ed Plan:

1. IPRC Process
2. IEP Process
3. Special Education Placements provided by the Board
4. Parent Guide to Special Education
5. Board's Consultation Process

SEAC approved this priority order and SS Staff revised these and other sections for the submission to the Ministry of Education required every year by July 31st when there are changes to the Board's Spec Ed Plan.

For the 2021-2022 SEAC Review of the Spec Ed Plan, the Informal Working Group is planning to start the review with these five sections, and then continue the review of the other sections in the order that they occur in the Spec Ed Plan.

Questions for Superintendent Meehan and the two sections reviewed for the March 9, 2022 SEAC meeting follow.

Questions for Superintendent Meehan:

1. When will the next Board Equity and Improvement Plan (BEIP) be completed and what portion of it will be relevant to Special Services and the Spec Ed Plan? (recommendation from last year was to delete the former BLIP from the Spec Ed Plan)
2. Please provide information about the Accountability Framework for all designated exceptionalities and how the various groups gather data in their review process. How does this relate to the Board's Consultation Process?

3. Please explain why Special Services does not conduct annual or bi-annual surveys of parents/guardians of students receiving Special Education Services as part of the Board's Consultation Process?

TCDSB Spec Ed Plan Review July 2021 Version

For each section of the TCDSB Special Education Plan (Spec Ed Plan) we have commented with three sections:

1. "Required" refers to what is required by the Ministry guidelines (Special Education in Ontario (Draft Version, 2017) PART B: Standards for School Boards' Special Education Plans)
http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_3.html#intro
2. "Findings" are what the working group observed in the TCDSB Special Education Plan currently on the TCDSB website.
3. "Recommendations" are what we think needs to be changed in the TCDSB plan, and in some instances, our suggested changes.

1.The Board's Consultation Process

1. Ministry Requirements:

- i. Provide a description of the consultation process.
- ii. Provide a statement of how, in accordance with Education Act - Regulation 464/97, the Board ensures that its SEAC is involved in the annual review of the Board's Special Education Plan.
- iii. Describe any majority or minority reports on the Board's Special Education Plan that have been received from SEAC.
- iv. Explain the Board's response to these reports.
- v. Describe how members of the community, particularly parents of children who are receiving Special Education programs and services, are informed of timelines, and methods for providing input into the Board's Special Education Plan.
- vi. A summary of feedback received because of consultation with members of the community
- vii. Results of any internal or external reviews of existing Special Education programs and services within the Board that has taken place in the previous or current school year.

- viii. List of internal and external reviews of the Board's Special Education programs and services that are planned for the following year.

2. Findings

- i. A description of the consultation process with SEAC is present.
- ii. Many of the segments required by the Ministry Guidelines for the consultation process are present but mixed up in the text body.
- iii. The required specific statement referring to Regulation 464/97 and SEAC involvement is missing.
- iv. There is a statement that the Board ensures that SEAC is involved in the annual review of the Board's Special Education Plan (Spec Ed Plan).
- v. There is a description of SEAC's review process of the Spec Ed Plan through SEAC's informal working group.
- vi. There is no description of majority or minority reports (if any) having been received by SEAC, nor how they were dealt with, and if they were included in the submission to the Ministry.
- vii. There is no section showing the Board's response to these majority/minority reports.
- viii. There is a general "statement of how members of the community, particularly parents of children who are receiving Special Education programs and services, are informed of the timelines and methods for providing input into the Board's Spec Ed Plan."
- ix. Little information is contained as to the timelines, process, and/or methods that these stakeholders should use to provide input into the Board's Spec Ed Plan.
- x. A summary of the feedback (if any) that has been received by the Board is missing.
- xi. There is no section explaining the results of any internal or external reviews of existing Special Education programs and services within the Board that have taken place in the previous or current school year.
- xii. There is no section that lists the internal and external reviews of the Board's Special Education programs and services that are planned for the following year.

3. Recommendations:

A wonderful review and appropriate changes were completed by staff, but we do feel that more changes are needed particularly to make each section easier for stakeholders to read and fully understand the TCDSB Consultation Process.

- a) Section headers should be more specific so that they can be used to make it easier for the various stakeholders to locate the section that applies to them. We suggest that you:
 - a. Combine similar parent-led stakeholders like CPIC, OAPCE, CSPC, into one section for parent community consultation
 - b. Combine similar student stakeholders like CSLIT and e-CSLIT
 - c. Parents be provided with their own section
 - d. SEAC should also be in a separate section.
- b) Within each section provide the Ministry required detail(s) (or a sub-section) to explain the process for stakeholder input into the TCDSB Special Education Plan and if this is by an annual stakeholder survey, a motion, or by a delegation to SEAC or the Board of Trustees. Include in these details when and how each stakeholder can provide input, as well as when and how the Board will respond to the provided stakeholder input.
- c) For clarity provide a separate section in each stakeholder section that directs the reader to where they can obtain a summary of past stakeholder input, and what was changed in the Special Education Plan because of this input, if nothing was changed in the Plan explain why.
- d) State in the annual report update if no information was received from a stakeholder.
- e) Add appropriate headers for every section and sub-section so that it is easy to locate the area a reader is interested in.
- f) Ensure that the required reference to Regulation 464/97 is contained within the SEAC section and not, as is presently, just a mention in the header.
- g) Explain in the SEAC section that an informal working group was formed to review the Board's Special Education Plan and this working group reports back to SEAC. These reports when accepted are SEAC's recommendations for changes and improvements on the Special Education Plan. This will show to the Ministry that TCDSB meets the required annual review of the Board's Special Education Plan.
- h) Include within the SEAC section details as to how the Board responds to all SEAC's motions and recommendations.
- i) Under the SEAC section follow the Ministry requirement by summarizing the majority and minority reports received from SEAC, when and how these reports are reviewed by the Board, the Board's response to the majority and minority reports. The specific reports should be included in a report attached to the Special Education Plan that is submitted annually to the ministry. *For example, all submissions from the 2020-2021 SEAC working group accepted (or rejected) by staff should be included in the annual report.*

- j) Indicate in the annual report to the Ministry if SEAC did not provide a majority/minority report.
- k) Ensure that a reader can be directed to where they can locate the “results of any internal and external reviews of existing Special Education programs and services that have taken place.” Although only the current and previous school years are required, we recommend adding results from the previous 3, 4, or 5 years. If no reviews were done in a given school year, indicate this in the report.
- l) Create a section listing any “internal and external reviews of the Board’s Special Education programs and services that are planned for the following year.” Add a header for that section. If there are no plans for review, indicate this in the report.