

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA FEBRUARY 12, 2025

### **George Wedge (Chair)**

Easter Seals Ontario

### **Lori Mastrogiuseppe**

Fetal Alcohol Spectrum Disorder

### **Geoffrey Feldman**

#### **(Vice Chair)**

Ontario Disability Coalition

### **Tyler Munro**

Inclusion Action in Ontario

### **Melanie Battaglia**

Autism Ontario (Alternate)

### **Ivona Novak**

Community Representative

### **Michelle Cousins**

Easter Seals Ontario (Alternate)

### **Ashley Pabon**

Learning Disabilities Association

### **Richelle De Belchior**

Community Representative

### **Marissa Seymour**

Autism Ontario

### **Jennifer Di Francesco**

Center for ADHD Awareness

### **Lisa Mason**

Community Representative

### **TRUSTEES**

**Frank D'Amico**

**Angela Kennedy**

**Maria Rizzo**



### **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: Sapphire Adaikpoh, 416-222-8282 Ext. 2295**

**Dr. Brendan Browne**  
**Director of Education**

**Markus de Domenico**  
**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.

**N.B:** The following goals were adopted for the 2024-2025 School Year:

1. Recommend the development of contingency plans to implement testing should schools close (as they did for Covid) and alternative be necessary. Include these plans in the Special Education Plan;
2. To review and discuss information made available to SEAC about Assessments and Testing used to identify and support Special Education Students;
3. To make time at each SEAC meeting for discussion about Special Education matters in which all members can participate;
4. To review the 2024-2025 goals of the Empower Program;
5. To review timelines of Psych-educational Assessments and how they are going to be handled;
6. How SEAC can support Special Education Students transitioning out of our educational system and entering the world;
7. To increase Committee membership;
8. Review policies that impact Special Education Students and make recommendations for revisions that might be helpful;
9. Review handbooks for parents and guardians to comment on changes that need to be made to assist Special Education Students; and
10. Continue to provide feedback to the Special Education Plan on a monthly basis.

## **Land Acknowledgement**

The land we walk on belongs to the Creator. Earth does not belong to humanity but rather, humanity is part of the Earth. The land was created to be enjoyed by all living beings, a principle reflected in The Dish with One Spoon covenant. Taking only what we need to preserve our earth for future generations, leaving some for others as a sign of our respect and caring, and keeping it clean by revitalizing the land to sustain generations to come.

All Toronto Catholic District School Board properties are situated on the traditional territories of the Anishinabek, the Haudenosaunee Confederacy, and the Wendat peoples. We recognize that the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation. We also listen to the echoes of their prayers to the Creator, and respect the beauty of Mother Earth while striving to learn and draw wisdom from First Nations, Inuit and Métis traditions.

## **La reconnaissance des territoires**

Les terres sur lesquelles nous marchons appartiennent au Créateur. La Terre n'appartient pas à l'humanité mais c'est plutôt l'humanité qui fait partie de la Terre. Les terres ont été créées pour que chaque être vivant puisse en profiter. Ce principe se reflète dans l'accord du « bol à une seule cuillère » qui vise à prendre seulement ce dont nous avons besoin afin de préserver notre terre pour les générations futures, en laisser suffisamment aux autres en guise de respect et de bienveillance, tout en la maintenant propre par sa revitalisation, en vue des générations à venir.

L'ensemble des propriétés du Toronto Catholic District School Board se situent sur les terres traditionnelles des peuples Anishinabés, de la Confédération de Haudenosaunis, et des peuples Wendats. Nous reconnaissons que le territoire ciblé dans le Traité 13 appartient à la Première Nation des Mississaugas de Credit. Nous écoutons également les échos de leurs prières envers le Créateur et le respect de la beauté de notre Terre nourricière, tout en nous efforçant d'apprendre et de nous référer à la sagesse issue des traditions des Premières Nations, Inuit et Métis.

## **OUR MISSION**

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## **OUR VISION**

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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 12, 2025

7:00 P.M.

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	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Singing of O'Canada	
4. Roll Call and Apologies	
5. Approval of the Agenda	
6. Declarations of Interest	
7. Approval and Signing of the Minutes of the Meeting held January 15, 2025	1 - 7
8. Delegations	
9. Member Statements	
10. Presentations	
10.a Building Tomorrow, Together: A Vision for Long-Term Student Accommodation and Program Delivery - C. Clarke, Quadrant Advisory Group and M. Dean, Blueprint	8 - 25

- 10.b Safe Schools Annual Report 2023-2024 - M. Caccamo,  
Superintendent of Nurturing Our Catholic Community, Safe Schools  
and Continuing Education (Refer Item 14a)
- 10.c Revised Board Operating By-Law 175 - Highlights for the Special  
Education Advisory Committee - A. Ceddia, Executive General  
Counsel and Head of Legal Services
- 11. Notices of Motion**
- 12. Consent and Review**
- 13. Annual Calendar Items**
  - 13.a Special Education Advisory Committee Annual Calendar 2024-2025 (Draft) 26 - 29
  - 13.b Special Education Plan - February 2025 30 - 50

Sections for Discussion

  - 11. Provincial and Demonstration Schools in Ontario
  - 12. The Board's Consultation Process
  - 13. Special Education Advisory Committee
- 14. Reports of Officials for Information by the Board/Other Committees**
  - 14.a Safe Schools Annual Report 2023-2024 (Refer Item 10b ) 51 - 70
  - 14.b Special Services Superintendent Update - February 2025 71 - 73
- 15. Consideration of Motions For Which Previous Notice Has Been Given**
- 16. Unfinished Business**
- 17. Matters Referred/Deferred to the Committee by the Board and Other Committees**
- 18. List of Communications**
- 19. Association Reports**

20. **Inquiries**
21. **Pending List**
22. **Adjournment**

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

**HELD WEDNESDAY, JANUARY 15, 2025**

**PRESENT:**

**Trustees:**

F. D'Amico  
A. Kennedy  
M. Rizzo – Virtual

**External Members:**

G. Wedge, Chair  
G. Feldman, Vice Chair  
R. De Belchior – Virtual  
L. Mastrogiuseppe – Virtual  
D. Nightingale - Virtual  
I. Novak - Virtual  
M. Seymour - Virtual

**Staff:**

A. Della Mora  
C. Fernandes  
M. Meehan  
V. Cocco  
A. Coke  
D. Comacchio  
O. De Figueiredo  
M. Gendron  
R. Macchia  
  
S. Adaikpoh, Acting Recording Secretary

**4. Roll Call and Apologies**

Apologies were extended on behalf of Lisa Mason and Tyler Munro. Jennifer Di Francesco and Ashley Pabon were absent.

**5. Approval of the Agenda**

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

On the Vote being taken, the Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

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

MOVED by Trustee Kennedy, seconded by Geoffrey Feldman, that the Minutes of the Meeting held December 4, 2024 be approved.

On the Vote being taken, the Motion was declared

CARRIED

**12. Consent and Review**

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



13b) Special Education Plan January 2025 – Trustee Kennedy

Sections for Discussion:

8. Transition Planning;

9. Roles and Responsibilities; and

10. Categories and Definitions of Exceptionalities; and

14a) Special Services Superintendent Update – January 2025 – Trustee Kennedy

Trustee Rizzo left the meeting at 7:13 pm.

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

Richelle De Belchior left the virtual room at 7:26 pm.

Quorum was lost.

The Chair declared a five-minute recess to establish Quorum.

The meeting resumed with George Wedge in the Chair.

**PRESENT: (Following Recess)**

**Trustees:** F. D’Amico  
A. Kennedy

**External Members:** G. Wedge, Chair  
G. Feldman, Vice Chair  
R. De Belchior – Virtual  
L. Mastrogiuseppe – Virtual  
I. Novak - Virtual  
M. Seymour – Virtual

**12 Consent and Review**

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

On the Vote being taken, the Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN THE ABOVE MOTION**

13a) Draft Special Education Advisory Committee (SEAC) Annual Calendar 2024-2025

**13. Annual Calendar Items**

MOVED by Trustee Kennedy, seconded by Geoffrey Feldman, that Item 13b) be adopted as follows:

**13b) Special Education Plan January 2025** received.

**Sections for Discussion:**

**8. Transition Planning;**

**9. Roles and Responsibilities;** and

**10. Categories and Definitions of Exceptionalities**

On the Vote being taken, the Motion was declared

CARRIED

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

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that Item 14a) be adopted as follows:

**14a) Special Services Superintendent Update – January 2025** received.

Deborah Nightingale joined the virtual room at 7:32 pm.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Kennedy, that the Agenda be reopened.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Geoffrey Feldman, seconded by Trustee Kennedy, that the Agenda, as amended to include Item 19a) Association Report From Association for Bright Children regarding the Resignation of Deborah Nightingale as SEAC's Representative, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**19. Association Reports**

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

- 19a) From Association for Bright Children regarding the Resignation of Deborah Nightingale as SEAC's Representative received.**

On the Vote being taken, the Motion was declared

CARRIED

**22. Adjournment**

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

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# Building Tomorrow, Together: A Vision for Long-Term Student Accommodation & Program Delivery



**Toronto Catholic District School Board**  
**February 12, 2025 (SEAC Session)**

# Agenda

1. What is Long-Term Accommodation and Program Plan?
2. Changing City Landscape & Enrolment Challenges
3. Challenges
4. Overview of the Long-Term Accommodation and Program Plan Concepts
5. LTAPP Strategies
6. Program Review
7. Engagement Opportunities and Next Steps
8. Q & A

## What is a Long-Term Accommodation & Program Plan?

- The Long-term Accommodation & Program Plan (LTAPP) is a planning tool that guides student accommodation planning and program delivery over a 15-year period.
- LTAPP reports are usually updated every 5 years to account for changes in legislation & funding policies, demographic & enrolment trends, Board policies and decisions taken, etc.
- School boards typically review LTAPP findings with a variety of stakeholders and the Ministry of Education.



# What is a Long-Term Accommodation & Program Plan?

The types of future Board decisions/actions considered in the development and implementation of LTAPP studies include:

- School Boundary Reviews.
- Accommodation & Program Reviews (i.e. potential adjustments to location or delivery of programs due to program pressures).
- Acquiring land or an interest in land, in order to build new schools in underserved areas.
- Facility renewal and life-cycle replacement.
- New school construction or additions due to projected increases in enrolment.
- Identify potential partnership opportunities.
- Identify future Capital Projects and potential funding sources.
- Identify financial impact of future Board decisions on capital and operating (including staffing costs) budgets.
- Evaluating potential for capital projects designed to balance enrolment to capacity.

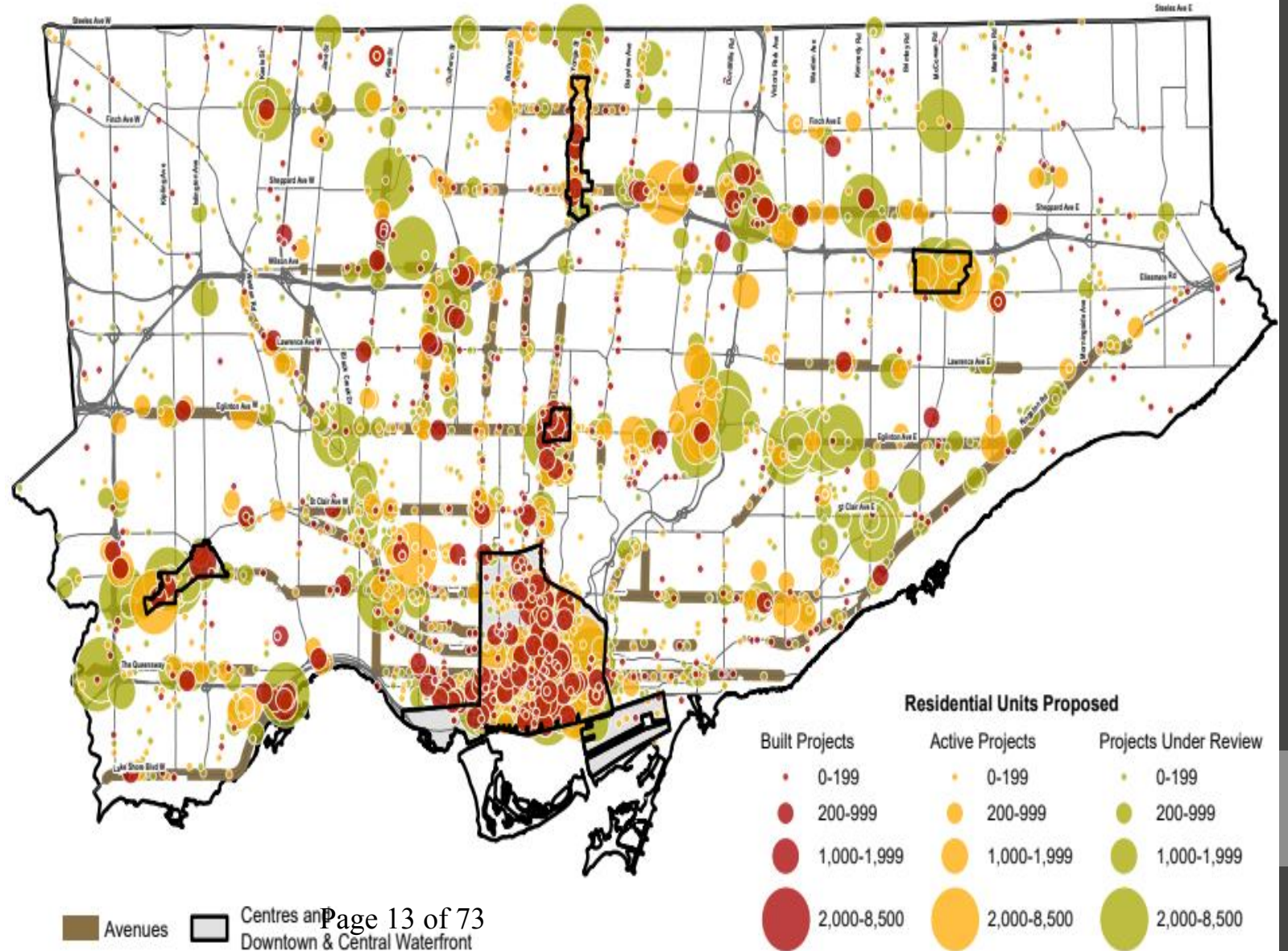
# Development of LTAPP is Designed to Address

- Sustainability and Resource Optimization
- Cost-effective Facility Portfolio Management
- Equity, Inclusion and Improved Accessibility to Programs
- Innovation and Flexibility in Education

# Changing City Landscape & 15-year TCDSB Enrolment Challenges

## Key Insights:

- Catholic school-age populations continue decline (35% in 1991 – 24.2% in 2021).
- The rise in high-rise developments contributes minimally to student enrolment.
- Major residential developments downtown lack sufficient schools.

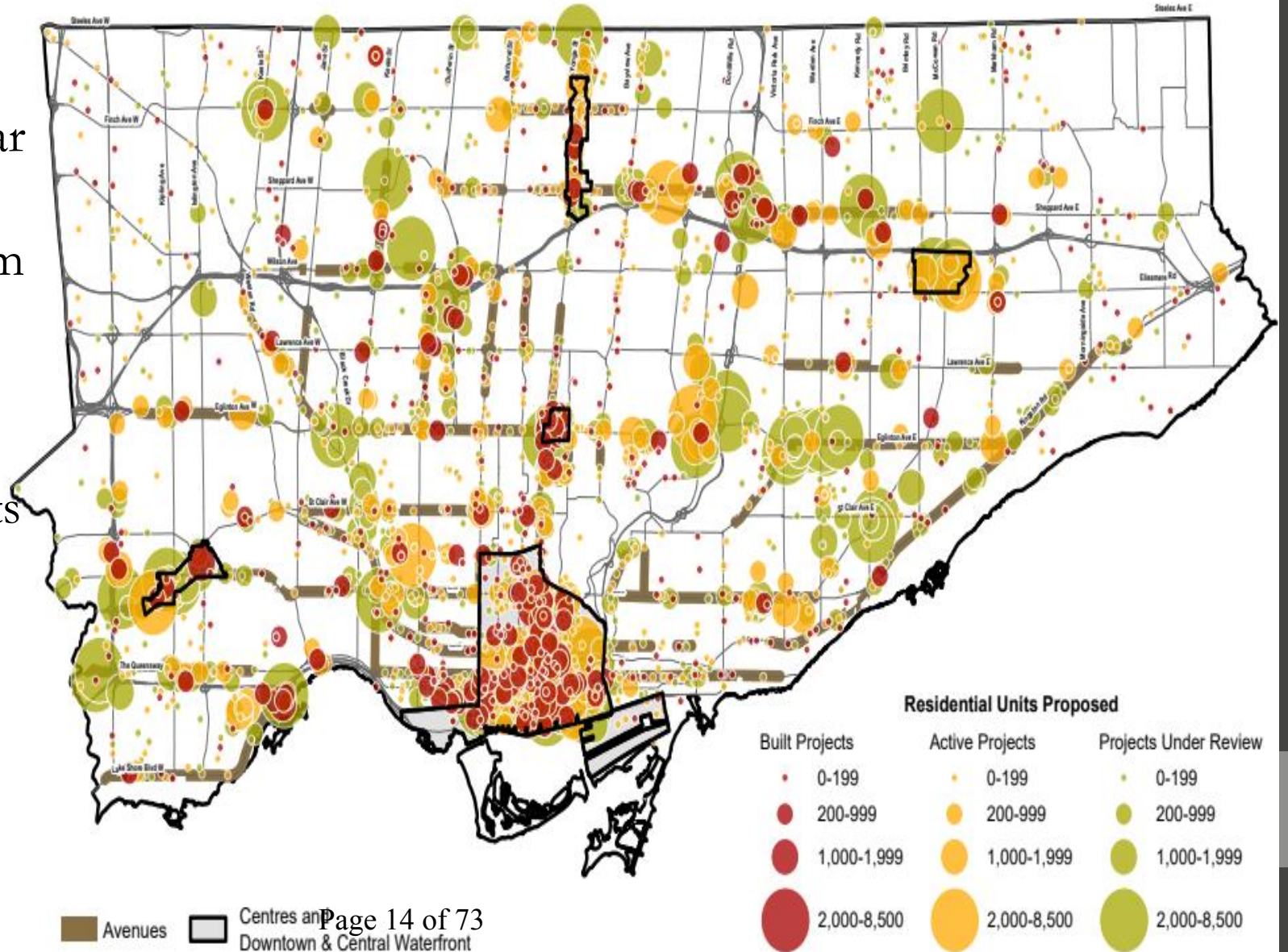




# Changing City Landscape & 15-year TCDSB Enrolment Challenges

## Key Insights:

- Recent MoF population projections reduced 15-year growth in elementary school age population from 18.7% in Spring 2021 to 3.9% Fall 2024.
- Federal immigration targets have reduced.
- Housing affordability impacts retention of families within Toronto.



# Challenges

- Only capital-related funding sources available to Ontario School Boards under current funding model are:
  - School Renewal funds (subject to expenditure time limits) & Condition Assessment Funds
  - Operating Funds (primarily based on per pupil formula therefore operating budgets adversely affected by under utilization of facilities)
  - Education Development Charges to acquire land to provide accommodation in underserved areas (however potential revenue is ‘capped’ and continued access to EDCs dependent upon eligibility)
  - Competing against all Ontario school boards for limited Capital Priority funds (requires that proposed projects support provincial investment policies)
  - No funding to invest in new or expanded program enhancements

# Challenges

- Many TCDSB schools more than 50-60 years old and were designed to serve a very different layout of Catholic-supported communities than is evident today.
- Not all schools are the right-size and in the right locations to serve current and future TCDSB students.
- Funding Limitations Impact:
  - New school construction, additions, and major retrofits
  - Upgrading schools with advanced learning spaces
  - Land acquisition for underserved areas
  - Expanding specialty programs
  - Supporting child care, before/after school programs, and community services.

# Overview of the Long-Term Accommodation and Program Plan Concepts

- **Self-Funding Opportunities?:** Explore opportunities for the TCDSB to self-fund over \$2 billion in facility and program improvements, reducing reliance on capital priority approvals (i.e. grants funded via taxpayer dollars).
- **Optimizing Resources:**
  - Ensure facility capacity & utilization and operating costs are better aligned with student enrolments.
  - Address renewal backlog costs through school rebuilds. Continued use of holding facilities to accommodate rebuilds.
- **Program Enhancement:** Invest in tech-supported learning, equitable and improved access to specialized programs for all students, as a concept for future exploration.
- **Future-Focused Capital Investments:**
  - Focus funding based on right-size & right location to serve TCDSB students over the long term.
  - Partner in land redevelopment and explore mixed-use opportunities.



# LTAPP Accommodation Strategies Employed

## Strategic Investments in Schools

- **New Schools & Rebuilds**
  - Establish new schools in underserved areas (per EDC by-law).
  - Right-size and rebuild schools to align with projected enrolment.
- **Renewal & Retrofits**
  - Invest in school renewals and major retrofits.
- **Property Optimization**
  - In accordance with Ministry policy for dispositions, assess potential partnership opportunities.
  - Consider severing and selling portions of select large properties.
- **Boundary & Utilization Reviews**
  - Conduct boundary reviews to enhance facility utilization and efficiency.



# LTAPP Accommodation Strategies Employed

## Collaborative & Future-Focused Development

- **City & Community Partnerships**

- Collaborate with the City to improve adjacent park amenities and secure exclusive use agreements.
- Work with nearby boards for joint elementary schools with shared playfields.
- Partner with major sports facilities for secondary schools with athletic programs.

- **Sustainable & Specialized Learning Spaces**

- Develop smaller, sustainably enrolled schools in dense urban areas.
- Establish strategically located alternate learning and administration spaces.
- Explore development of congregated learning settings for enhanced education access.

- **In-House Facilities & Trades Education**

- Establish a facility for maintenance and construction, including a machine learning-focused secondary school.

# Program Review

## Overarching Goal

- Identify forward-looking opportunities to enhance specialized programming and ensure that all students, no matter where they live in the city, have access to high-quality programming

## What we did:

- Drew on multiple sources of data, including focus groups and surveys of principals, quantitative analysis of TCDSB and Statistics Canada data, and an evidence review and jurisdictional scan
- Insights and inputs from community meetings, trustees, and Board staff will be incorporated to further strengthen recommendations

# Programming Trends and Insights

## Overarching Insights

- Effectiveness of specialized programming is driven by the **quality of instruction** and supported by investments in **“future-ready” facilities**.
- Analysis of TCDSB data indicates that there are opportunities to make **access and enrolment in specialized programming more equitable**.
- Interest in **expanding/enhancing specialized program offerings** to align with community interest and demand (e.g., for athletics programming).

## Program-Specific Insights

- Growing evidence on the importance of **career- and sector-focused programming** aligned with local in-demand, living-wage jobs for preparing all students for the future of work.
- School boards are prioritizing investments in **STEAM programming** and keeping pace with **technological advancements** (e.g., in generative AI-supported learning).
- Ongoing challenges province-wide with **French programming** (e.g., in recruiting qualified teachers, student retention, and equitable access).

## Program Review Recommendation Highlights

- Strengthen career-focused and STEAM programming to align with future job markets.
- Monitor French programming to address access and staffing challenges.
- Explore interest in, and feasibility of, a High-Performance Athletics program in East Toronto.
- Work in collaboration with teachers' unions and other key stakeholders to enhance recruitment, retention and professional development strategies that support high-quality specialized programming.
- Standardize application processes for equity in specialized programs.
- Continue to strengthen data collection and monitoring for specialized programming to understand whether, how, and in what ways programs are making a difference for students.

## Engagement Opportunities & Next Steps

In addition to this presentation, a range of engagement opportunities will be available for communities and stakeholders to provide feedback on the draft LTAPP.

These opportunities include:

- Online Q&A Forum
- Focus Groups (e.g., Union Partners, SEAC, CPIC, CSLIT)
- In-Person Town Hall Meetings
- Online Survey

The final LTAPP, incorporating all feedback from the engagement process, will be presented to the Board of Trustees for approval in Spring 2025.

# Q & A

THANK YOU

# Draft SEAC Annual Calendar 2024-2025

Month	
September	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> <li>• Develop or review SEAC annual goals for the new academic year</li> </ul>
	<p><b>This month is:</b></p> <ul style="list-style-type: none"> <li>• FASD Awareness Day – September 9</li> </ul>
October	<p><b>Special Education Plan sections for discussion:</b></p> <ol style="list-style-type: none"> <li>1. The Board’s General Model for Special Education</li> <li>2. Identification, Placement, and Review Committee (IPRC) Process</li> <li>3. Special Education Placements Provided by the Board</li> </ol>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> </ul>
	<p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• Autism Awareness (Canada)</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD) Awareness (Canada)</li> <li>• Dress Purple Day (Ontario)</li> <li>• Learning Disabilities Awareness (Canada)</li> <li>• World Mental Health Day (October 10)</li> </ul>
November	<p><b>Special Education Plan sections for discussion:</b></p> <ol style="list-style-type: none"> <li>4. Individual Education Plan</li> <li>4A. Individual Education Plan – Elementary – Template</li> <li>4B. Individual Education Plan – Secondary - Template</li> </ol>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> </ul>
December	<p><b>Special Education Plan sections for discussion:</b></p> <ol style="list-style-type: none"> <li>5. Special Education Staff</li> <li>6. Specialized Equipment</li> <li>7. Transportation for Students with Special Education Needs</li> </ol>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> </ul>



# Draft SEAC Annual Calendar 2024-2025

	<ul style="list-style-type: none"> <li>• SEAC Elections (Inaugural)</li> <li>• SEAC Elections: Chair &amp; vice-Chair (Annual)</li> <li>• SEAC Advent Prayer Service</li> </ul> <p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• International Day of Persons with Disabilities (December 3)</li> </ul>
<p><b>January</b></p>	<p><b>Special Education Plan sections for discussion:</b></p> <ul style="list-style-type: none"> <li>8. Transition Planning</li> <li>9. Roles and Responsibilities</li> <li>10. Categories and Definitions of Exceptionalities</li> </ul>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> </ul>
	<p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• Bell Let's Talk Day (late January)</li> <li>• Parent Webinar <ul style="list-style-type: none"> <li>○ January 16 – Congregated Gifted Programs</li> <li>○ January 23 – Programs &amp; Services Available Through AccessOAP</li> </ul> </li> </ul>
<p><b>February</b></p>	<p><b>Special Education Plan sections for discussion:</b></p> <ul style="list-style-type: none"> <li>11. Provincial and Demonstration Schools in Ontario</li> <li>12. The Board's Consultation Process</li> <li>13. Special Education Advisory Committee</li> </ul>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• Superintendent of Special Services Update</li> <li>• Safe School Report</li> </ul>
	<p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• Psychology Awareness Month</li> <li>• Parent Webinar <ul style="list-style-type: none"> <li>○ February 19 – Transition to high school for Autistic students on the credit earning pathways</li> <li>○ February 20 – Transition to high school, intensive support programs</li> </ul> </li> </ul>

# Draft SEAC Annual Calendar 2024-2025

<b>March</b>	<p><b>Special Education Plan sections for discussion:</b></p> <p>14A. <i>Early Identification of Children’s Learning Needs Strategy for JK to Grade 1</i></p> <p>14B. <i>Classroom Support Process</i></p> <p>14C. <i>Early Identification Community Resources</i></p> <p>14D. <i>Early Identification Parent Brochure</i></p> <p>15. <i>Educational and other Assessments</i></p>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• <i>Superintendent of Special Services Update</i></li> <li>• <i>Accessibility Report</i></li> </ul>
	<p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• <i>Easter Seals Awareness Month</i></li> <li>• <i>World Down Syndrome Day – March 21</i></li> <li>• <i>National Social Work Week (1<sup>st</sup> week)</i></li> <li>• <i>CYW &amp; EA Appreciation Day (first Monday)</i></li> </ul>
<b>April</b>	<p><b>Special Education Plan sections for discussion:</b></p> <p>16. <i>Coordination of Services with Other Ministries or Agencies</i></p> <p>17. <i>Specialized Health Support Services</i></p> <p>18A. <i>Staff Development</i></p> <p>18B. <i>Professional Learning Plan</i></p>
	<p><b>Agenda items include:</b></p> <ul style="list-style-type: none"> <li>• <i>Superintendent of Special Services Update</i></li> <li>• <i>Update to Special Education Programs for 2025-2026</i></li> <li>• <i>Budget Update</i></li> </ul>
	<p><b>This month is...</b></p> <ul style="list-style-type: none"> <li>• <i>Autism Awareness Day – April 2</i></li> </ul>
<b>May</b>	<p><b>Special Education Plan sections for discussion:</b></p> <p>19A. <i>Multi-Year Accessibility Plan</i></p> <p>19B. <i>Accessibility Annual Report</i></p> <p>20. <i>Parent Guide to Special Education</i></p> <p>21. <i>Protocol for Partnerships with External Agencies</i></p> <p>22. <i>Board Improvement and Equity Plan</i></p>
	<p><b>Agenda items include:</b></p>

# Draft SEAC Annual Calendar 2024-2025

	<ul style="list-style-type: none"> <li>• <i>Superintendent of Special Services Update</i></li> <li>• <i>Budget Update</i></li> </ul>
	<p><b><i>This month is...</i></b></p> <ul style="list-style-type: none"> <li>• <i>Children’s Mental Health Week (first week)</i></li> <li>• <i>Speech, Language &amp; Hearing Awareness</i></li> </ul>
<b>June</b>	<p><b><i>Agenda items include:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Superintendent of Special Services Update</i></li> <li>• <i>Budget Update</i></li> </ul>
	<p><b><i>This month is...</i></b></p> <ul style="list-style-type: none"> <li>• <i>National Deaf Blind Awareness</i></li> </ul>



# SPECIAL EDUCATION PLAN

**FEBRUARY 2025**



## SECTIONS FOR DISCUSSION

11. Provincial and Demonstration Schools in Ontario
12. The Board's Consultation Process
12. Special Education Advisory Committee

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## **Section 11**

Provincial and Demonstration Schools in Ontario



## PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO



Provincial Schools and Demonstration Schools are part of the Provincial Schools Authority (PSA), which was established under the Provincial School Negotiation Act.

These schools are operated by the Ministry of Education and provide education for elementary and secondary school students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities. The schools also provide outreach services and opportunities for professional development for staff working for school boards.

### PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS:

- are operated by the Ministry of Education;
- provide education for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide outreach and home-visiting services to parents of preschool children who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- provide school board teachers with resource services;
- provide professional development for teachers.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296, "Ontario Schools for the Blind and the Deaf ". Application for admission to a Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

The following four Provincial Schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind:

- W. Ross Macdonald School, Brantford
- Ernest C. Drury School for the Deaf, Milton

- 
- Robarts School for the Deaf, London
  - Sir James Whitney School for the Deaf, Belleville

The language of instruction at the three schools for the Deaf is American Sign Language (ASL). The language of instruction at the W. Ross Macdonald School for the Blind and Deafblind is English.

The Centre Jules-Léger, which functions as both a Provincial School and a Demonstration School, provides instruction for the Deaf in Langue des Signes Québécois (LSQ). All other instruction is in French.

The following three Demonstration Schools provide education for students who have severe learning disabilities. Instruction at these schools is in English:

- Amethyst School, London
- Sagonaska School, Belleville
- Trillium School, Milton

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

Below are brief descriptions of the various types of schools. Contact information for all Provincial and Demonstration Schools in Ontario can be found in Appendix F-2. More information on these schools is also available on the Provincial Schools Branch page of the ministry website.

## **PROVINCIAL SCHOOLS FOR STUDENTS WHO ARE BLIND OR HAVE LOW VISION OR ARE DEAFBLIND**

The W. Ross Macdonald School in Brantford and the Centre Jules-Léger in Ottawa provide education for students who are blind or have low vision or are deafblind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-Léger, instruction is in French.

The schools, which are also provincial resource centres for visually impaired and deafblind children and youth, provide:

- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs at these schools:

- are tailored to the needs of the individual student and are designed to help these students

- 
- learn to live independently in a non-sheltered environment;
  - are delivered by specially trained teachers;
  - follow the Ontario curriculum developed for all students in the province;
  - offer a full range of courses at the secondary level;
  - offer courses in broad-based technology and mobility training;
  - are individualized to offer a comprehensive "life skills" program;
  - provide home visiting for parents and families of preschool deafblind children to assist in preparing these children for their future education.

## **PROVINCIAL SCHOOLS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING**

The following Provincial Schools offer services for students who are Deaf or hard of hearing:

- Centre Jules-Léger, Ottawa
- Ernest C. Drury School for the Deaf, Milton
- Robarts School for the Deaf, London
- Sir James Whitney School for the Deaf, Belleville

The Centre Jules-Léger serves francophone students and families throughout Ontario.

These schools provide elementary and secondary school programs for students from Kindergarten to the end of high school. The programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student's special education needs are met as set out in his or her IEP. Provincial Schools for students who are Deaf or hard of hearing:

- provide rich and supportive educational environments that facilitate student's language acquisition, learning, and social development through American Sign Language (ASL) and English, or through Langue des Signes Québécois (LSQ) and French;
- operate day and residential programs;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each Provincial School has a resource services department that provides:

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

Additional information can be obtained from the resource services departments of the Provincial Schools.



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## **DEMONSTRATION SCHOOLS FOR STUDENTS WHO HAVE SEVERE LEARNING DISABILITIES**

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

- provide special residential education programs for students between Grades 4 and 11;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to transition back to their local school within the same school year.

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London
- Centre Jules-Léger, Ottawa
- Sagonaska School, Belleville
- Trillium School, Milton

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Léger, instruction is in French.

### **Admission Procedures:**

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

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

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## **Referrals:**

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

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

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

## **The Provincial Committee On Learning Disabilities:**

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

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

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

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

The Ministry of Education provides the services of two Provincial Schools for the Deaf.

E.C. Drury School in Milton is the residential school for the Deaf for students in the Toronto area.

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

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

### **Admission Procedures:**

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

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- the applicant must be five years of age on or before the 31st of December of the year of admission;
- the applicant or parents must submit evidence satisfactory to the Provincial Superintendent (Schools for the Deaf ) that, because of a severe or profound hearing loss, the applicant is in need of a Special Education Program;
- an Identification, Placement and review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School the Blind or Deaf ( a letter supporting the application must be submitted).

### **Referrals:**

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

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

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

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

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

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

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

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

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

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

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

## **Criteria for Admission**

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

- The applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- Be educationally blind or deafblind, i.e. unable to use his/her sense of vision or vision/hearing

- 
- to benefit from a program for blind or deafblind students;
  - The school board and parents shall submit evidence satisfactory to the Provincial School that the applicant is in need of a Provincial School Program;
  - An Identification Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School for the Blind or DeafBlind;
    - The applicant shall have been assessed by a resource services consultant from the W. Ross Macdonald School.

### **Referrals:**

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

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

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

### **The Provincial Admission Committee for Schools for The Blind and DeafBlind:**

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

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

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

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

## **TRANSPORTATION:**

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently 14 TCDSB students attending Provincial Schools at this time.

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

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

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

## **ENROLMENT AS OF JUNE 30, 2023 IN PROVINCIAL AND DEMONSTRATION SCHOOLS BY EXCEPTIONALITY:**

<b>Blind/Low Vision</b>	<b>Deaf or Hard of Hearing</b>	<b>Learning Disabilities</b>	<b>Deaf Blind</b>
<b>2</b>	<b>12</b>	<b>0</b>	<b>0</b>

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## CONTACT INFORMATION FOR PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

### **Provincial Schools**

Centre Jules-Léger  
281, rue Lanark, Ottawa, ON K1Z 6R8  
[www.psbnet.ca/eng/schools/cjl.html](http://www.psbnet.ca/eng/schools/cjl.html)      Tel: 613-761-9300      TTY: 613-761-9302

Ernest C. Drury School for the Deaf  
255 Ontario Street South, Milton, ON L9T 2M5  
[www.psbnet.ca/eng/schools/ecd/index.html](http://www.psbnet.ca/eng/schools/ecd/index.html)      Tel: 905-878-2851      TTY: 905-878-7195

Robarts School for the Deaf  
1515 Cheapside Street, London, ON N5V 3N9  
[www.psbnet.ca/eng/schools/robarts/index.html](http://www.psbnet.ca/eng/schools/robarts/index.html)      Tel: 519-453-4400      TTY: 519-453-4400

Sir James Whitney School for the Deaf  
350 Dundas Street West, Belleville, ON K8P 1B2  
[www.psbnet.ca/eng/schools/sjw/index.html](http://www.psbnet.ca/eng/schools/sjw/index.html)      Tel: 613-967-2823      TTY: 613-967-2823

W. Ross Macdonald School  
350 Brant Avenue, Brantford, ON N3T 3J9  
[www.psbnet.ca/eng/schools/wross/index.html](http://www.psbnet.ca/eng/schools/wross/index.html)      Tel: 519-759-0730

### **Demonstration Schools**

Amethyst School  
1515 Cheapside Street, London, ON N5V 3N9  
[www.psbnet.ca/eng/schools/amethyst/index.html](http://www.psbnet.ca/eng/schools/amethyst/index.html)      Tel: 519-453-4408

Centre Jules-Léger, see Provincial Schools above

Sagonaska School  
350 Dundas Street West, Belleville, ON K8P 1B2  
[www.psbnet.ca/eng/schools/sagonaska/index.html](http://www.psbnet.ca/eng/schools/sagonaska/index.html)      Tel: 613-967-2830

Trillium School  
347 Ontario Street South, Milton, ON L9T 3X9  
[www.psbnet.ca/eng/schools/trillium/index.html](http://www.psbnet.ca/eng/schools/trillium/index.html)      Tel: 905-878-2851

### **Reference Documents**

Provincial and Demonstration Schools Ministry Website  
<https://pdsbnet.ca/en/>

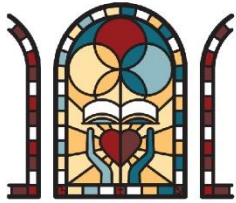
Contact information for Provincial and Demonstration Schools  
<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/appendix-f-2>

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## **Section 12**

### The Board's Consultation Process





# THE BOARD'S CONSULTATION PROCESS



## THE CONSULTATION PROCESS DESCRIPTION

When developing and updating the TCDSB Special Education Plan, many sources of stakeholder input are taken into consideration. Feedback is provided at various times throughout the school year by members of the TCDSB community including students, parent/guardians, teachers, members of *Catholic School Parent Councils (CSPCs)*, community organizations, the *Special Education Advisory Committee (SEAC)*, and Student/Adult Trustees. Parents/ Guardians and other TCDSB community stakeholders are always welcome to provide input about Special Education programs and services and can do so through contact with the Superintendent of Special Services or any other member of the TCDSB Special Services team.

## SEAC CONSULTATION (REGULATION 464/97)

Guided by Regulation 464/97, the SEAC committee, in particular, monitors the Special Education Plan and has the opportunity, several times a year, to provide feedback. Other annual sources of stakeholder input are found in the student voice through the *Catholic Student Leadership Impact Team (CSLIT)* and the *Elementary Catholic School Leadership Impact Team (E-CSLIT)*; individual expressions of parent/guardian concern regarding Board procedures and /or policies; CSPC input regarding local and system Special Education programs/services; input from SEAC Organizations and Community Reps; input by members of other Board statutory committees such as *Catholic Parent Involvement Committee (CPIC)*; and both elementary and secondary school staff through ongoing engagement with schools regarding Special Education programs and services being delivered at those sites. These collective sources of input help to inform updates and changes to the delivery of TCDSB Special Education programs and services where practical, throughout the school year.

## REPORTS RECEIVED FROM SEAC

The SEAC committee formed a working group during the 2022-2023 school year, consisting of members of SEAC. As per the *Draft SEAC Calendar*, sections of the Special Education Plan were reviewed. The feedback from the working group was included in the monthly SEAC Meeting Agenda according to the calendar schedule.

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## RESPONSE FROM THE BOARD

Documentation of the sections of the plan that have been updated are included in the July 2023 Special Education Plan Checklist provided to the Ministry of Education. SEAC will be provided a response to the feedback received during the 2022-2023 school year at the October 2023 SEAC meeting. Included will be the recommendations that were made by SEAC and the response to the recommendations.

## REVIEWS

There have been no internal or external program reviews in the past five years. There is no program review planned as of July 2023.

## STAKEHOLDER SURVEYS

With the support of the TCDSB Research Department student, staff and parent/guardian input about the TCDSB programs/services, including Special Education, is garnered through a variety of surveys such as the *Administrator Voice*, *My School My Voice*, *Parent Voice*, *Safe and Caring Catholic School Climate*, *Safe Schools*, *Teacher Voice* and *Transitions*. Communications to stakeholders inviting participation are shared in advance of the surveys. Reports to Board are prepared reflecting key results of these surveys.

The SEAC working group will continue to follow the *SEAC Draft Calendar* to provide regular feedback on the *Special Education Plan*. SEAC meetings are held monthly from September to June.

A schedule of upcoming meetings can be found on the TCDSB website and includes the meeting agenda, minutes and video recordings of past meetings should individuals wish to review the meetings. <https://www.tcdsb.org/page/board-committee-meetings>

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**Section 13**  
Special Education Advisory Committee



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)



*The Education Act section 57.1 requires every district school board and school authority to establish a Special Education Advisory Committee (SEAC). The details relating to the functions and mandates of SEAC are in Regulation 464/97.*

### PURPOSE OF A SEAC

The role of a SEAC as set out in the governing legislation is to:

...make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. Regulation 464/97. s11(1)

Before making a decision about any recommendation, the board is required to provide an opportunity for the SEAC to be heard before the board and any committee to which the recommendation has been referred. SEAC functions in an advisory capacity. SEAC makes recommendations to the board by way of motions passed at meetings and may also attend before the board to make representations.

In addition, the board must ensure that the SEAC is provided with the opportunity to:

- participate in the annual review of its special education plan
- participate in the annual budget process to the extent that it relates to special education
- review the financial statements of the board as they relate to special education.

### COMPOSITION OF A SEAC

Regulation 464/97 sets out in detail who is to be appointed to a SEAC. A school board appointed SEAC must consist of:

- a. one representative from each of the local associations that operates locally, provided that no more than 12 representatives will be appointed
- b. one alternate from each of the local associations who has a representative appointed
- c. a set number of representatives from the board, determined in accordance with the regulation
- d. if the number of board representatives appointed under a subsection (c) is less than three, one alternate from the board

- 
- e. if the board is required under the Education Act to have one or more members to represent the interests of Indian students, one or two members to represent the interests of Indian students
  - f. one or more additional members appointed by the board at their discretion who are neither representatives of local association or members of the board or another committee of the board. [Regulation 464/97, s2(1)].

The number of school board representatives is equal to either 25% of the total number of board members (rounded down) or 3, whichever is less.

A SEAC established by a school authority has a reduced number of local association and authority representatives: 2 local association representatives (and one alternate) and 1 authority representative (and one alternate).

## **LOCAL ASSOCIATIONS**

A "local association" is defined as:

...an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. [Regulation 64/97, s1]

A SEAC may not have more than 12 local association representatives. If more than 12 seek appointment to the SEAC, the board is to decide which 12 will be represented.

Local association members and alternates are nominated by the association and appointed by the local board or authority. Appointment by the board is generally automatic upon nomination by the local association.

## **ELIGIBILITY FOR NOMINATION**

To be eligible, a nominee must be qualified to vote for members of the board, which means that he or she must be:

- a Canadian citizen
- 18 years of age or older a local resident
- qualified as an elector of that board and not eligible to vote for members of another board (for example, French language school board) and must not be an employee of the board in question.

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A member or alternate will automatically lose his or her seat if he or she:

- is convicted of an indictable offence and the time for appeal has lapsed or an appeal has been unsuccessful
- misses three consecutive meetings which he or she is required to attend unless authorized to do so by the SEAC, as evidenced by a resolution entered in the minutes
- no longer meets the requirements for membership as set out above.

When a vacancy occurs, a replacement member will be appointed in accordance with the general regulations. The replacement will be drawn from the same category or member as the person he or she is replacing. Until a replacement has been appointed, the alternate is required to attend the meetings.

## **TERM OF APPOINTMENT**

A SEAC is appointed for the same duration as the board. Each member who remains eligible for membership retains his or her position until a new board is organized.

## **MEETINGS OF THE SEAC**

The SEAC must meet at least 10 times a year. Members are required to attend all meetings of the SEAC. When a member cannot attend, he or she must advise the alternate, who is then required to attend that meeting. As set out above, failure to attend three consecutive meetings will result in the member being removed.

Meetings may be held electronically. Specific regulations govern the holding of electronic meetings and these requirements must be met for a valid electronic meeting to be held [Regulation 463/97].

At the first meeting of a new SEAC, a chair and vice-chair must be elected. The chair, and in his or her absence, the vice-chair are responsible for the running of meetings. If neither the chair nor vice-chair is present at a meeting, the remaining members must elect a person to act as chair for that meeting.

Each member (including the chair and vice-chair), or his or her alternate, has one vote. All decisions of the SEAC must be made by a majority of the members present. Where a vote is even, the motion fails.

Quorum for a meeting is a majority of the total number of members. For example, if the SEAC consists of 17 members (12 local association representatives, 3 trustees and 2 community members), quorum would be 9 people in attendance at a meeting.

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## **ASSISTANCE OF THE BOARD**

The board has established a policy regarding the appointment and operation of SEAC which is in accordance with legislative requirements. The board is complying with the legislative requirements with regard to SEAC.

The board is required to make available to the SEAC "the personnel and facilities that the board considers necessary for the proper functioning of the committee". [Regulation 464/97,s20(1)].

The board is also required to provide the members and alternate members of the SEAC with information and orientation respecting:

- the role of the committee and of the board in relation to special education EDU and board
- policies relating to special education

The SEAC of the TCDSB willingly shares with interested parties information about upcoming conferences and workshops.

The memberships is also keenly interested and promotes new partnerships and initiatives. Presentations at the monthly meetings are a means of information.

## **SEAC MEETINGS**

SEAC meetings are public and may be viewed on line or attended in person at the Catholic Education Centre at 80 Sheppard Avenue, East.

The dates of the upcoming SEAC meetings can be found on the TCDSB website. Meetings are recorded and past agendas are available on the board website. <https://www.tcdsb.org/page/board-committee-meetings>

Parents may delegate at a SEAC meeting. Information regarding delegations may be found on the TCDSB website. <https://www.tcdsb.org/page/delegations>

## **SEAC EMAIL CONTACTS**

Members of SEAC may be reached at the email addresses below.

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP AS OF JUNE 15, 2023

<b>Melanie Battaglia</b> <i>Autism Ontario</i>	<a href="mailto:Melanie.Battaglia@tcdsb.org">Melanie.Battaglia@tcdsb.org</a>
<b>Richelle De Belchior</b> <i>Community Representative</i>	<a href="mailto:Richelle.deBelchior@tcdsb.org">Richelle.deBelchior@tcdsb.org</a>
<b>Geoffrey Feldman</b> <i>Ontario Disability Coalition</i>	<a href="mailto:Geoffrey.Feldman@tcdsb.org">Geoffrey.Feldman@tcdsb.org</a>
<b>Lori Mastrogiuseppe</b> <i>FASworld Toronto</i>	<a href="mailto:Lori.Mastrogiuseppe@tcdsb.org">Lori.Mastrogiuseppe@tcdsb.org</a>
<b>Lisa McMahon</b> <i>Community Representative</i>	<a href="mailto:Lisa.McMahon@tcdsb.org">Lisa.McMahon@tcdsb.org</a>
<b>Tyler Munro</b> <i>Integrated Action for Inclusion in Education</i>	<a href="mailto:Tyler.Munro@tcdsb.org">Tyler.Munro@tcdsb.org</a>
<b>Deborah Nightingale</b> <i>Association for Bright Children of Ontario (ABC Ontario)</i>	<a href="mailto:Deborah.Nightingale@tcdsb.org">Deborah.Nightingale@tcdsb.org</a>
<b>Ivona Novak</b> <i>Community Representative</i>	<a href="mailto:Ivona.Novak@tcdsb.org">Ivona.Novak@tcdsb.org</a>
<b>Mary Pugh</b> <i>Voice for Hearing Impaired Children</i>	<a href="mailto:Mary.Pugh@tcdsb.org">Mary.Pugh@tcdsb.org</a>
<b>George Wedge</b> <i>Easter Seals Ontario</i>	<a href="mailto:George.Wedge@tcdsb.org">George.Wedge@tcdsb.org</a>
<b>Frank D'Amico</b> <i>Trustee</i>	<a href="mailto:Frank.Damico@tcdsb.org">Frank.Damico@tcdsb.org</a>
<b>Angela Kennedy</b> <i>Trustee</i>	<a href="mailto:Angela.Kennedy@tcdsb.org">Angela.Kennedy@tcdsb.org</a>
<b>Maria Rizzo</b> <i>Trustee</i>	<a href="mailto:Maria.Rizzo@tcdsb.org">Maria.Rizzo@tcdsb.org</a>





REPORT TO

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

## SAFE SCHOOLS ANNUAL REPORT 2023-2024

*Then the land will yield its fruit, and you will eat your fill and live there in safety.*  
~Leviticus 25:19

### Drafted

September 23, 2024

### Meeting Date

November 7, 2024

Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, Continuing Education, Religious Accommodations

Nadia Adragna, Principal of St. Martin Catholic Schools and Safe Schools Department

### INFORMATION REPORT

**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.*



MULTI-YEAR STRATEGIC PLAN  
2022 - 2025

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



Brendan Browne  
Director of Education

Adrian Della Mora  
Associate Director of Academic Affairs & Chief Operating Officer

Derek Boyce  
Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam  
Chief Financial Officer and Treasurer

## **A. EXECUTIVE SUMMARY**

The nurturing of safe and caring learning environments, supported by positive Catholic school climates, continues to be a key goal for the Toronto Catholic District School Board. The Safe Schools Report and Action Plan outline priorities and actions that foster safe, caring, and inclusive environments, rooted in the love of Christ. These priorities are informed by various data sources listed in Section C of this report.

There was a decrease in severe incidents, board expulsions and school expulsions, and a significant decrease in suspensions among students with an Individual Education Plan (IEP). Various factors examined in Section C below provide contextual insight on suspension and expulsion data and inform our priorities and action items for 2024-2025.

In addition, all schools review their local Safe Schools metrics with their Safe and Accepting Schools Teams. This review is used to inform each school's 2024-2025 Safe Schools Plan. The components of each plan include action items for Bullying Awareness, Prevention and Intervention, Progressive Discipline, and Positive School Climate. Area Superintendents and the Safe Schools Department review monthly suspension and expulsion data of schools and support principals as needed.

**The cumulative staff time required to prepare this report was 110 hours.**

## **B. PURPOSE**

1. The 2023-2024 Safe Schools Report reviews key metrics, programs, and activities aimed at creating a safe, inclusive learning environment.
2. Information in the following areas will be shared in this report:
  - i. Action Items for 2024-2025 (Appendix A) responding to needs identified through the review of data.
  - ii. Review of 2023-2024 Action Items (Appendix B)
  - iii. Alternative Safe Schools Programs for Students (Appendix B)
  - iv. Suspension and Expulsion Data (Appendix C)

## **C. EVIDENCE/RESEARCH/ANALYSIS**

When comparing 2023-2024 data to 2022-2023, we have noted a decrease in the severity of incidents occurring in our schools which is reflected in the decrease in the number of suspensions pending possible expulsion issued. In addition, there was an overall decrease in the number of board expulsions and school expulsions approved

in the 2023-2024 school year. A significant decrease in the number of students with an IEP suspended in 2023-2024 is also noted which indicates that mitigating and other factors are being considered by principals when making important decisions related to progressive discipline. The percentage of students suspended under Section 306 of the *Education Act* remains unchanged in comparison to previous years excluding Covid years.

In addition, when reviewing data from SCALE, a trusted collaborative partner coordinating analytics activities for SafeTO, an increase in the number of youth (12-17) engaging in some violent activities across the city was also noted for the 2023 – 2024 school year. The Safe Schools Department has also considered this information in determining priorities for the 2024-2025 school year.

While in 2023 – 2024 most students engaged in in-person learning, some students continue to recover from the impacts of the pandemic and school closures. The pandemic has affected children’s social, emotional, and physical development and may continue to have an adverse impact on some students’ behaviour and decision-making. This impact, as well as others, continues to be considered when determining priorities for the 2024 – 2025 school year.

Most students in the Student Voice Survey reported feeling safe at school. Both elementary and secondary students report feeling safe in school and most areas in and around school. Responding to incidents of bullying continues to be an area of focus, and action items relating to dealing with this serious issue center on inclusion, celebrating diversity and emphasizing the dignity and worth of everyone as a child of God.

The Fresh Start process is non-disciplinary in nature. Please see Appendix B for additional information pertaining to student transitions related to concerns of safety.

Data sources for this report include, but are not limited to:

- i. Summary of Suspension and Expulsion Data
- ii. School Climate Surveys 2022-23 (administered every two years as mandated by the Ministry of Education)
- iii. The Middle Years Development Instrument (MDI)
- iv. Safe Schools’ alternative programs to support student achievement and well-being.
- v. Information shared by SafeTO/SCALE

## **2024 – 2025 Safe Schools Action Plan**

The Safe Schools Department has identified several action items for the 2024 – 2025 school year following a review of various data sources listed here in Section C of this report and in consultation with various TCDSB departments including Indigenous Education, Equity and Community Relations Department, Special Services Department, Nurturing Our Catholic Community Department, Research Department and Curriculum Leadership and Innovation Department. (See Appendix A.)

This Action Plan has been intentionally developed to promote healthy relationships within the context of a safe, positive, respectful, and caring Catholic school climate. The plan promotes inclusion, addresses discrimination, and adopts a trauma-informed, culturally relevant approach grounded in Catholic values.

This Action Plan aligns with the priorities in our Multi-Year Strategic and Pastoral Plans: “In God’s Image: Growing in Knowledge, with Justice and Hope”, Mental Health Action Plan, and Equity Action Plan.

Through the implementation of various strategies and interventions including restorative practice, consideration of mitigating and other factors, staff professional learning, student leadership and voice, parent and community engagement, the Safe Schools Department remains committed to supporting students in adopting more positive and pro-social behaviours.

In addition, all schools develop a Safe Schools Plan to address local needs and to identify initiatives and strategies that promote a positive school climate in their respective communities. Each year Safe and Accepting Schools Teams review the outcome of their Plan to celebrate successes and identify areas of continued focus.

### **Safe Schools Alternative Programs**

#### **St. Martin Catholic School**

St. Martin Catholic School supports expelled students and participants in the Voluntary Intervention Program (VIP). The school serves elementary students in grades 6- 8 and secondary school students in grades 9-12. (See Appendix B)

The Voluntary Intervention Program has become an increasingly important option for secondary students who are struggling with academic engagement and regular school attendance.

## **Transitional Intervention Program for Suspended Students (TIPSS)**

The long-term suspension program offers programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of 11-20 days, social work assistance is provided in addition to academic programming. Parents are not obligated to accept TIPSS support although participation is strongly encouraged.

Students are served by TIPSS teachers at sessions in Toronto Public Library sites and/or virtually. In circumstances where the parent/adult student chooses not to attend TIPSS, the school provides the student/family with work packages. In all cases, students are afforded the opportunity to continue with their learning while on long-term suspension. (See Appendix B)

## **D. METRICS AND ACCOUNTABILITY**

Throughout the 2023-2024 school year, the Safe Schools Department has collaborated with other TCDSB departments to implement various aligned action items. A summary of Safe Schools' action items and initiatives is included in Appendix B. Area Superintendents and Safe Schools Department review monthly suspension and expulsion data of schools and support principals as needed.

## **E. CONCLUDING STATEMENT**

This report is for the information of the Board of Trustees.

## **SAFE SCHOOLS DEPARTMENT 2024-2025 SAFE SCHOOLS ACTION PLAN**

The Safe Schools Department's priorities aim to foster healthy relationships in a safe, respectful, and caring Catholic school environment. Efforts emphasize promoting inclusion, dismantling racism and other forms of discrimination and providing a lens that is trauma-informed, culturally relevant and rooted in our Catholic faith and tradition. These priorities align with:

- **Multi-Year Strategic Plan: “IN GOD’S IMAGE”**
  - **Learning:** Growing in Knowledge
  - **Equity:** Growing in Knowledge with Justice
  - **Well-Being:** Growing in Knowledge with Justice and Hope
- **Pastoral Plan: “IN GOD’S IMAGE: Growing in Knowledge, with Justice and Hope!”**
  - Year 1 - Growing in Knowledge
  - Year 2 – Growing in Knowledge with Justice
  - Year 3 – Growing in Knowledge with Justice and Hope
- **Equity Action Plan**
  - Commitment to Indigenous Education: Two-Eyed Seeing Strategy or "Etuaptmumk"
  - Dismantling Anti-Black Racism Strategy
  - 2SLGBTQ+ Community Strategy



**SAFE SCHOOLS DEPARTMENT  
2024-2025 SAFE SCHOOLS ACTION PLAN**

The Safe Schools Department, in collaboration with various TCDSB departments, has developed priorities which include professional learning, resources, practices and initiatives.

Our priorities focus on four strands, outlining key areas and themes for the 2024-2025 school year.

<b>Strand</b>	<b>Focus</b>	<b>Themes</b>
<b>Positive Student Behaviour and Wellbeing</b>	Promoting positive student behaviour and decision-making aligned with Ontario Catholic School Graduate Expectations	<ul style="list-style-type: none"> <li>▪ Tools to support self-regulation</li> <li>▪ Interventions to appropriately respond to threatening and worrisome behaviours</li> <li>▪ Promoting restorative practices to address conflict and nurture healing</li> <li>▪ Continued collaboration with SafeTO</li> </ul>
<b>Bullying Prevention and Healthy Relationships</b>	Promoting healthy relationships where all students feel welcomed, accepted, included, loved and celebrated as created in God’s image	<ul style="list-style-type: none"> <li>▪ Bullying awareness, prevention, intervention and supports</li> <li>▪ The role of empathy in nurturing caring and supportive relationships</li> <li>▪ Tools to support healthy relationships within the classroom</li> <li>▪ Strategies to support positive student interactions during unstructured time (recess)</li> <li>▪ Student empowerment in promoting safe, inclusive and accepting communities</li> </ul>



**SAFE SCHOOLS DEPARTMENT  
2024-2025 SAFE SCHOOLS ACTION PLAN**

<p><b>Positive School Climate, Inclusion and Equity</b></p>	<p>Creating inclusive classrooms where students feel safe, accepted, heard, and empowered as individuals uniquely and purposefully created by God</p>	<ul style="list-style-type: none"> <li>▪ Recognizing and challenging implicit bias</li> <li>▪ Inclusive language to create safer spaces</li> <li>▪ Addressing challenging behaviour within a culturally relevant, physically and emotionally safe learning environment</li> <li>▪ Recognizing one’s lived experience and developing ways to support our diverse student population</li> </ul>
<p><b>Mitigating and Other Factors to Support Students</b></p>	<p>Recognizing each student’s strengths and needs within their unique lived realities and identities. This approach promotes student achievement and overall well-being and offers a widened lens from which to reflect on student behaviours when considering an appropriate and supportive response</p>	<ul style="list-style-type: none"> <li>▪ Reviewing Mitigating and Other Factors Widening the Lens Tool with Administrators</li> <li>▪ Responding to students within a framework that is supportive and restorative within the classroom</li> <li>▪ Understanding students with special needs, their identifications and behavioural profiles and developing appropriate strategies to redirect student actions into more positive behaviours</li> </ul>







**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

In 2023-2024, the Safe Schools Department collaborated with multiple TCDSB departments to implement key initiatives. The following summary provides a detailed review of these priorities. A total of 3664 staff, including Senior Staff, Administrators, Teaching, Non-Teaching Staff and Students participated in professional learning opportunities offered throughout the year.

Safe Schools Department  
2023 – 2024 Action Items

Title	Description	Collaboration	Date
Promoting Student Safety and Violence Prevention	Reviewed strategies that promote student safety and violence prevention.	Safe Schools  Indigenous Education, Equity, and Community Relations	April 8, 2024
Elementary and Secondary Students with Special Needs: Understanding and Responding to Behaviour	Provided elementary and secondary educators with a foundational understanding of the motivations underlying student behaviour and strategies to redirect student actions into more positive and prosocial behaviours.	Safe Schools  Special Services	January 10, 2024
Posters to Promote Student Mental Health and Well-Being	Promote student mental health and well-being (elementary and secondary).	Safe Schools  Special Services	Launched in Fall 2023
SafeTO	The Safe Schools Department is heavily invested in this multi-sectorial approach to promoting community safety.	Safe Schools  Special Services  Indigenous Education, Equity, and Community Relations	Ongoing



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Physical Activity to Promote Student Wellness	Focused on a holistic system based on the principles of kinesiology and learning theory to help students increase self-responsibility, self-empowerment, and positive student behaviour.	Safe Schools Physical/Health/Outdoor Education	March 6, 2024
Art as a Tool to Promote Focus and Calm	Used art as a reflective activity to turn stress into calm helping students develop skills to better self regulate, de-escalate and problem solve.	Safe Schools	February 20, 2024
The Power of Language in Building Safe School Climates	Increased awareness, knowledge, and skills around the power of language in building inclusivity in school communities.	Safe Schools Indigenous Education, Equity, and Community Relations	May 1, 2024
Supporting Students Outside of Your Lived Experience	Focused on examining one’s own identity and learning how to support diverse groups of students in our communities.	Safe Schools Indigenous Education, Equity, and Community Relations	May 15, 2024
Introduction to Emotion Focused Therapy for Social Work and Psychology	Addressed how to respond to student’s emotional needs collaboratively and empathically to enable students to better understand their lived experience through emotional learning.	Safe Schools	February 23, 2024
Resolution Conference and Mediation Circles	Promotes the use of restorative practices to effectively respond to and address incidents involving conflict among students.	Safe Schools	November 16, 2023 March 7, 2024
Building Relationship with Toronto Transit	Collaborates with the Toronto Transit Commission to effectively deliver school presentations focused on travelling safely and responsibly by TTC.	Safe Schools	Ongoing



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Commission (TTC)			
Understanding Relational Aggression: Just One You (J.O.Y.) Project	Addressed the topic of Relational Aggression, including its origin, as well as interventions and strategies to promote positive student behaviour.	Safe Schools Elementary Guidance Nurturing Our Catholic Community	December 6, 2023
Anti-Sex Trafficking of Youth: Trauma-informed Prevention and Intervention	Focused on understanding human trafficking, developing skills to identify students who may be at risk, and providing appropriate intervention and supports.	Safe Schools Indigenous Education, Equity, and Community Relations	May 9, 2024
Creating a Trauma-Informed Classroom: Strategies and Supports	Centred on creating a trauma-informed classroom including reviewing the guiding principles of a trauma-informed approach and how they can be used to create a culturally relevant, physically and emotionally safe, caring learning environment.	Safe Schools	April 6, 2024
Deconstructing Your Implicit Biases	Focused on reflective activities that lead to a better understanding of one’s own implicit biases. This new self-awareness helps to nurture safe, caring, inclusive and equitable school climates.	Safe Schools Indigenous Education, Equity, and Community Relations	April 3, 2024
Safe Schools W.R.A.P. UP (Wellness, Religion, All My Relations and Physical Education)	Monthly elementary student virtual learning experiences focused on Growing in Faith, Growing in Christ, Virtues of the Month, Ontario Catholic School Graduate Expectations, Mental Health and Wellness, and Physical Education.	Safe Schools Indigenous Education, Equity, and Community Relations	Ongoing



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

		Nurturing our Catholic Community  Physical/Health/Outdoor Education  Art Department - Music	
Risk Review Training (START-AV and EARL-V3)	Risk Review training, leadership and support for all Psychology and Social Work staff continued throughout the 2023-2024 school year. These risk assessment tools assist our Mental Health professionals in supporting youth engaging in risky and worrisome behaviours.	Safe Schools  Special Services	October 19, 2023
C-L.E.A.P. Initiative (Catholic Leaders Engaging in Active Play)	Continued implementation of Catholic Leaders Engaging in Active Play (C-L.E.A.P.), a program designed to promote positive school climate, reduce conflict at recess and develop leadership skills among junior and intermediate students.	The Safe Schools  Physical/Health/Outdoor Education  Nurturing our Catholic Community	November 2, 2023
Effective Classroom Management: Hacking School Discipline	Addressed strategies on how to build a culture of responsible students and independent learners.	Safe Schools  Indigenous Education, Equity, and Community Relations	October 24, 2023
How to Create an Anti-Racist and Anti-Oppressive Classroom	Centred on self-reflection and implicit bias, culturally responsive pedagogy, understanding children and trauma, and practical strategies to create anti-racist and anti-oppressive classrooms in keeping with our Catholic teachings.	Safe Schools  Indigenous Education, Equity, and Community Relations	November 29, 2023



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Bullying Awareness, Prevention, Intervention & Supports	Rooted in our Catholic faith, emphasized the dignity of all persons, the importance of addressing bullying behaviours, promoting healthy relationships, and nurturing inclusion of all students in our school communities.	Safe Schools  Elementary Guidance  Nurturing our Catholic Community	November 8, 2023
Threat Assessment Training & Threatening, Worrisome Behaviours and Interventions	Aimed to increase participants' understanding of the threat assessment process that is designed to support students in crisis and to develop appropriate interventions and scaffolding that are culturally relevant and trauma informed.	Safe Schools	October 17, 2023 February 6, 2024
Addressing Challenging Behaviour in Adolescents	Assisted participants in developing an understanding of challenging youth behaviour and practical intervention strategies including anger management, relationship building and creating a positive, culturally relevant, physically and emotionally safe learning environment.	Safe Schools  Indigenous Education, Equity, and Community Relations	October 18, 2023
Empathy – The Social Emotion	Addressed key concepts and strategies that reinforce empathic behaviour in students.	Safe Schools  Elementary Guidance  Nurturing our Catholic Community	December 13, 2023
Class Meetings: A Restorative Approach	Focused on better understanding how class meetings can serve as a valuable component of a school-wide bullying awareness, prevention, and intervention plan.	Safe Schools  Indigenous Education, Equity, and Community Relations	January 24, 2024



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

		Nurturing our Catholic Community	
Tools to Support Self Regulation	Explored the relationship between self-regulation and the brain to support students in developing positive and pro social behaviours.	Safe Schools	January 25, 2024
Trauma: Impact and Interventions	Provided an understanding of the impact of trauma on children, how to develop a trauma-informed lens with which to view emotionally dysregulated students, and practical classroom interventions and strategies.	Safe Schools	February 29, 2024
Safe Schools Student Ambassador Symposiums	Student Ambassador Symposiums were held in the fall of 2023 (during Bullying Awareness and Prevention Week) and spring of 2024. Highlights included emphasis on Gospel values, inclusion and presentations related to healthy relationships, positive school climate, and empathy.	Safe Schools Nurturing our Catholic Community Special Services Indigenous Education, Equity, and Community Relations 21 <sup>st</sup> Century Learning	November 22, 2023 November 23, 2023 April 23, 2024 April 24, 2024

In addition, TCDSB staff can access various Safe Schools professional learning videos throughout the school year on our Safe Schools Employee Portal Page.



**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Safe Schools Department  
2023 – 2024 Additional Initiatives

In addition to the Action Items identified in the previous chart, the Safe Schools Department engaged in various initiatives throughout the 2023 – 2024 school year. The following summary provides a detailed review of these initiatives.

Title	Description
Principal/Vice Principal/Superintendent Professional Development	Professional Learning Topics: <ul style="list-style-type: none"> <li>• Anti-Sex Trafficking</li> <li>• Conducting Investigations</li> <li>• Improving School Community Safety Summit</li> <li>• Head Start: Newly Appointment Principals and Vice Principals</li> <li>• Issues and Succession Series: Newly Appointment Principals and Vice Principals</li> </ul>
Early Assessment Risk List-V3 Training	Targeted training provided to Social Work and Psychology Staff
K-12 Principal Meetings	Presentations on various Safe Schools topics delivered throughout the school year including, but not limited to <ul style="list-style-type: none"> <li>• Emergency Response Procedures</li> <li>• Emergency Crisis Response Plan</li> <li>• Search and Seizure</li> <li>• Safe and Accepting School Teams</li> <li>• Safe Schools Plan</li> <li>• Safe Schools Policies</li> </ul>
Vice Principal Meetings (Secondary)	Presentations on various Safe Schools topics delivered throughout the school year including, but not limited to <ul style="list-style-type: none"> <li>• Progressive Discipline</li> <li>• Progressive Discipline Application</li> <li>• Mitigating and Other Factors</li> <li>• Safe Schools Procedures</li> <li>• Scenarios</li> </ul>





**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Special Education Advisory Committee Presentation	Presentation of the Safe Schools Annual Report delivered to SEAC
Leaders of Your Own Learning	Presentations on various Safe Schools topics delivered to secondary teachers: <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Hacking School Discipline</li> <li>• Worrisome Behaviours</li> </ul>
New Teacher Induction Program	Presentations on various Safe Schools topics: <ul style="list-style-type: none"> <li>• Hacking School Discipline and Classroom Management</li> <li>• Threatening, Worrisome Behaviours</li> <li>• Progressive Discipline</li> </ul>
J.O.Y. Project Celebration	Students who participated in the J.O.Y. Project in 2023-2024 attended a full day symposium which included various workshops and activities.
Committee of Youth Officers (COYO) Conference	Safe Schools staff continue to collaborate with various stakeholder groups to organize the yearly conference. In addition, in 2023-2024 Safe Schools staff delivered a presentation highlighting various TCDSB Safe Schools initiatives.
Presentation for Central Resource Staff	Safe Schools staff delivered a targeted professional learning session on the topic “Art as a Tool to Promote Focus and Calm”.
TCDSB Celebrating Women 365	Safe Schools staff delivered a workshop to students on the theme “Trailblazers: Black Women Who Have Shaped Canada”.
Catholic Education Week Celebration	Safe Schools staff delivered a workshop to students on the theme “We are Called to Love”.





**SAFE SCHOOLS DEPARTMENT  
2023-2024 SAFE SCHOOLS METRICS**

Safe Schools Department  
2023 – 2024 Committee Involvement

Throughout the 2023-2024 school year, Safe Schools Department staff served as key members on various committees and contributed to meetings held throughout the school year. The following summary provides a review of these committees.

Title	Description
Safe Schools Advisory Committee	Regular meetings throughout the school year to discuss various Safe Schools topics including TCDSB policies, Policy/Program Memoranda, programs and practices
Joint Safe Schools/TECT Committee	Regular meetings throughout the school year to discuss various Safe Schools topics
Joint Safe Schools/TSU Committee	Regular meetings throughout the school year to discuss various Safe Schools topics
SafeTO	Regular meetings throughout the school year involving various committees: <ul style="list-style-type: none"> <li>• Executive Leadership Committee</li> <li>• Steering Committee</li> <li>• Integrated Safety Coordination Teams</li> <li>• SafeTO School Summit Organizing Committee</li> </ul>
Caring and Safe School Network Committee	Regular meetings, with representatives from various school boards were held to discuss strategies and policies across the province and to share promising practices
Toronto Public Library	Meetings, as needed, throughout the school year to discuss the Transitional Intervention Program for Suspended Students (TIPSS)
Committee of Youth Officers (COYO)	Regular meetings held throughout the year to plan and organize the COYO Conference



## SAFE SCHOOLS DEPARTMENT 2023-2024 SAFE SCHOOLS METRICS

Safe Schools Department  
2023 – 2024 Safe Schools Alternative Programs

### **St. Martin Catholic School**

St. Martin Catholic School provides support programs for students who have been expelled from all schools of the TCDSB and students participating in the Voluntary Intervention Program. The school serves elementary students in grades 6- 8 and secondary school students in grades 9-12.

In 2023-2024, there were very few elementary students who were served at St. Martin Catholic School in the Board Expulsion and VIP programs.

In the secondary panel, 25 students were served at different points during the school year in the Board Expulsion and VIP programs. School staff nurtures positive relationships with community agencies across the GTA to support students and families with local resources.

The Voluntary Intervention Program has become an increasingly important option for secondary students who are struggling with academic engagement, regular school attendance, following school expectations, etc.

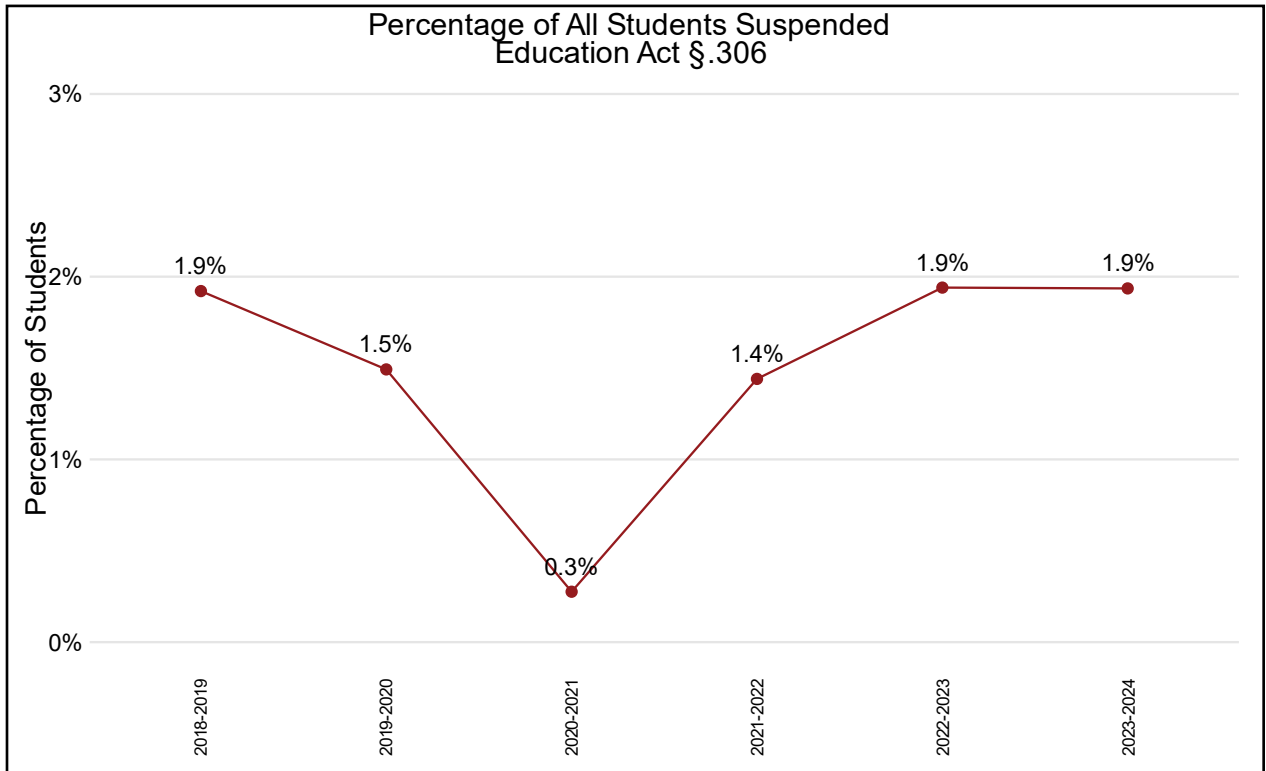
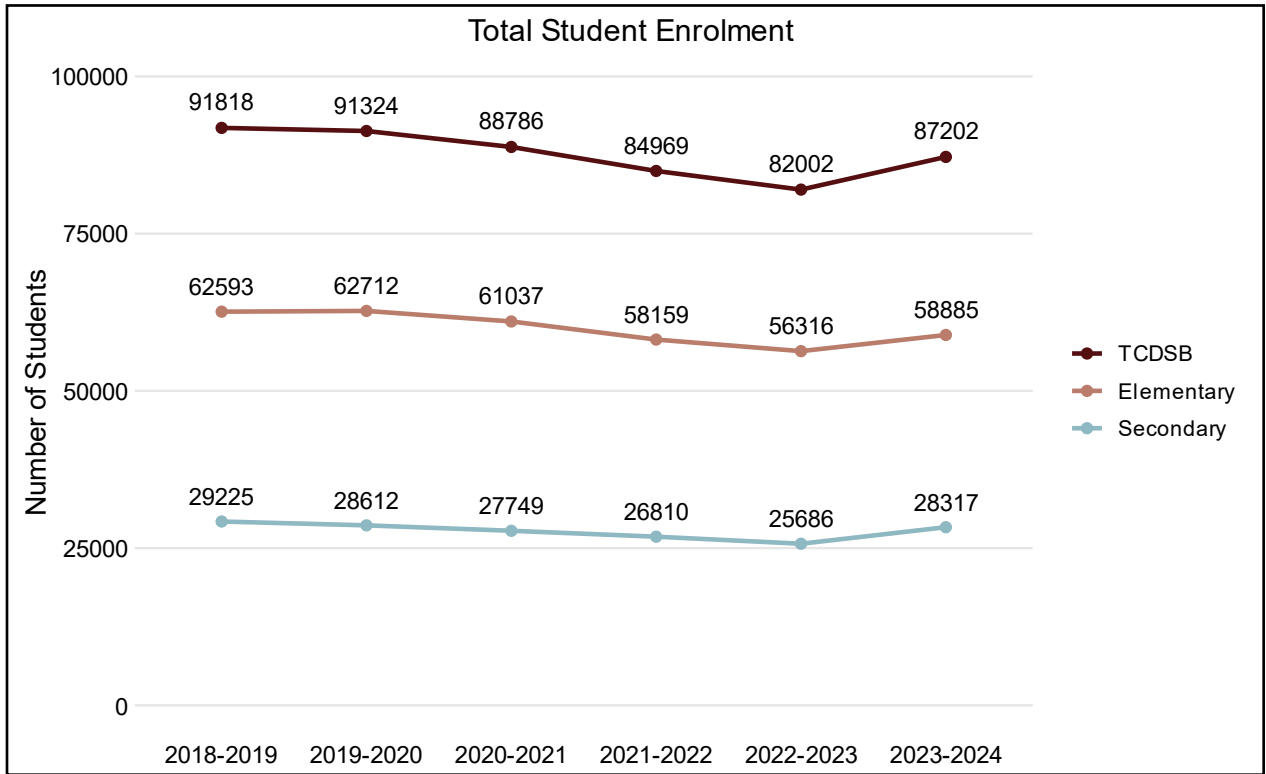
### **TIPSS (Transitional Intervention Program for Suspended Students)**

The long-term suspension program served 121 students in 2023-2024 through TIPSS, providing academic programming at Toronto Public Library sites or virtually. For suspensions of 11-20 days, additional social work support was offered. In cases where students did not attend, work packages were provided to ensure learning continued.

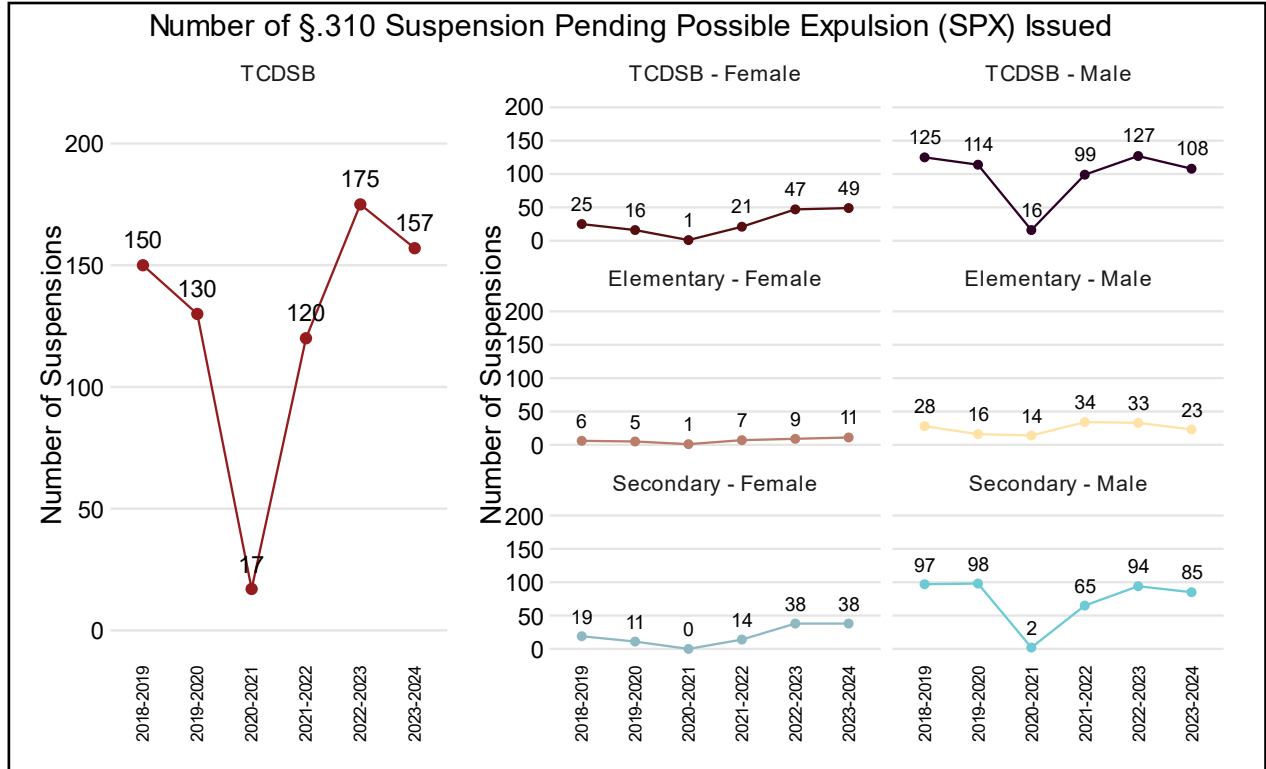
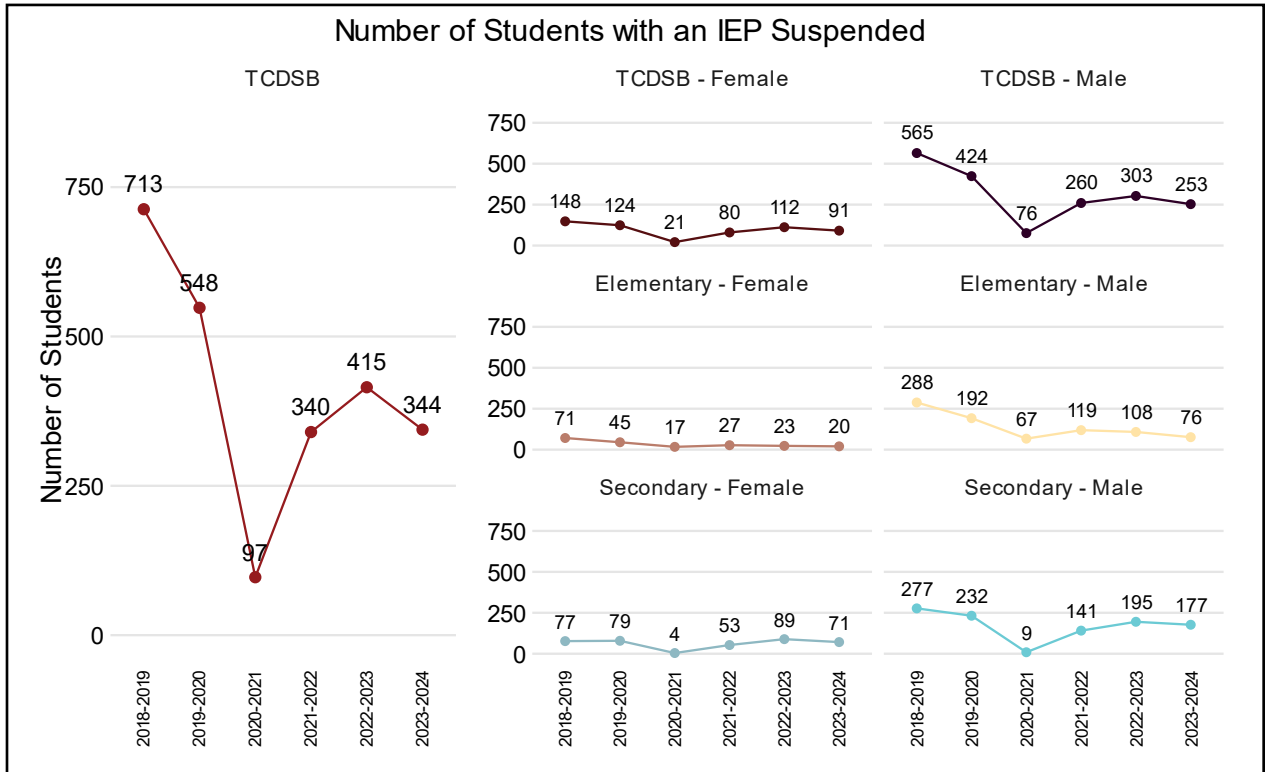
### **Fresh Start Transitions**

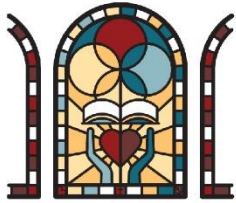
Although the Fresh Start process is not disciplinary, 16 students were transitioned at the elementary level and 106 students were transitioned at the secondary level for concerns related to safety.

## Appendix C – Suspension and Expulsion Data 2023-2024



## Appendix C – Suspension and Expulsion Data 2023-2024





# SPECIAL SERVICES

## SUPERINTENDENT UPDATE

### FEBRUARY 2025



## February Parent Webinars

The Special Services Transition Team, in collaboration with Surrey Place, will be hosting two virtual webinars for parents and guardians of students in grades 7 and 8, focusing on the transition to high school. These sessions are designed to provide key insights, strategies, and resources to support students in making a successful transition.

### 1. Transition Planning Webinar for Parents/Guardians of Students with Autism in Grades 7 and 8 on the Credit Earning Pathway.

We invite you to join us for an important workshop designed to support parents and guardians of autistic students in Grades 7 and 8 who are on the Credit Earning Pathway. This session will provide valuable insights, practical advice, and resources to help ensure a smooth and successful transition to high school.

Target Audience: Parents/Guardians of Students with Autism in Grade 7 and 8  
on the Credit Earning Pathway  
Date: Wednesday, February 19, 2025  
Time: 7:00 PM – 8:00 PM  
Registration Link: [Register Here](#)  
Note: Registrants will receive the webinar link closer to the day of the event.

### 2. Transition Planning Webinar for Parents/Guardians of Students in Grades 7 and 8 Transitioning to an Intensive Support Program (ISP) in High School.

Join us for an informative workshop designed to support parents and guardians as their children transition to high school, specifically into an Intensive Support Program (ISP). This session will provide valuable insights and resources to help make this transition as smooth as possible.

Target Audience: Parents of Students in Grade 7 and 8 Transitioning to an Intensive Support  
Program (ISP) in High School  
Date: Thursday, February 20th, 2025  
Time: 7:00 PM – 8:00 PM  
Registration Link: [Register Here](#)

**Note: Registrants will receive the webinar link closer to the day of the event.**

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## MENTAL HEALTH

During the month of January, the Mental Health Team continued to support the well-being of students through the system through the following activities:

- On January 9th, the Mental Health Leadership Team presented to our Student Achievement and Well-Being Committee. We reported back about our mental health initiatives and actions implemented in 2023-24 as part of the Mental Health Action Plan.
- At the January principal meetings, the team facilitated an overview of the *Suicide Prevention and Life Promotion Protocol* to ensure that school leaders are aware of the TCDSB protocol to support students if suicidal ideation does occur.
- For Bell Let's Talk Day, a calendar of wellness practices and resources was shared with schools for the week of January 20<sup>th</sup> to promote students' well-being.
- All elementary support staff recently participated in a professional development day that focused on stress management as well as an overview of mental health resources for supporting students' well-being.
- An overview of mental health resources including *Faith & Wellness* was facilitated with all Teaching and Learning Collaborative Team members to raise awareness.

## SOCIAL WORK

In January, the Social Work Department welcomed visits from the Catholic Children's Aid Society and our new TCDSB Indigenous Student Engagement Facilitator to build awareness and strengthen partnerships to ensure students and families receive timely, appropriate and meaningful supports and services. The department is looking ahead to late February when Catholic Charities, The Angel Foundation for Learning and Becoming Neighbours will meet with us to broaden wrap around services for refugees in our collective care.

Social workers will also be engaging with School Mental Health Ontario (SMHO) to further our expertise in supporting students with substance misuse through the training of Screening, Brief Intervention and Referral to Treatment (SBIRT) tool for substance use.

## SPEECH & LANGUAGE

The Speech and Language Department held a professional learning workshop on January 9<sup>th</sup> for all Language Impaired Intensive Support Program (LI-ISP) teachers. Teachers engaged in professional dialogue and learning regarding the use of narratives to support students with communication needs.

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## AUTISM AND ASSESSMENT & PROGRAMMING

On January 16<sup>th</sup> members of our Assessment and Programming Team (APTS) along with the Chief of Autism and the Chief of IPRCs held a webinar for parents providing them with information about the Congregated Gifted Program. It was a well attended evening with over 60 parents participating. They were also provided with information regarding the Open Houses that occurred during the week of January 20<sup>th</sup>.

Our Assessment and Programming Teachers (APTs) and our Programming and Assessment Teachers (PAT) have been supporting teachers and administrators with the updating of IEPs for second term or second semester.

On Thursday, January 23<sup>rd</sup>, the Special Services department invited AccessOAP to lead a virtual information session for parents and guardians to learn how they can better support their children on the autism spectrum. Nearly 150 parents attended the session, where they were provided with details about available programs and services. The event also offered parents the chance to have their questions answered by representatives from AccessOAP.

## PSYCHOLOGY

Psychology Month is celebrated every February to highlight the contributions of Canadian psychologists and to show Canadians how psychology works to help. Every school in the TCDSB has a member of the psychology team assigned to their School Based Support Learning Team (SBSLT). We are grateful for the dedication, professionalism, and skill set that these team members bring to the team, as the members work in collaboration with school staff to support student needs.

