

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA APRIL 9, 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 laissant 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.

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AGENDA

THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

George Wedge, Chair

Geoffrey Feldman, Vice Chair

Wednesday, April 9, 2025

7:00 P.M.

	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 March 5, 2025	1 - 8
8. Delegations	
9. Member Statements	
10. Presentations	
10.a 2025 - 2026 Budget Framework - R. Putnam, Chief Financial Officer and Treasurer	9 - 20
11. Notices of Motion	

11.a	From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Improved Accommodation Process for Students with Neurodivergent Differences (Disabilities) / Special Education Needs	21 - 22
11.b	From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Attention Deficit Hyperactivity Disorder (ADHD) is a “Superpower” not a Disability	23 - 24
11.c	From Jennifer Di Francesco, representative of Centre for ADHD Awareness Canada (CADDAC), regarding Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs	25 - 26
12.	Consent and Review	
13.	Annual Calendar Items	
13.a	Special Education Advisory Committee (SEAC) Annual Calendar (Draft)	27 - 30
13.b	Special Education Plan April 2025	31 - 43
	<u>Sections for Discussion</u>	
	16) Coordination of Services with Other Ministries or Agencies	
	17) Specialized Health Support Services	
	18a) Staff Development	
	18b) Professional Learning Plan	
14.	Reports of Officials for Information by the Board/Other Committees	
14.a	Annual Report on the Accessibility Standards Policy, A.35 (Information)	44 - 66
14.b	Special Services Superintendent Update - April 2025	67 - 70
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**
 - 19.a Centre for ADHD Awareness Canada (CADDAC) – Attention Deficit Hyperactivity Disorder (ADHD) Education Advocacy Resources 71 - 72
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, MARCH 05, 2025

PRESENT:

Trustees:

F. D’Amico
A. Kennedy – Virtual

External Members:

G. Wedge, Chair
G. Feldman, Vice Chair
R. De Belchior – Virtual
L. Mastrogiuseppe – Virtual
T. Munro
A. Pabon – Virtual

Staff:

A. Della Mora
C. Fernandes
R. Putnam
M. Meehan
M. Caccamo
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 Trustee Rizzo, Jennifer Di Francesco, Lisa

Mason and Marissa Seymour. Ivona Novak was absent.

5. Approval of the Agenda

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the Agenda, as amended to include Inquiries from Tyler Munro, representative of Inclusion Action in Ontario, regarding Items 20a) Dress Code for Special Needs Children on School Playground Areas; and 20b) Age limit for Use of Kindergarten Playground Space by Special Needs Children, be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Declarations of Interest

Trustee Kennedy declared a Conflict of Interest in Item 10a) Financial Outlook and Special Education Funding Overview – R. Putnam, Chief Financial Officer and Treasurer, as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions regarding that Item nor vote.

7. Approval and Signing of the Minutes

MOVED by Geoffrey Feldman, seconded by Trustee D’Amico, that the Minutes of the Meeting held February 12, 2025 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy left the virtual room at 7:09 pm due to a Declaration of Interest in Item 10a) below, as earlier indicated.

10. Presentations

MOVED by Trustee D’Amico, seconded by Tyler Munro, that Item 10a) be adopted as follows:

- 10a) Financial Outlook and Special Education Funding Overview – R. Putnam, Chief Financial Officer and Treasurer** received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the virtual room at 7:40 pm.

12. Consent and Review

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

- 13b) Special Education Plan March 2025 – Tyler Munro

Sections for Discussion:

- 14b. Classroom Support Process;
- 15. Educational and Other Assessments;
- 14a) Special Services Superintendent Update – March 2025 – Trustee Kennedy;
- 14b) Scheduling of the May 2025 Special Education Advisory Committee (SEAC) Meeting – Geoffrey Feldman;

Inquiries

- 20a) From Tyler Munro, representative of Inclusion Action in Ontario, regarding Dress Code for Special Needs Children on School Playground Areas – Tyler Munro; and
- 20b) From Tyler Munro, representative of Inclusion Action in Ontario, regarding Age limit for Use of Kindergarten Playground Space by Special Needs Children – Tyler Munro.

MOVED by Geoffrey Feldman, seconded by Trustee D’Amico, that the Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 13a) Draft Special Education Advisory Committee (SEAC) Annual Calendar 2024-2025;
- 13b) Special Education Plan March 2025

Sections for Discussion:

- 14a. Early Identification of Children’s Learning Needs Strategy for JK to Grade One;
- 14c. Early Identification Community Resources;
- 14d. Early Identification Parent Brochure; and
- 19a) Easter Seals Letter to Dr. Brendan Browne, Director of Education at Toronto Catholic District School Board, regarding Post-Secondary Education Scholarships for Students with Physical Disabilities.

13. Annual Calendar Items

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that Section 14b) of Item 13b) be adopted as follows:

13b) Special Education Plan March 2025:

Section for Discussion:

14b. Classroom Support Process received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee D'Amico, that Section 15 of Item 13b) be adopted as follows:

13b) Special Education Plan March 2025:

Section for Discussion:

15. Educational and Other Assessments received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

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

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 14b) be adopted as follows:

- 14b) **Scheduling of the May 2025 Special Education Advisory Committee (SEAC) Meeting** that the Toronto Catholic District School Board (TCDSB) Special Education Advisory Committee (SEAC) Meeting be rescheduled to Wednesday, May 21, 2025

On the Vote being taken, the Motion was declared

CARRIED

20. Inquiries

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that Item 20a) be adopted as follows:

- 20a) **From Tyler Munro, representative of Inclusion Action in Ontario, regarding Dress Code for Special Needs Children on School Playground Areas** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that Item 20b) be adopted as follows:

- 20b) From Tyler Munro, representative of Inclusion Action in Ontario, regarding Age limit for Use of Kindergarten Playground Space by Special Needs Children received.**

On the Vote being taken, the Motion was declared

CARRIED

22. Adjournment

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

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

2025-2026 Budget Framework

Presented to: Special Education Advisory Committee

Date: April 9, 2025

DISCUSSION ITEMS

- 2025-2026 Forecast
- Proposed Budget Plan
- Projected Financial Position
- Multi-Year Recovery Plan
- Future Considerations
- Looking Ahead: Next Steps
- Stakeholder Engagement

2025-2026 FORECAST

- 24-25 In-Year Deficit of \$65.9M
 - Structural deficit factors (Four S's) of \$82.0M
 - Local priorities and commitments of \$52.8M
- New pressure of \$11.8M from 24-25 to 25-26
 - Revenue decrease of \$1.5M
 - Expenditure increase of \$10.3M
- Proposed expenditure reductions of \$10.0M
 - Look at all possible options/opportunities
 - Assess restrictions, impact, timing

2025-2026 FORECAST

- Revenue decrease of \$1.5M (net)
 - Projected enrolment increase 900 ADE - \$1.8M
 - Net margin after variable costs
 - Reduced interest income - (\$1.0M)
 - Due to reserve depletion
 - Census funding reduction - (\$2.3M)
 - Phased in over five years (year two)

2025-2026 FORECAST

- Ministry funding assumptions:
 - Neutral Core Education Funding (formerly GSN)
 - Inflationary offsets – Transportation, Facilities
 - Provincial priorities – dedicated funding
 - Reading - central commitment
 - Prescribed FTE for 25-26
 - Math - no central commitment
 - System priority re: Math Action Plan
 - Identify alternative funding source

2025-2026 FORECAST

- Expenditure increase of \$10.3M
 - Regular adjustments:
 - Increase in statutory benefits - \$3.8M
 - WSIB, OMERS, LTD, OT Benefits - \$2.8M
 - Non-teaching salary increments - \$1.7M
 - Other adjustments:
 - Staffing - \$2.0M to meet Msr Fraser instructional day requirements
 - Tariffs and Foreign Exchange - monitoring impact on IT, Facilities

PROPOSED BUDGET PLAN

- Expenditure reductions of \$10.0M
 - Board Administration (vacancies, attrition) - \$1.3M
 - Facilities Services (savings, vacancies, attrition) - \$0.8M
 - Departmental budgets (synergy, average spend) - \$0.7M
 - Supply budget (based on current trending, fill rates) - \$2.0M
 - School Administration (small schools, thresholds, allocation) - \$1.4M
 - Destreaming teachers (funding discontinued in 24-25) - \$3.5M
 - Student Success teachers (reduce to funded levels) - \$0.3M

PROJECTED FINANCIAL POSITION

- \$67.7M projected in-year annual operating deficit for 25-26
 - Prior year deficit with further pressure from structural deficit factors
 - Local pressures offset by proposed expenditure reductions
- \$142.9M projected accumulated deficit (debt) end of 25-26
 - Cash flow implications and borrowing costs

MULTI-YEAR RECOVERY PLAN

- Informed by Ministry Special Assistance Team report
- No easy options/solution, local commitments/restrictions
- Anticipate aggressive reduction target for 26-27
- Likely expectation/requirement to use POD to manage debt

FUTURE CONSIDERATIONS

- Staffing – identify opportunities, assess restrictions, modernize/repurpose/adjust
- Transportation – bell time optimization, program placement, eligibility review
- Technology – cybersecurity, infrastructure, systems software, equipment refresh
- Utilization – Long Term Accommodation and Program Plan, closure moratorium
- Special Education – review service levels, benchmarking, legislative requirements
- Board Policies – transportation parameters/eligibility, admission considerations
- System Programs – unfunded initiatives, over/under subscribed, assessment data

LOOKING AHEAD: NEXT STEPS

- Enrolment and Staffing Projections (April)
- Mid-Year Budget Status Report (April)
- Ministry Funding Overview (TBD)
- Local Collective Bargaining (ongoing)
- Stakeholder Engagement (next slide)
- Preliminary Budget (May), Final Budget (June)
- Multi-Year Recovery Plan (Spring/Fall 2025)

STAKEHOLDER ENGAGEMENT

- Focus Groups (March, April)
 - Attended/attending regular meetings of SEAC, CPIC, CSLIT
 - Sessions with labour partners (review framework, priorities, context, input)
- System Survey (April 4-25)
 - Gather input from community members on strategic priorities
- Virtual Town Hall (April 3)
 - Panel to review framework and invite questions/comments/input
 - Facilitated Q&A session with TCDSB community members
 - Participants will be prompted to complete the survey

To: Special Education Advisory Committee

From: Jennifer Di Francesco

Subject: Improved Accommodation Process for Students with Neurodivergent Differences (Disabilities)/Special Education Needs

MOVED BY: Jennifer Di Francesco

WHEREAS: The Toronto Catholic District School Board (TCDSB) serves over 20,000 students with neurodivergent differences (disabilities) and special education needs.

WHEREAS: The TCDSB has a duty under the Ontario Human Rights Code and the Charter of Rights to accommodate the learning needs of students with neurodivergent differences (disabilities) up to the point of undue hardship.

WHEREAS: If a parent/guardian is concerned that TCDSB is not delivering accommodations included in the child's Individual Education Plan (IEP) or is otherwise not effectively accommodating their child's learning needs, they require a swift, user-friendly, independent, and fair avenue equipped with the needed expertise to address their concerns.

WHEREAS: The current procedures of TCDSB are insufficient, as they are not tailored to the needs of students with neurodivergent differences (disabilities) and do not ensure that the TCDSB official addressing the issue has the necessary expertise or authority to implement needed accommodations.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees the TCDSB should establish a prompt, user-friendly, fair, and effective process for parents/guardians of students with neurodivergent differences (disabilities)/special education needs to seek a resolution if they believe that TCDSB is not providing accommodation for their child's learning needs. This includes cases where TCDSB is not delivering on IEP commitments or has refused an accommodation requested by the parent/guardian.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees the TCDSB official who receives and addresses complaints from parents/guardians of students with neurodivergent differences (disabilities)/special education needs should: a) Have expertise and experience with the education of students with

neurodivergent differences (disabilities)/special education needs; b) Be independent of those TCDSB staff who have dealt with the student's needs in question; c) Have expertise and training in effective mediation/alternate dispute resolution; d) Have the authority to direct any corrective action they deem necessary.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that if, after review, the TCDSB decides not to provide the requested accommodation, the TCDSB shall provide **written reasons** for this decision.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that every effort should be made to mediate and resolve disagreements between the family and TCDSB. If the matter cannot be resolved, there should be an option for the Parent/Guardian and the TCDSB to appoint an external mediator or review body to consider the issue within a short time frame.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that this process should be designed to address the needs of students with neurodivergent differences (disabilities)/special education needs and should not include unrelated student complaints.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that this motion outlines the guiding principles for the proposed process while allowing flexibility in its design and implementation to align with Ministry requirements. The new process should become available to parents/caregivers or students after they have first brought their concerns to their teacher and principal.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that the process should be available on the TCDSB website, **easily found and accessible**. The information should also be emailed to all parents in the TCDSB, via multiple avenues, which includes, but is not limited to principals, teachers, SEAC, school messenger, etc.

Jennifer Di Francesco
Centre for ADHD Awareness, Canada

To: Special Education Advisory Committee

From: Jennifer Di Francesco

Subject: ADHD is a “Superpower,” not a Disability

MOVED BY: Jennifer Di Francesco

WHEREAS: Attention-Deficit/Hyperactivity Disorder (ADHD) should no longer be categorized as a "disorder" or "disability" but instead recognized as a cognitive difference within the framework of neurodiversity. By shifting this label, we aim to reduce stigma, highlight strengths, and promote supportive environments that empower individuals with ADHD to thrive.

WHEREAS: Scientific research increasingly identifies ADHD as a variation in cognitive functioning rather than a pathological condition. Studies highlight that ADHD traits such as impulsivity, hyperfocus, and risk-taking have evolutionary roots, which may have been advantageous in dynamic environments. Viewing ADHD as a difference rather than a deficit aligns with the growing neurodiversity movement, which recognizes diverse cognitive profiles as part of human variation.

WHEREAS: ADHD individuals frequently exhibit traits that can be powerful assets, including creativity, spontaneity, and innovation. Research shows that individuals with ADHD excel in fields requiring dynamic thinking, adaptability, and unconventional problem-solving. Labeling ADHD as a "disorder" focuses disproportionately on weaknesses rather than fostering environments where ADHD traits can be leveraged for success.

WHEREAS: Challenges associated with ADHD often stem from traditional education and work systems that prioritize prolonged focus, rigid routines, and low-stimulation settings. ADHD individuals may thrive when provided with flexible structures, engaging tasks, and creative outlets. By framing ADHD as a cognitive difference, institutions can shift from imposing conformity to nurturing strengths.

WHEREAS: The "disorder" and "disability" labels contribute to stigma, reducing self-esteem and reinforcing negative stereotypes. Reframing ADHD as a cognitive difference encourages individuals to embrace their unique abilities and seek environments where they can excel.

WHEREAS: ADHD should be categorized as a Cognitive Difference under the broader umbrella of Neurodiversity. This terminology acknowledges the unique cognitive profile of ADHD individuals without pathologizing their experiences. ADHD is a Superpower!

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that by recognizing ADHD as a cognitive difference rather than a disorder or disability, we can foster inclusive environments that highlight strengths, reduce stigma, and promote positive outcomes for individuals with ADHD. This motion calls for the TCDSB to adopt this revised perspective, ensuring students with ADHD are valued, respected, heard, and supported in their growth and achievements.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees to write a letter to the Ministry of Education from the TCDSB Board of Trustees asking the Ministry of Education to recognize ADHD under the neurodiversity framework in the Education Act. Research shows that ADHD individuals have unique strengths—such as creativity, problem-solving, and adaptability—that can thrive in the right learning environments. By reframing ADHD, implementing inclusive educational strategies, and training teachers, staff, and administration on the research, development, and evolution in thought on ADHD, we can better support students to reach their full potential.

Jennifer Di Francesco
Centre for ADHD Awareness, Canada

To: Special Education Advisory Committee

From: Jennifer Di Francesco

Subject: Motion to Reform Disciplinary Practices for Students with Learning Differences (Disabilities) and Special Education Needs

MOVED BY: Jennifer Di Francesco

WHEREAS: students with learning disabilities and special education needs, including ADHD, autism, and other neurodivergent conditions, often face disciplinary actions that do not align with their educational and developmental needs

WHEREAS: punitive measures such as withholding recess, detentions, and exclusion from classroom activities disproportionately impact these students and do not address the root causes of behavioral challenges

WHEREAS: Research from the American Academy of Pediatrics and educational psychologists highlights that recess and movement are essential for self-regulation, focus, and emotional well-being, particularly for students with ADHD and other learning differences.

WHEREAS: Traditional punitive approaches often exacerbate behavioral challenges rather than support students in developing self-management skills. A shift toward positive, inclusive discipline aligns with human rights laws, Ontario's Education Act, and best practices in special education.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that the policy prohibits the removal of recess and other physical activity as a form of punishment for students with learning disabilities or special education needs

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that staff are training on trauma-informed and neurodiversity-affirming disciplinary approaches.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that the policy encourages restorative practices, including conflict resolution and behavioral support strategies tailored to individual student needs.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that the policy Implements a review system to track and assess disciplinary actions taken against students with special education needs to ensure compliance with equitable practices.

BE IT RESOLVED THAT: SEAC recommends to the Board of Trustees that a Positive Discipline Policy is adopted and ensures all schools within its jurisdiction implement the outlined practices by September 2025 for the new school year.

Jennifer Di Francesco
Centre for ADHD Awareness, Canada

Draft SEAC Annual Calendar 2024-2025

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

Draft SEAC Annual Calendar 2024-2025

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

Draft SEAC Annual Calendar 2024-2025

March	<p>Special Education Plan sections for discussion:</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>Agenda items include:</p> <ul style="list-style-type: none"> • <i>Superintendent of Special Services Update</i> • <i>Financial Outlook</i> • <i>Special Education Funding Overview</i>
	<p>This month is...</p> <ul style="list-style-type: none"> • <i>Easter Seals Awareness Month</i> • <i>World Down Syndrome Day – March 21</i> • <i>National Social Work Week (1st week)</i> • <i>CYW & EA Appreciation Day (first Monday)</i> • <i>Parent Webinar</i> <ul style="list-style-type: none"> ○ <i>March 1 – Preparing for Life After High School; DSO and Passport Funding Agency</i> ○ <i>March 25 – Life After High School: What’s Next?</i>
April	<p>Special Education Plan sections for discussion:</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>Agenda items include:</p> <ul style="list-style-type: none"> • <i>Superintendent of Special Services Update</i> • <i>Update to Special Education Programs for 2025-2026</i> • <i>Budget Update</i> • <i>Accessibility Report</i>
	<p>This month is...</p> <ul style="list-style-type: none"> • <i>Autism Awareness Day – April 2</i> • <i>Parent Webinar</i> <ul style="list-style-type: none"> ○ <i>April 11 or 14 - Project Search Information Night</i>

Draft SEAC Annual Calendar 2024-2025

	<ul style="list-style-type: none"> ○ April 22 – SMHO - The intersection of addictions and mental health
May	<p>Special Education Plan sections for discussion:</p> <p>19A. Multi-Year Accessibility Plan 19B. Accessibility Annual Report 20. Parent Guide to Special Education 21. Protocol for Partnerships with External Agencies 22. Board Improvement and Equity Plan</p>
	<p>Agenda items include:</p> <ul style="list-style-type: none"> ● Superintendent of Special Services Update ● Budget Update
	<p>This month is...</p> <ul style="list-style-type: none"> ● Children’s Mental Health Week (first week) ● Speech, Language & Hearing Awareness ● Parent Webinar <ul style="list-style-type: none"> ○ May 7 – SMHO - Recognizing signs of substance use and behavioural addictions ○ May 14 – SMHO - How to talk about substance use at home ○ May 22 – SMHO - Current trends in student substance use in Ontario
June	<p>Agenda items include:</p> <ul style="list-style-type: none"> ● Superintendent of Special Services Update ● Budget Update
	<p>This month is...</p> <ul style="list-style-type: none"> ● National Deaf Blind Awareness



SPECIAL EDUCATION PLAN

APRIL 2025



SECTIONS FOR DISCUSSION

- 16. Coordination of Services with other Ministries or Agencies
- 17. Specialized Health Support Services
- 18A. Staff Development
- 18B. Professional Learning Plan

Section 16

Coordination of Services with other Ministries or Agencies



COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES



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

1. ENTRY TO SCHOOL PLANNING

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

TRANSITION/INTAKE PROCESS FOR TCDSB STUDENTS

Registration for school entry:

Family registers their child in the home school, indicating that their child has special needs. Parent may provide any relevant reports.

Spring prior to School entry:

Home School Principal contacts the Special Education Assessment Programming Teacher or Programming Assessment Teacher and completes intake consent forms to initiate staff involvement.

An intake visit is carried out by a member of the interdisciplinary team to identify programming needs and supports required.

Interdisciplinary staff review existing reports/documentation and then discusses program and placement options with parents.

An IPRC may be held. Placement is determined.

School entry:

Special Education programs and services are put in place, with parental input and consent. An Individual Education Plan (IEP) may be created.

2. TRANSITION FROM PRESCHOOL PROGRAMS

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

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

2.4 EDUCATION AND COMMUNITY PARTNERSHIP PROGRAMS (ECPP)

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

- a. Principal on assignment for Education and Community Partnership Programs (ECPP) will arrange update meetings with regard to the students who have received the necessary amount of intervention in November and February of each school year.
- b. In order to locate the best program for Education and Community Partnership Program (ECPP) students, the agency will inform the Education and Community Partnership Program (ECPP) principal immediately after a determination is made that the student will be demitted. The Education and Community Partnership Program (ECPP) teacher will forward the TCDSB Education and Community Partnership Program (ECPP) Demission Form and a package of information regarding the student to the Education and Community Partnership Program (ECPP) principal.
- c. The Education and Community Partnership Program (ECPP) principal will contact the appropriate contact to facilitate the reintegration of the student within the TCDSB. This would be a member of the Behavioural team, Joint Team Meeting or Assessment Programming Teacher or Programming Assessment Teacher.
- d. An observation/case conference will be set up while the student is in the therapeutic setting to facilitate the re-entry.
- e. After this case conference has occurred the lead person will contact the appropriate Assessment Programming Teacher or Programming Assessment Teacher, Behavioural team

member or Education and Community Partnership Program (ECP) liaison staff who will explore the options of regular class, special education class or behavioural class. If another Education and Community Partnership Program (ECP) day treatment program or residential setting is recommended, the agency will keep the lead person informed and seek assistance from the lead person as required.

- f. A timeline for reintegration will be established and communicated back to the agency by the Education and Community Partnership Program (ECP) principal.
- g. A transition plan including support from the agency for a week or two will be requested. Possible placements include home school, regional classes or a “fresh start” in a new school. The principal of the receiving school will be involved in the transition and will be invited to attend the IPRC and/or case conference.

3. EXTERNAL ASSESSMENTS TO THE TCDSB STUDENT

If a parent has a completed assessment for their child that has been arranged through a private assessor or from another school board, a referral will be made with the parent's permission, to the appropriate TCDSB service provider to review the assessment and provide suggested next steps. Referral for further assessment may be considered as required.

4. COORDINATION WITH OTHER MINISTRIES REGARDING NEW INITIATIVES

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

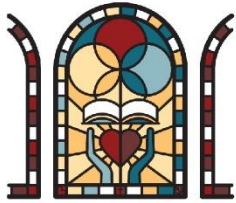
Mental Health Planning: In the Toronto Catholic District School Board, the mental health of students is supported through the efforts of educational staff such as classroom teachers, social workers, psychology staff, guidance staff, child and youth workers and chaplaincy. In addition, TCDSB still will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

Best Start: Best Start is a comprehensive strategy about supporting children so that they can learn and grow, be successful in school and ultimately be successful in the workforce and society. It is a partnership among ministries and among different levels of government (provincial, federal and municipal) to provide the services and supports to help children

succeed; it is also a partnership with parents that recognizes the key role parents play in preparing their children for school. It is responding to the clear message from communities that Ontario needs more integrated accessible services for young children and families.

5. Transfers of the Ontario Student Record (OSR) will be requested by school Principal and will follow the TCDSB Ontario Student Record "OSR" Management Procedural Manual.

Section 17
Specialized Health Support Services



SPECIALIZED HEALTH SUPPORT SERVICES



Specialized Health Support Service	Agency Or Position of Person who Performs the Service	Position of Person Who Determines Eligibility to Receive the Service and the Level of Support	Criteria for Determining When the Service is no longer required	Procedures for Resolving Disputes About Eligibility and Level of Support (if available)
Nursing	Health Care Assistant (HCA)	Superintendent of Special Education	Change in Student Plan of Care	TCDSB Case Conference
Occupational Therapy	Children's Treatment Centres (CTC)	Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Physiotherapy	Children's Treatment Centres (CTC)	Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Speech and Language Therapy	Children's Treatment Centres (CTC) Referred by TCDSB Speech-Language Pathologists	TCDSB Staff SLP Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Speech Correction and Remediation	Children's Treatment Centres (CTC) Referred by TCDSB Speech-Language Pathologists	TCDSB Staff SLP Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference

Administering of Prescribed Medication	TCDSB parent(s), guardian(s), student where applicable or TCDSB Staff as per Student Plan of Care	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Catheterization	Health Professional	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Suctioning	Health Professional	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Assistance with Mobility	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Feeding	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Lifting and Positioning	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Toileting	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference

Section 18A
Staff Development



STAFF DEVELOPMENT



The overall goal of staff development in special education is to continue to inform the practice of our educators as they support the needs of special education students. After each professional development session, staff provide feedback through an exit survey to inform future professional development. Updates on professional development activities are provided regularly to SEAC through the Superintendent Update agenda item at the monthly meetings.

Both system needs and Ministry priorities inform staff development topics. Special Services staff are available to support the New Teacher Induction Program (NTIP), provide workshops for new school administrators at the annual Head Start meetings, and support local school needs through consultation. Budget for staff development is allocated by the Special Services department and cross-departmental collaborative staff development is also supported through other central department budgets.

Notice of staff development sessions are provided directly to targeted staff and school principals through special services communications. During the 2022-2023 school year, the Ministry of Education has provided funding to subsidize course fees for teachers engaging in the special education additional qualifications courses. Messaging has been shared with teachers by the Special Services Department. Annual funding is limited, and subsidies are based on a first come first served basis. This specific funding continues to be available for the next two academic years.

The TCDSB Special Education Plan is available on the board website and can be readily accessed by all stakeholders.

Section 18B
Professional Learning Plan

2022-2023 - Professional Learning Plan - K to 12 Special Services							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Individual Education Plan and Assistive Technology	Support teachers with the development of Individual Education Plan development and integration of Assistive Technology to support student achievement.	K-12	100	2	1	Teacher Feedback, Ongoing Assessment, Application Usage
Achievement	New to Program to Assist Social Thinking (PAST)	Support for teachers who have not previously had students attend PAST. Providing supportive strategies and and information about Autism diagnosis.	4-8	75	1	1	Student and Teacher Feedback, Ongoing Assessment and Check-ins
Acheivement	Multiple Exceptionalities - Developmentally Delayed (MEDD) ISP EQUALS Numeracy Program	Introduction to EQUALS numeracy program to support development of numeracy skills thorough evidence-based program for students with intellectual disabilities.	3-8	65	1	1	Student and Teeacher Feedback , Usage data, Acheivement Data
Achievement	Deaf and Hard of Hearing (DHH)	Provide support, strategies, resources for teachers working with D/HH students for the first time.	K-12	25	1	2	Student and Teacher Feedback, Ongoing Assessment
Human Rights and Equity	Integrated Math Pilot	In collaboration with central math team. Facilitating an integrated math classroom for intensive support schools with the use of assistive technology and online assessment tools.					Usage data Student and Teacher Feedback Ongoing Assessment Monthly Check-in based on locally developed assessments



REPORT TO

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

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

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

Drafted		Meeting Date
January 13, 2025		March 20, 2025
F. Cifelli, Area 6 Superintendent of Education		
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

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

The cumulative staff time required to prepare this report was 20 hours

B. PURPOSE

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

C. EVIDENCE/RESEARCH/ANALYSIS

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

D. METRICS AND ACCOUNTABILITY

1. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
2. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups

- Superintendent Lead for AODA
 - Executive Superintendent of Human Resources, Equity and Leadership
 - Superintendent of Special Services
 - Superintendent of Student Success
 - Staff Representative
 - Information Technology
 - Communications delegate
 - Environmental Support Services
 - Capital Development Asset Management and Renewal
 - Transportation Services
 - Trustee Representative
 - Parent Representative (SEAC)
4. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.
 5. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
 6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

E. ACTION PLAN

1. The AODA Lead will create sub-groups to ensure that each area of the organization is in compliance with the AODA who will report to the Accessibility Working Group Lead.
 - a. Physical and Architectural Barriers
 - b. Informational and Communication Barriers
 - c. Attitudinal Barriers
 - d. Systematic Barriers
 - e. Transportation Barriers
2. The AODA Lead will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.

3. The Annual Status Report will be reviewed by the Board of Trustees and placed on the public website.
6. The AODA Lead will ensure that the communication of the Multi-Year Accessibility Plan and Annual Status Report is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

F. CONCLUDING STATEMENT

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



AODA ANNUAL STATUS REPORT FOR ACHIEVEMENTS FOR THE 2023/2024 ACADEMIC YEAR

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

The Toronto Catholic District School Board (TCDSB) 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.

The TCDSB is committed to upholding a learning and working environment that actively promotes a culture of accessibility for its entire Catholic community. This involves actively removing visible and invisible barriers to accessibility.

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities. According to section 4 (1) of Ontario Regulation 191/11: Integrated Accessibility Standards, in the Accessibility for Ontarians with Disabilities Act (AODA) the TCDSB is required to publish reports on the measures adopted to implement the priorities outlined in the Multi-Year Strategic Plan.



IN GOD'S IMAGE: *Growing in Knowledge, with Justice and Hope***Accessibility Achievements in 2023/2024**

- **DECEMBER 2023: International Day of Persons with Disabilities Initiatives:** Hosted the Rick Hansen Ambassador Speaker Series on *Accessible Sport and Inclusive Physical Activity*, reaching approximately 600 TCDSB students and staff system-wide.
- **JANUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Pilot:** The TCDSB participated in a focus group to review the course and provide feedback on improving its content and accessibility.
- **FEBRUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Completion:** Completed by 187 Senior Staff, Principals, and Teachers over a 60-day period, enhancing their understanding of inclusion and accessibility.
- **APRIL 2024: National AccessAbility Week Promotional Video:** A short video titled "[Accessibility for All: Learn to Fingerspell](#)," developed in partnership with a TCDSB secondary school, was created to promote National Accessibility Week (NAAW). It was shared system-wide and posted on the TCDSB Accessibility webpage.
- **MAY 2024: Accessibility Awareness Event Collaboration:** TCDSB and Dante Alighieri Academy [hosted an in-person event](#) for 400 students and staff, featuring a Rick Hansen Foundation Ambassador's presentation on "Language and Interactions." Senior leaders from the TCDSB Leadership Team and the Rick Hansen Foundation were in attendance. ASL interpretation and real-time captions were provided.
- **JUNE 2024: Barriers Students with Disabilities Grant:** Empowered students to lead initiatives promoting inclusive, barrier-free school environments and raising awareness of accessibility and inclusion, with 312 student leaders participating – see Section 5 Special Services for details.
- **SEPTEMBER 2024: Ava Speech-to-Text Training:** TCDSB Human Resources hosted training for employees with disabilities and HR staff on using the board-

approved Ava Speech-to-Text technology, with discussions on accessibility challenges and strategies

- OCTOBER 2024: Launch of the First Edition of [AODA Accessibility and Insights](#):** The Fall issue was shared system-wide, featuring AODA resources and free training opportunities and educational materials to promote accessibility and inclusion to promote accessibility and inclusion.
- OCTOBER 2024: TREAT Accessibility Initiative:** Supported accessible trick-or-treating and raised community awareness about students with disabilities, providing resources and guest speakers.
- NOVEMBER 2024: Accessibly Compliance Report:** Completed the Regional Internal Audit Team (RIAT) legislative compliance report, focusing on transportation, communication, and human resources.
- DECEMBER 2024: International Day of Persons with Disabilities:** TCDSB hosted the "Be an Ally" Disability and Inclusion Webinar, organized by the Rick Hansen Foundation. The event included ASL interpreters and captions and was open to students in Grades 4 and up. It reached 57 educators and 1,300 students across 9 schools.
- ONGOING: Monthly AODA meetings** with Capital Development, Environmental Support Services and Special Services to review and act on all AODA requests and all new school buildings.
- ONGOING: Accessibility Working Group Meetings** - Members, including those with disabilities, collaborate to identify and address accessibility barriers, supporting AODA compliance across the TCDSB community.
- ONGOING: TCDSB Accessibility Feedback Mechanisms:** TCDSB values community feedback to help identify and actively address accessibility barriers. Feedback is gathered through email, phone, in-person submissions, surveys, and other mechanisms.
- ONGOING: AODA Webpage:** Continues to serve as a key resource for accessibility information and support.

Time Period	Number of Page Views
December 5, 2021 to December 4, 2022	877
December 4, 2022 to December 3, 2023	3122
December 3, 2023 to December 3, 2024	3084

SECTION 1

Architectural & Physical Barriers

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

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

Accomplishments	Monitoring/Next Steps
<p>A. Completion of new construction at the following schools in 2024</p> <ul style="list-style-type: none"> - Regina Mundi Retrofit at former Dante Alighieri - Holy Angels Elementary School new school <p>B. Ongoing construction and anticipated openings of new construction at the following schools for 2024-2025 opening</p> <ul style="list-style-type: none"> - St. Leo Catholic Elementary School - Divine Mercy Catholic Elementary School - St. Fidelis Catholic Elementary School - St. Matthias Catholic School new school - St. Antoine Daniel Catholic Elementary School - St. Bruno/St. Raymond <p>C. Numerous schools remain in design development and early stages of construction.</p>	<p>Continue design meetings with the Superintendent of AODA</p> <p>Local Design Committee meetings with stakeholders</p>

Expected Outcomes By the end of Academic Year 2024-2025

Complete the design and construction of numerous schools to meet the requirements and expectations of AODA and the Ontario Building Code.

SECTION 2

Capital Development and Asset Management & Renewal, Planning and Environmental Support Services

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

The Capital Development and Asset Management & Renewal department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards.

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

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities

Accomplishments	Monitoring/Next Steps
<ul style="list-style-type: none"> • Exterior work that contains accessibility features (Barrier-free parking, clearly marked line painting for accessible parking spaces and pathways, ramps, etc.). • Universal Washrooms • Washroom renovations • Exterior door replacements with new door hardware 	<ul style="list-style-type: none"> • Floor coverings • Guardrails • Playgrounds • Stairwells • Accommodation work completed either through Renewal or Environmental Support Services <p>Refer to Appendix A for specific accomplishments</p> <p>Monthly meeting to review all projects and AODA requests</p> <p>Meetings with project supervisors to review project designs</p>
<p><i>Refer to Appendix A for a full list of completed projects</i></p>	

Expected Outcomes By the end of Academic Year 2024-2025

Continue to complete requested projects and planned projects to meet the accessibility needs of staff, students and all stakeholders and improve accessibility throughout the Board by incorporating accessible design where applicable in renovations.

SECTION 3

Transportation

The student Transportation unit continues to provide integrated accessible school transportation, or appropriate alternative accessible transportation services for students with disabilities where integrated services are not possible or not the best option due to the nature of the disability or safety concerns. Through the IPRC process, specific needs are identified and passed to transportation via the Individual Student Transportation Plan while documentation around the services provided by student transportation are provided to families through this process as well.

Accomplishments	Monitoring/Next Steps
<p>A. Passed Website Accessibility Test</p> <p>The transportation consortium passed the Website Accessibility test providing various tools and items to allow stakeholders with various disabilities access to transportation information. The website meets AODA requirements for WCAG 2.0 Level AA, ensuring compliance with the standards.</p> <p>B. Published and Awarded Student Transportation Request for Tender.</p> <p>Items such as the inclusion of large-scale wheelchair-accessible school buses were included so that students in wheelchairs can accompany their peers on the same bus when attending field trips or other events where travel is required.</p>	<p>Must update and continue to review documentation on the website to ensure it is in accessible formats</p> <p>Ensure that schools are aware of this service and that it is included in the approved vendor list for school review</p>

Expected Outcomes By the end of Academic Year 2024-2025

Continue to deliver accessible school transportation solutions for our stakeholders.

SECTION 4

Design of Public Space

We are committed to designing, monitoring, and maintaining and repairing accessible elements of public spaces.

Accomplishments	Monitoring/Next Steps
<p>A. Emergency Prevention and Maintenance: Fire Safety Plans are in the process of being updated to reflect Toronto Fire and the approved process for evacuation. Areas of Safe Refuge are being created where required.</p> <p>B. Temporary Disruptions: all service disruptions will be posted on the TCDSB Accessibility webpage.</p> <p>C. Capital completed 75% of Identifying Accessible Entrances in our buildings project</p> <p><i>Refer to Appendix B</i></p>	<p>Continue to collect feedback for improvement</p> <p>ESS - As necessary and ongoing</p> <p>As required and ongoing</p> <p>Ongoing and working with all stakeholders</p> <p>Capital to complete the Identifying Accessible Entrances in our buildings project and work with Communications to create and design AODA maps of school sites to be posted on school websites</p>

Expected Outcomes By the end of Academic Year 2024-2025

All projects are designed to meet the accessibility requirements of the AODA and the Ontario Building Code.

SECTION 5

Special Services

Special Education information regarding supporting students with special education needs, including those with disabilities, is reported to the Ministry of Education annually through the TCDSB’s Special Education Plan. This plan is posted on the TCDSB’s website www.tcdsb.org.

Through the Special Equipment Amount (SEA), the Board has been able to provide assistive technology, materials, resources, and equipment at the individual school for students in need due to a disability.

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

Accomplishments	Monitoring/Next Steps
<p>A. Ensure that requests for Special Equipment Amount (SEA) equipment for students are processed, and appropriate equipment is provided with efficiency.</p> <p>B. Ministry of Education (MOE) Removing Barriers for Students with Disabilities Grant Application approved. Grant funded professional development focused on Universal Design for Learning (UDL) for staff. It further provided funding to support the Annual Voices That Challenge (VTC) conference. Student leaders gathered insightful student opinions and perspectives to be used for the 2024 CSLIT pillar report. This event was attended by 300 students with Guest Speaker Unstoppable Tracy who spoke to students about accessibility and inclusion. Students also had the opportunity to work in groups and discuss issues facing students with disabilities and acceptance; all working towards changing attitudes towards persons with disabilities.</p>	<p>Ongoing and as requested</p> <p>Professional Development targets met for the academic year. Partner with various stakeholders including Student Trustees, CSLIT and ECSLIT to help educate and empower students about removing barriers for students with disabilities</p>

<p>C. Rick Hansen Ambassador series workshop for over 600 Elementary support staff focussed on deepening the understanding of attitudinal barriers that may impact students with disabilities.</p>	<p>Plans for further workshops through the Rick Hansen Foundation</p>
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Expected Outcomes By the end of Academic Year 2024-2025

By June, the MOE, Removing Barriers for Students with Disabilities Grant requirements will be fulfilled.

SECTION 6

Human Resources/Employment

The TCDSB is an equal-opportunity employer. In this regard, the Board recruits qualified staff specific to the requirements of the job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB has a dedicated team of experienced professionals in Disability Management who appropriately, safely, and respectfully facilitate accommodation for staff members with disabilities in the workplace. The accommodation may include providing staff with disabilities with the necessary equipment that allows staff members to perform their duties in a barrier-free workplace.

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

Accomplishments	Monitoring/Next Steps
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<p>A. Responding to accommodation requests made by staff in a timely manner.</p> <p>B. Developed internal processes with IT Partners to ensure IT equipment required for accommodations is given the highest priority when a ticket is logged.</p> <p>C. AVA training for Deaf and Hard of Hearing staff</p>	<p>Continue to track and monitor accommodation requests for any possible trends. If identified, proactively address opportunities for improvement with the appropriate internal stakeholders i.e., when the Board is replenishing office chairs – only purchase ergonomic chairs with adjustability</p>
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Expected Outcomes By the end of Academic Year 2024-2025

The TCDSB expects to continue to address individual accommodation requests in a timely manner. The Human Resources department will continue to work with internal partners to improve response time in acquiring equipment, furniture, and assistive devices for staff accommodation.

SECTION 6A

Human Resources – Employment and Recruitment

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

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

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

suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Accomplishments	Monitoring/Next Steps
<p>The Recruitment Department is committed to ensuring that the appropriate accommodations are provided for those applicants who have self-identified in the job application process as a requirement for accommodations during the interview and selection process.</p> <p>In the year 2023/2024, no candidates self-identified as requiring an accommodation during the application and selection processes.</p>	<p>Candidates who self-identify as having a disability during the application process must request an accommodation from the Recruitment Department</p>

Expected Outcomes By the end of Academic Year 2024-2025

The Recruitment Department offers prospective job candidates two opportunities to self disclose their need for an accommodation during the recruitment process:

- Job Posting: candidates are encouraged to review the [TCDSB Fair Hiring and Accommodation Policy](#) and communicate their need for an accommodation if selected to participate in the interview process
- Application process (via Apply to Education): candidates are asked to indicate if they require an accommodation to participate in the interview process;

All accommodation requests and any modifications are dealt with by the Recruitment Department and are kept confidential. Once the candidate discloses, that they require an accommodation, the Sr. Coordinator and/or Sr. Manager of Recruitment will contact the candidate requesting supporting medical documentation to specify functional limitations associated with the disability that may be impacted by the selection process. This documentation shall not contain any specific medical diagnosis. Candidates are advised that all supporting medical documentation received is kept confidential and protected under the Personal Freedom of Information and Protection of Privacy Act (PFIPPA).

The Recruitment Department advises the Interview Panel or Hiring Manager on the approved accommodations required during the interview process.

SECTION 6B

Human Resources – Training

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

Accomplishments	Monitoring/Next Steps
<p>The Board developed a Compliance and Mandatory Training program, a Compliance Training website (I Agree) and resources for specific employee groups including all educators.</p>	<p>Ongoing training for new employees and volunteers exists in the areas of:</p> <p>Accessibility Awareness: https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx</p> <p>Customer Service Standards: https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx</p>

Expected Outcomes By the end of Academic Year 2024-2025

Training modules will be developed and included in onboarding new and existing employees.

SECTION 7

Information and Communications

The TCDSB is committed to ensuring that public information is accessible and available in a timely manner to all individuals, including those requiring alternative formats or accommodations to access information (e.g., access to Board meetings, communication products, etc.)

Accomplishments	Monitoring/Next Steps
<p>A. Consistency in Review: Ensure that all products, when produced or reviewed by the Communications department, are AODA compliant.</p> <p>B. Web Accessibility: Continues to ensure the TCDSB website complies with WCAG 2.0 Level AA standards.</p>	<p>Ongoing Compliance, Support and Review (As Needed)</p>

- C. Public Correspondence: Materials produced by the Communications, Policy & Research Department are designed with a font size larger than the standard to enhance accessibility for individuals with vision impairments. Requests for larger text formats or audio and video formats are provided where possible to ensure accessibility. Members of the public may request TCDSB communications in other accessible formats where possible.
- D. Captioning & Transcripts: Provide captioning for video content and transcripts for audio content, upon request, to ensure accessibility for individuals who are deaf or hard of hearing.
- E. Inclusive Language: Adopt inclusive language that respects diversity and avoids ableism or other forms of discrimination in all communication materials.
- F. Public Feedback: Open to public feedback about the accessibility of TCDSB communication materials.
- G. Accessible Social Media: When posting on social media platforms, accessible features like alt-text for images and colour contrasts are utilized to make posts more readable.

Expected Outcomes By the end of Academic Year 2024-2025

- Provides staff with access to curated tutorials from trusted external sources, such as Adobe and Microsoft, to support the creation of accessible documents, when requested. These tutorials offer step-by-step guidance on ensuring documents meet accessibility standards, covering topics such as structuring content, adding alternative text, and using accessibility checkers.
 - TCDSB’s AODA team provides monthly AODA reminders and resources for K – 12 Principals to share with school communities.
 - TCDSB’s AODA team regularly reviews and requests updates to the TCDSB Accessibility webpage to ensure it is current and rich in resources and information.

SECTION 8

Customer Service

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

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

Accomplishments	Monitoring/Next Steps
A. Request form Feedback Mechanisms: Implement multiple, accessible ways for the public to provide feedback or ask questions, such as an easy-to-find email address (by clicking on the ‘Accessibility’ link) at the bottom of our external web pages and accessible online forms.	Ongoing review of all feedback to inform next steps

Expected Outcomes By the end of Academic Year 2024-2025

Survey the public to provide feedback on request satisfaction

Appendix A

2023-24 AODA SUMMARY
Recently Completed Capital Development and Asset Management & Renewal and Environmental Support Services Projects

School Name	Project Description	AODA COMPLIANCE
Brebeuf College (Phase 2)	Asphalt Parking Lot, Pedestrian Paving, Exterior Stairs	Accessible parking, accessible entryway, tactile plates, depressed curbs and ramp entry ways.
Bishop Allen Academy	Interior Finishes	Paint edge of stairs for improved visibility

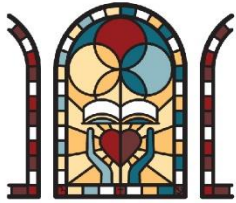
Chaminade	Field and Track Renovation	Accessible seating areas within new bleachers & barrier-free ramp to field
D'Arcy McGee	Asphalt Parking Lot and Pedestrian Paving	Accessible parking, accessible entryways.
Epiphany of our Lord	Asphalt Parking Lot and Play Surface	Accessible parking, signage and entryways.
Father John Redmond	Asphalt Parking Lot, Pedestrian Paving	Accessible parking and ramp to entry points.
Francis Liberman CSS	Stair Renovation	Accessible signage (Braille)
James Culnan	Asphalt Parking Lot, Asphalt School Yard, Seating, Play Elements	Accessible parking, accessible entry with depressed curb cuts.
Josyf Cardinal Slipyj	Bus Loop & Localized Asphalt Repair	Accessible ramps, signage and tactile plates installed.
Loretto College	Asphalt Parking Lot	Accessible parking
Loretto College	Site Redevelopment - Phase 1 (Design Only)	AODA Compliance incorporated
Maria Goretti CS	Full elevator replacement	New AODA audible devices inside of car, camera and braille ID sign outside of the car. (completed)
Our Lady of Grace	Site Redevelopment - Phase 1	Accessible parking and signage. Depressed curbs and tactile surface plates. Accessible ramps to field
Our Lady of Grace	Accommodation	Charging station for wheelchair inside school parking entrance
Our Lady of Sorrows	Play structure installation	Accessible ramps to play structure and elements installed.
Our Lady of the Assumption	Play Surfacing, Play Structure, Line Paint	Accessible access to play structure installed. Accessible play elements on playground; sensory boards.
St Sylvester	Accessible Ramp Entrance	Accessible ramp and railing for the main entrance installed.
St. Aidan	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. All

		playgrounds are flush with the adjacent paving or include an accessible ramp.
St Aidan	Washroom Renovation	Barrier free washroom stall added into room 108A.
		Barrier free washroom stall added into room 125A.
St Albert	Washroom Renovation	Barrier free washroom stall added into room 108.
		Barrier free washroom stall added into room 109.
St Angela	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on 1st /3rd floor Universal washroom-main floor Barrier free staff washroom 3 rd floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Barbara	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing leading to accessible field.
St. Bede	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps.
St Catherine	Washroom Renovation	Barrier free washroom stall added into room 105.
		Barrier free washroom stall added into room 112.
St. Columba CS	Washroom Renovation	Accessible signage (Braille) AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices)

St. Dorothy	Washroom Renovation	AODA compliant stalls within Boys/Girls washrooms all floors Universal washroom on main floor Barrier free staff washroom on second floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Edmund Campion	Site Redevelopment - Phase 1 (Design Only)	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. The playgrounds are flush with the adjacent paving.
St Eugene	Stair Renovation	Accessible signage (Braille)
St. Francis of Xavier	Washroom	Accessible washroom on 2nd floor
St. Jerome	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Bosco	Site Redevelopment	Accessible ramps to elements and signage installed.
St John Bosco	Washroom Renovation	Barrier free washroom stall added into room 105. Barrier free washroom stall added into room 107.
St. John Paul II	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing.
St Josaphat	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)

St. Josaphat	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Vianney	Accommodation	Various work including accessible parking, PA and communication, door modifications, door openers, ramps in various locations,
St. Lawrence	Asphalt Parking Lot and Site Work	Accessible parking and signage. Accessible elements: seating, wall mounted chalkboard
St Lawrence	Stair Renovation	Accessible signage (Braille)
St. Marcellus	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St Mary Academy	PA system	Sound wheel on PA system/temporary PA cover for classroom/workspace - Various Rooms
St Mary Academy	Interior Finishes	Carpeted rooms/sound dampening (RM # 240A and 139D)
St. Margherita of Citta di Castello	Asphalt Parking Lot	Accessible parking and depressed curb crossings. Accessible parking spots
St. Mary CS	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps to entryways. The playground is flush with the adjacent paving.
St. Matthew play structures	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. Mother Teresa	Interior Doors	Automated Door openers throughout school and elevator push button

St. Oscar Romero	Asphalt Parking Lot, Pedestrian Paving, Asphalt Courts	Accessible parking, accessible entries, tactile plates, depressed curbs
St. Raphael	Site Redevelopment	Accessible ramps to accessible elements incl. signage installed.
St. Roch	Asphalt Parking Lot, Play Surface & Pedestrian Paving	Accessible ramps, signage and tactile plates installed. Ramp access to play structure installed. Accessible seating. AODA handrails on ramps.
St. Thomas More CS	Stair Renovation	Accessible signage (Braille). Stair A&B
St Wilfrid	Stair Renovation	Accessible signage (Braille)
Venerable John Merlini	Asphalt Parking Lot, Asphalt School Yard, Pedestrian Paving	Accessible parking, accessible ramps/ entryway, tactile plates, depressed curb cuts. Accessible elements-chalkboards



SPECIAL SERVICES
SUPERINTENDENT UPDATE
APRIL 2025



UPCOMING APRIL/MAY PARENT WEBINARS

#1 Parent Webinar Information Session for Project SEARCH
A New Opportunity For Eligible Students Beginning In the 2025-2026 School Year

We are excited to share an opportunity for eligible students entering their final year of high school in 2025-2026 who are on the Employment Graduation Pathway. We are able to provide this program to our student through the Ministry of Education Grant, *Developmental Disabilities Pilot- Student Transitions*.

In collaboration with our partners, The Hospital For Sick Children and Corbrook Awakening Abilities, we will be offering the Project SEARCH program. This is a non-credit bearing internship for students diagnosed with an intellectual/developmental disability.

The goal of Project SEARCH is to support youth with disabilities in gaining skills needed for competitive employment. Eligible students will gain experience in 3 unpaid and non-credit bearing internships at our host business, The Hospital For Sick Children.

Eligible students must:

- be at least 18 years of age
- be enrolled in their final year of high school in 2025-2026
- be diagnosed with an intellectual/developmental disability (may also include physical disability, Autism, or other health conditions)
- be on the employment graduation pathway



Title: **Project SEARCH: An Opportunity that may lead to Employment**
Target Audience: Parents/Guardians of eligible students (criteria noted above)
Date/Time: Friday, April 11, 2025 12:00pm – 1:00pm, **or**
Monday, April 14, 2025 7:00pm – 8:00pm
Registration: [Please register here](#) or use the QR code below
Note: Registrants will receive the webinar link after registration.



#2 Parent Webinar Series - Substance Use, Addictive Behaviours and Youth Mental Health

We are excited to share a valuable opportunity to support your child's well-being. School Mental Health Ontario is offering a free webinar series as part of the [By Your Side learning hub](#), designed to help parents and caregivers navigate important topics related to substance use and addictive behaviors.

This expert-led series will provide insights and practical strategies on:

- ✓ **April 22, 2025 7:00pm- 8:00pm**
The intersection of addictions and mental health
- ✓ **May 7, 2025 7:00pm – 8:00pm**
Recognizing signs of substance use and behavioural addictions
- ✓ **May 14, 2025 12:00pm – 1:00pm**
How to talk about substance use at home
- ✓ **May 22, 2025 12:00pm – 1:00pm**
Current trends in student substance use in Ontario
- ✓ **Dates to be announced**
Technology overuse and problematic gaming

The webinars will also include answers to questions that parents/caregivers can provide ahead of the webinar, giving you the chance to ask questions and gain practical guidance.

 Sessions run throughout April and May

 [Register for free today](#)

We encourage all parents and caregivers to participate in this informative series. Together, we can support the well-being of our children and communities.

LOOKING AHEAD

May is
SPEECH, LANGUAGE AND HEARING
Month



Next month mark Speech, Language, and Hearing Month – a time to raise awareness about the importance of communication health. We'll be sharing valuable resources from the Speech & Language and Deaf and Hard-of-Hearing departments to support and celebrate this initiative. Stay tuned!

DEAF/HARD OF HEARING



Deaf/Hard of Hearing students participated in the Social Butterflies Grades 7- 10 event at Monsignor Fraser, Isabella Campus on February 28, 2025 to connect them with other students who have the shared experience of having a hearing loss. Students engaged in a day of fun, STEAM-related skill-building activities in a welcoming and accessible environment. During the morning, they participated in collaborative activities that build on communication and social-emotional learning. In the afternoon, the students visited the Museum of Illusions to engage in interactive, hands-on science and math focused activities.



AUTISM AND PROGRAMMING & ASSESSMENT



On March 25th the Toronto Catholic District School Board Special Services department hosted a virtual information webinar led by Surrey Place to assist families in preparing their adolescent for life after high school. In this webinar, parents were introduced to navigating postsecondary planning, exploring available resources, and developing useful skills for their young adult's transition into the community. The session emphasized the vital role parents and guardians play in supporting this important transition and offered practical tips and insights. The session was well attended and positively received by the families. The webinar was recorded and is available on our Transition website: [Preparing for Life After High School](#)

MENTAL HEALTH & PSYCHOLOGY

During the month of March, the mental health team has continued to support the well-being of students through the system through the following activities:

- In March, for Black Mental Health Week, we facilitated an information session for staff on the RiseUp program from KidsHelpPhone that offers counseling supports for diverse Black students. As well, a system communication and a parent/guardian Newsletter was distributed through principals.
- In collaboration with Guidance team, we facilitated a professional development workshop on the Grade 10 mental health literacy modules to our career educators to help support the implementation of these modules with students.
- A professional development workshop on Suicide Prevention, entitled SafeTalk, was facilitated to all secondary Guidance educators to empower them with tips and strategies to support students with suicidal ideation. As well, the TCDSB Suicide Prevention and Life Promotion protocol was presented to showcase the guidelines on the steps to follow in cases of suicide ideation, including the involvement of our mental health professionals to do a thorough risk review of the students.
- A staff well-being workshop and an overview of the TCDSB Suicide Prevention Protocol was facilitated for all elementary and secondary vice principals.



ADHD Education Advocacy Resources

National Students' Rights to Education

General Info on Education Rights

<https://caddac.ca/about-adhd/in-general/> (Use Education dropdown)

“2021 Provincial Report Card: ADHD in the School System” how ADHD is recognized

<https://caddac.ca/wp-content/uploads/ADHDReportCardCompleteENGrev2021-final-1.pdf>

“What You Need to Know When Advocating for Your Child in the School System” 1.5 hour, video of 2020 conference, child stream, presentation

(Cost for all 2020, child stream, conference presentations \$20)

<https://caddac.ca/past-premium-conferences-workshops/>

“Red Flags that may Indicate Your Child is Struggling at School” & “How to be an Effective Advocate for your Child” by Georgina Rayner

<https://caddac.ca/wp-content/uploads/Red-Flags-that-may-Indicate-Your-Child-is-Struggling-at-School-and-how-to-be-an-effective-advocate.pdf>

Ontario Specific Information

“Accessible Education for Students with Disabilities” an Ontario Human Rights policy document

https://caddac.ca/wp-content/uploads/Policy-on-accessible-education-for-students-with-disabilities_FINAL_EN.pdf

You Tube video on the policy paper

<http://bit.ly/2FAueV0>

Blog posts on ADHD specific information covered by this policy paper

<http://caddacblog.ca/?p=868>

<http://caddacblog.ca/?p=923>

December 19th 2011, “Categories of Exceptionalities” Ministry Memorandum on the rights of students with ADHD to receive an IPRC designation

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/2011categoryexception.pdf>

Tools for IEPs, Behaviour Plans and Classroom Accommodations

Types of Classroom Accommodations

<https://caddac.ca/wp-content/uploads/Types-of-Classroom-Accommodations.pdf>

Teaching Strategies for Typical ADHD and Executive Functioning Impairments

<https://caddac.ca/wp-content/uploads/EF-and-ADHD-Teaching-Strategies-Accommodations-FINAL2018-2.pdf>

Chart on ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment

<https://caddac.ca/wp-content/uploads/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL-1.pdf>

ADHD Symptoms, Impairments and Accommodations in the High School Environment

<https://caddac.ca/wp-content/uploads/Secondary-School-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf>

Instructions for Using a modified ABC Chart (to help identify triggers)

<https://caddac.ca/wp-content/uploads/Using-the-ABC-Chart.pdf>

Modified ABC Chart Template

<https://caddac.ca/wp-content/uploads/Behaviour-Tracking-Chart.pdf>

The Individual Education Plan and Sample IEP

<https://caddac.ca/wp-content/uploads/Sample-IEP4.pdf>

Post-Secondary

“Understanding ADHD as a Disability in the Post-Secondary Environment”

CADDAC policy paper on the rights for accommodations of Students with ADHD.

<https://caddac.ca/wp-content/uploads/Understanding-ADHD-as-a-disabilityin-the-postsecondary-environ-2-1.pdf>

ADHD Symptoms and Impairments in the Post-Secondary Environment and Appropriate Accommodations

<https://caddac.ca/wp-content/uploads/Post-secondary-accommodation-Chart.with-check-boxes-1.pdf>

Instructions for Using the Post-Secondary Impairment/Accommodations Chart

<https://caddac.ca/wp-content/uploads/Instructions-for-Chart-of-ADHD-Symptoms.pdf>

Toolkit: Transitioning to Post-Secondary Education for Students with ADHD

<https://caddac.ca/wp-content/uploads/Transitioning-to-Post-Secondary-Education-for-Students-with-ADHD-Toolkit-3.pdf>

Examples of documentation required by Canadian post-secondary Institutions

<https://caddac.ca/wp-content/uploads/Post-Secondary-documentation-Requirements-Chart.pdf>

Preschool

Access to several documents on ADHD in preschool

<https://caddac.ca/about-adhd/ages-0-6-yrs/>