

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA MAY 17, 2017

**Marilyn Taylor, Chair**  
Community Representative

**Rosanna Del Grosso**  
Association for Bright Children

**Dario Imbrogno**  
Community Representative

**John MacKenzie**  
FASWorld

**Sandra Mastronardi**  
Autism Ontario

**Ashleigh Molloy, Vice-Chair**  
AAIDD

**Tyler Munro**  
Integration Action for Inclusion Representative

**Gizelle Paine**  
LD Toronto Chapter Representative

**Mary Pugh**  
VOICE for Hearing Impaired

**Giselle Romanino**  
Community Representative

**Raul Vomisescu**  
Community Living Toronto

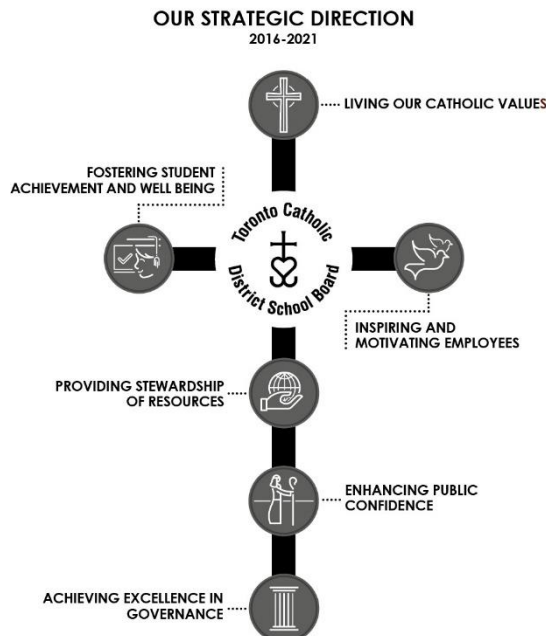
**Glenn Webster**  
Ontario Assoc. of  
Families of Children  
With Communication  
Disorders

### Trustees Members

**Ann Andrachuk**

**Angela Kennedy**

**Garry Tanuan**



### 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**  
**Asst. Recording Secretary: Karen Eastburn 416-222-8282 Ext. 2298**

**Angela Gauthier**  
Director of Education

**Angela Kennedy**  
Chair of the Board

## **OUR MISSION**

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

## **OUR VISION**

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



# **AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

## **PUBLIC SESSION**

Wednesday, May 17, 2017

7:00 P.M.

---

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held April 12, 2017 for Public Session	1 - 7
5. Delegations	
6. Presentations	
6.a SEAC Orientation	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a SEAC Monthly Calendar Review	8 - 11
9.b Special Education Superintendent Update May 2017	12 - 14
9.c Special Education Parent Handbook	15 - 25

9.d	Secondary School Safe Arrival Procedures Report	26 - 29
9.e	Verbal Update on Changes to ISP Classes	
9.f	Gifted Programs (Verbal Discussion)	
9.g	Pro Grant (Verbal Discussion)	
9.h	Report on the Impact of Coordinated Service Planning (To Be Distributed)	
10.	<b>Matters Referred/Deferred to the Committee by the Board and Other Committees</b>	
11.	<b>Reports of Officials, and Special and Permanent Committees Requiring Action</b>	
12.	<b>Reports of Officials for Information</b>	
13.	<b>Inquiries and Miscellaneous</b>	
13.a	Inquiry from Sandra Mastronardi regarding Autism Funding	
14.	<b>Association Reports</b>	
15.	<b>Update from Trustees on resolutions recommended to the Board by the Committee</b>	
16.	<b>Pending List</b>	30
17.	<b>Adjournment</b>	

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

**HELD WEDNESDAY, APRIL 12, 2017**

**PUBLIC SESSION**

**PRESENT:**

Marilyn Taylor, Chair  
Rosanna Del Grosso  
John MacKenzie  
Sandra Mastronardi  
Tyler Munro  
Giselle Romanino  
Gizelle Paine  
Mary Pugh

Trustees     A. Andrachuk – by teleconference  
                  A. Kennedy

R. McGuckin  
C. Fernandes  
A. Coke  
A. Coke  
M. Kokai  
D. Reid  
P. Stachiw

S. Harris, Recording Secretary  
K. Eastburn, Assistant Recording Secretary

Apologies were tendered on behalf of Trustee Tanuan, Ashleigh Molloy, Dario Imbrogno, Raul Vomisescu and Glenn Webster who were unable to attend the meeting.

Prayers were offered for two teachers who recently lost their two and a half year-old son and father respectively.

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that the Agenda, as amended, be approved to include Items 13a) Inquiry from Rosanna Del Grosso regarding News Release from the Minister of Education regarding additional funding for Special Education and its impact on TCDSB and 13b) Inquiries from Sandra Mastronardi.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Giselle Romanino, that the Minutes of the Regular Meeting held March 22, 2017 be approved with the following amendments:

- 9e) **Draft Report on Accountability Framework for Special Education 2016-2017** - include that Tyler Munro had voted against the motion.
- 9g) **Special Education Plan – Autism and Learning Disability Framework Updates** – include that Sandra Mastronardi had voted against the motion.

The Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Mary Hugh, that Item 9a) be adopted as follows:

9a) **2017-2018 Budget Projections for Consultation Purposes** – received.

The Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by Sandra Mastronardi, that Item 13a) be adopted as follows:

13a) **Inquiry from Rosanna Del Grosso regarding the recent News Release from the Minister of Education regarding additional Special Education funding and its Impact on the Toronto Catholic District School Board** received and that staff bring back a list of the consolidated ISP classes.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Giselle Romanino, that Item 9b) be adopted as follows:

9b) **SEAC Monthly Calendar Review** – received.

The Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Giselle Romanino, that Item 9c) be adopted as follows:

9c) **Special Education Superintendent Update April 2017** – received.

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by John MacKenzie, that Item 9d) be adopted as follows:

9d) **Parent Conference, April 1, 2017** that SEAC recommend to the Board of Trustees to investigate the costs to possibly promote SEAC Special Education information through innovative technological methods.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that SEAC recommend to the Board of Trustees to apply for a regional pro-grant to facilitate parent engagement around Special Education.

The Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Giselle Romanino, that Item 9e) be adopted as follows:

- 9e) **Final Report: Review of Educational Assistants and Child Youth Workers Efficiencies Boardwide** - received.

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by John MacKenzie, that Item 9f) be adopted as follows:

- 9f) **Process for Presentations** that there be one presentation per meeting with the ability to ask questions.

Rosanna Del Grosso, Tyler Munro and Sandra Mastronardi wished for it to be recorded that they were not in favour of the Motion.



The Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by Sandra Mastronardi, that Item 9g) be adopted as follows:

- 9g) **SEAC Orientation** that a dedicated SEAC June meeting be held for the Orientation.

The Motion was declared

CARRIED

- 13b) **Inquiries and Miscellaneous** – Sandra Mastronardi inquired about the outcome of the OCSTA's Resolutions, Soft Suspension Practice and Indigenous Education.

MOVED by John MacKenzie, seconded by Giselle Romanino, that the meeting adjourn.

The Motion was declared

CARRIED

---

SECRETARY

---

CHAIR

## Annual Calendar of SEAC Business for 2017

Month	Annual Activities/Topics	Board Events/Deadlines	Items to be Addressed from the Pending List	Status of Pending Items
January	<ul style="list-style-type: none"> <li>-Review of Draft SEAC Calendar</li> <li>-Set SEAC goals for the year</li> <li>-Consultation on LTAPP (Long Term Accommodation Program Plan)</li> <li>-Secondary School Course Calendar Update for 2017-18</li> <li>-April Parent Fair – Call for participants from Associations</li> <li>-SEAC Orientation Presentation Date to be set</li> </ul>	<ul style="list-style-type: none"> <li>-Multi-Year Strategic Plan (MYSP) Consultation</li> <li>-Financial Consultation regarding 2016-17 (high level)</li> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan</li> </ul>	Request for presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 ( requested November 2016- Pending List)	Will take place during the Parent Conference in April as a presentation
February	<ul style="list-style-type: none"> <li><i>-Review of SEAC Calendar</i></li> <li><i>-Mental Health and Well Being Report 2015-16</i></li> <li><i>-Share Multi-Year Strategic Plan Update</i></li> <li><i>-Consult on Special Education Programs and Services being considered for 2017-18</i></li> <li><i>-TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14<sup>th</sup>, 2016)</i></li> <li><i>- Special Education Plan: Review Program Specific Resources for Parents</i></li> </ul>	<ul style="list-style-type: none"> <li>-Multi-Year Strategic Plan (MYSP)</li> <li>-New term begins in Secondary Schools that operate on semesters</li> <li>-Report Cards are distributed</li> </ul>	<ol style="list-style-type: none"> <li>1. Request that the Anaphylaxis and Asthma Policies be provided to SEAC with a presentation and any related documentation on the Anaphylaxis and Asthma policies at the January 2017 SEAC meeting. The presentation was requested include how the policies are applied between the elementary and secondary panels. (requested November 2016)</li> </ol>	Completed in February 2017
March	<ul style="list-style-type: none"> <li>-Review of SEAC Calendar</li> <li>-Continue consultation on Special Education Programs and Services for 2016-17 (Autism AFSE and LD AFSE)</li> <li>-budget consultation</li> <li>-Presentation on Inclusion- M. Dolmage</li> <li>-Coordinated Service Planning – R. Roebuck</li> </ul>	Ontario Secondary School Literacy Test (OSSLT) takes place	<ol style="list-style-type: none"> <li>1. Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on <b><i>Evidence of Effective High School Inclusion: Research, Resources and Inspiration.</i></b>(February, 2017)</li> </ol>	Completed in March 2017

April	<ul style="list-style-type: none"> <li>-Review of SEAC Calendar</li> <li>- Financial Report as at January, 2016</li> <li>2017-18 Budget Projections for Consultation Purposes</li> <li>- Review of Education assistant and child and youth worker efficiencies in the elementary and secondary panel</li> <li>- Parent Conference Review</li> <li>- Process for Presentations to SEAC</li> <li>- SEAC Orientation</li> </ul>	<p>Parent Resources Event</p> <p>Autism Awareness Month</p>	<ol style="list-style-type: none"> <li>1. Alasdair Robertson, Parliamentarian, be invited to a SEAC meeting in early 2017 to provide a concise review of protocols and the Robert's Rules of Order, especially in relation to Motions and what SEAC can recommend. (requested in November 2016) –</li> <li>2. Staff to provide SEAC with Interim Budget within the same timeline as the Board of Trustees so that they may provide recommendations to the Board on how best to serve special needs students. (requested January 2017)-</li> <li>3. Staff direct Principals to have a broadcast list of Special Needs students and that the information regarding the TCDSB Special Education Parent Conference be sent electronically to the families of those Special Needs students. (March 2017)-</li> </ol>	<p>Completed April 2017</p> <p>Completed in April 2017</p> <p>Completed April 2017</p>
May	<ul style="list-style-type: none"> <li>-Review of SEAC Calendar</li> <li>-Special Education Plan: Handbook update</li> <li>-Secondary School Safe Arrival procedures for ISP students</li> <li>-SEAC Orientation</li> <li>-ISP class changes</li> <li>- SO update</li> </ul>	<p>Budget Consultation continues</p> <p>Secondary School Admission Policy Consultation</p>	<p>SEAC recommends to the Board to expand the Gifted Program as and additional program enhancement across the School Board (requested January 2017)</p> <p>SEAC recommend to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation. (requested February 2017)</p> <p>SEAC recommended to the Board of Trustees to apply for a regional pro-grant to facilitate parent engagement around Special Education. (requested April 2017)</p>	

			SEAC referred the Consolidated Service Plan to staff to come back in one month's time with a more comprehensive report on what the partnership would look like, what benefits the Board and SEAC would receive from this partnership and whether there would be any financial constraints to the TCDSB. (March 2017)	
June	<ul style="list-style-type: none"> <li>• Review of SEAC Calendar</li> <li>• Monthly Update from the Superintendent of Special Services</li> </ul>	EQAO Grade 3 and 6 Testing		
July		School Board Submits balanced Budget for the following year to the Ministry		
August		Year End for School Board Financial Statements		
September	<ul style="list-style-type: none"> <li>-Review Special Education Report submitted to Regional Office (Sept 1)</li> <li>- Communication regarding reorganization of the Central Departments</li> <li>-Review school board accessibility Plans</li> <li>-Develop or review SEAC annual Agenda/Goals</li> </ul>	Special Education Report Checklist submitted to the Ministry of Education		
October	<ul style="list-style-type: none"> <li>-Review Special Education component of Draft Board Improvement Plan for Student Achievement</li> <li>-Develop process for review of next year's Special Education Report</li> <li>-Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels</li> </ul>	<ul style="list-style-type: none"> <li>-Board Improvement Plan Submitted to the Ministry of Education</li> <li>-EQAO Results for Gr. 3 and 6 Received and OSSLT</li> <li>-Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education</li> </ul>		
November	-Review October Report Data			

	-Continue to Review elements of the Special Education Plan -Share process for nomination of new SEAC members			
December	-SEAC Elections -SEAC Social			



# Special Education Superintendent Update

## May 2017

### May is Speech, Language and Hearing Awareness Month!

#### Deaf and Hard of Hearing

- The department hosted a parent workshop at Sts Cosmas and Damian, *"Looking Ahead... Summer & Survival"* on April 28th. Families received summer learning resources including some Make & Take activities.
- The Annual Deaf and Hard of Hearing Family picnic will be held at Our Lady of Mount Carmel on May 26, 2017 from 10 am to 2 pm. All are welcome!

#### Speech and Language

- In celebration of Speech, Language and Hearing Awareness month, the SLP department shared resources with schools that included two short videos, *'Speech. Language. What's the Difference?'* and *'Lights, Camera, Play'*, a video demonstrating how to use drama to facilitate oral language development.

#### Gifted Programs:

- Over 300 students from the TCDSB Gifted Withdrawal Program participated in North America's largest K-12 science competition, Toshiba/NSTA's **Exploravision**. This competition encourages students to propose a futuristic idea for new technology that currently exists. Working in teams, simulating real scientific research, students outline criteria that include trial and error processing as well as creating a mock website showcasing their concepts. Collaboration, problem solving, and critical thinking skills are the back bone of this competition.
- In this year's competition, 17 TCDSB teams were awarded with Honourable Mention Awards. Check [www.exploravision.org](http://www.exploravision.org) for more details about this competition. Congratulations to all our students and teachers who participated.

#### Learning Disabilities

- LD ISP teachers participated in a professional development session about the importance of incorporating the teaching of social- emotional competencies into the curriculum for students in the LD ISP. More professional development will follow next year. Collaboration with psychology and social work staff is being planned.



## Autism

- The Autism Department ran a 3 day course in April for Elementary Special Education Teachers.
- Also the ME/DD Committee ran a 2 day workshop focusing on Literacy and understanding/addressing challenging behaviour.

## Mental Health

- April 4-5, 2017 - 2 day ASIST (Applied Suicide Intervention Training) re-certification of psychology and social work staff.
- April 6, 2017 - Full day PD with new Vice Principals and Principals " Issues in Succession". The topic was the Resilient School leader.
- April 25, 2017 - Parent Evening with 7 area 1 elementary schools Discussing Child and Youth Mental health and How Parents can support this. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/News/Documents/Mental%20Health%20presentation%20for%20Parents.%20April%2025th.pdf>.
- May 1-5, 2017 TCDSB celebrated Children's mental health week. a 5 day resource package for both elementary and secondary were provided to schools in advance. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/News/mhw/Pages/Childrens-Mental-Health-Awareness-Week.aspx> Schools k -12 hosted many week long mental health activities both during the school day and during the evening for parents.

## Educational Leader of the Year Award

On May 3<sup>rd</sup>, Cristina Fernandes, Superintendent of Special Services, was awarded the Educational Leader of the Year Award by the Toronto Chapter of the Council for Exceptional Children. She receives well-deserved accolades for her hard work and dedication to our most vulnerable students!

*Congratulations Cristina!*





SPECIAL SERVICES



# PARENT GUIDE FOR SPECIAL EDUCATION

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

2017

## OUR MISSION AND VISION

### OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

### OUR VISION

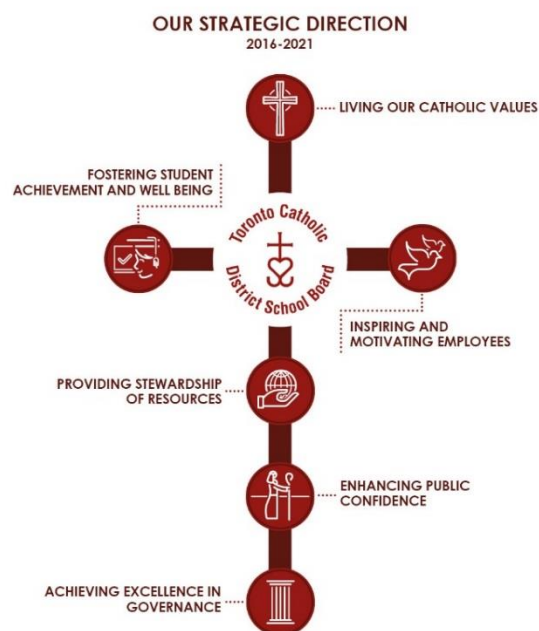
At Toronto Catholic we transform the world through witness, faith, innovation and action.

### OUR CATHOLIC VALUES

*We believe...*

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

## MULTI-YEAR STRATEGIC PLAN 2016 – 2021



### LIVING OUR VALUES.

To understand and apply Catholic Teachings to all that we do

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

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

### INSPIRING AND MOTIVATING EMPLOYEES

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

### PROVIDING STEWARDSHIP OF RESOURCES

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

### ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

### ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

## PURPOSE

The purpose of this Parents' Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB), and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions.

It is understood that a parent can, at any time, contact the principal if they wish to access special services for their child. Throughout this brochure, "parent" will mean one or both parents or guardians.

## PHILOSOPHY

*"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."*

*"We are bound together by a common faith and in common service."*

**-Fulfilling the Promise (Pp. 6-7)**

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional wellbeing of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment. The exceptional student is a unique child of God and has a right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

*"Our commitment is to every student. This means ...[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances."*

**-Reach Every Student: Energizing Ontario Education, 2008**

*"Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students."*

**-Learning for All, 2013 (p.12)**

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, and intensive support programs.

Inclusion of students with special educational needs in our schools can be summed up in the following quote:

*"We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education."*

**-This Moment of Promise (P. 22)**

## Who is an Exceptional Student?

The Education Act defines an exceptional student as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## What Are Special Education Services?

Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

## What is a Special Education Program?

A Special Education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

## What Is an Individual Education Plan (IEP)?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received

- a statement about the methods by which the student's progress is reviewed
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program.

### What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from private sources outside the Board at their own cost.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology.

All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

### What is an Identification, Placement and Review Committee (IPRC)?

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of a student
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp 13-15)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ontario Ministry of Education.

### How is an IPRC Meeting Requested?

The principal:

- may, with written notice to the parent, refer the student to an IPRC *when* the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents' Guide to Special Education and a written statement of approximately when the IPRC will meet.

### Who Attends the IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff
- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

### What Information Will Parents and Students Receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or

- inform the school principal that he/she will not attend and give written or verbal permission for the IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

### What Happens at an IPRC Meeting?

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- consider an educational assessment
- consider other assessments as needed
- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement.

### What will the IPRC Consider in Making Its Decisions?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

### What will the IPRC's Written Statement of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:

- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education
- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

### What Happens after the IPRC has made its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

### How is a Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education program for 3 months. At the review meeting, the following information is considered:

- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP).



The IPRC will review the placement and identification decisions and make appropriate recommendations.

### What if the Parent Disagrees with the IPRC Decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns; or
- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting, the parent may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

### The Appeal Process

The **Notice of Appeal** must:

- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The **appeal process** involves the following steps:

- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions
- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the

IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement

- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations
- within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board's recommendation
- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

### Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available at some school locations:

- Autism
- Behaviour
- Deaf and Hard-of-Hearing
- Developmental Delays
- Gifted Congregated
- Kindergarten Language Program (KLP)
- Learning Disability
- Language Impairment
- Multiple Exceptionalities

The student's home school will first be considered in providing an appropriate program.

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (222-8282 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

## Overview of the Special Education Process

Classroom Teacher identifies student needs. The Classroom Teacher provides instruction to support student needs as per **Learning for All, 2013**.

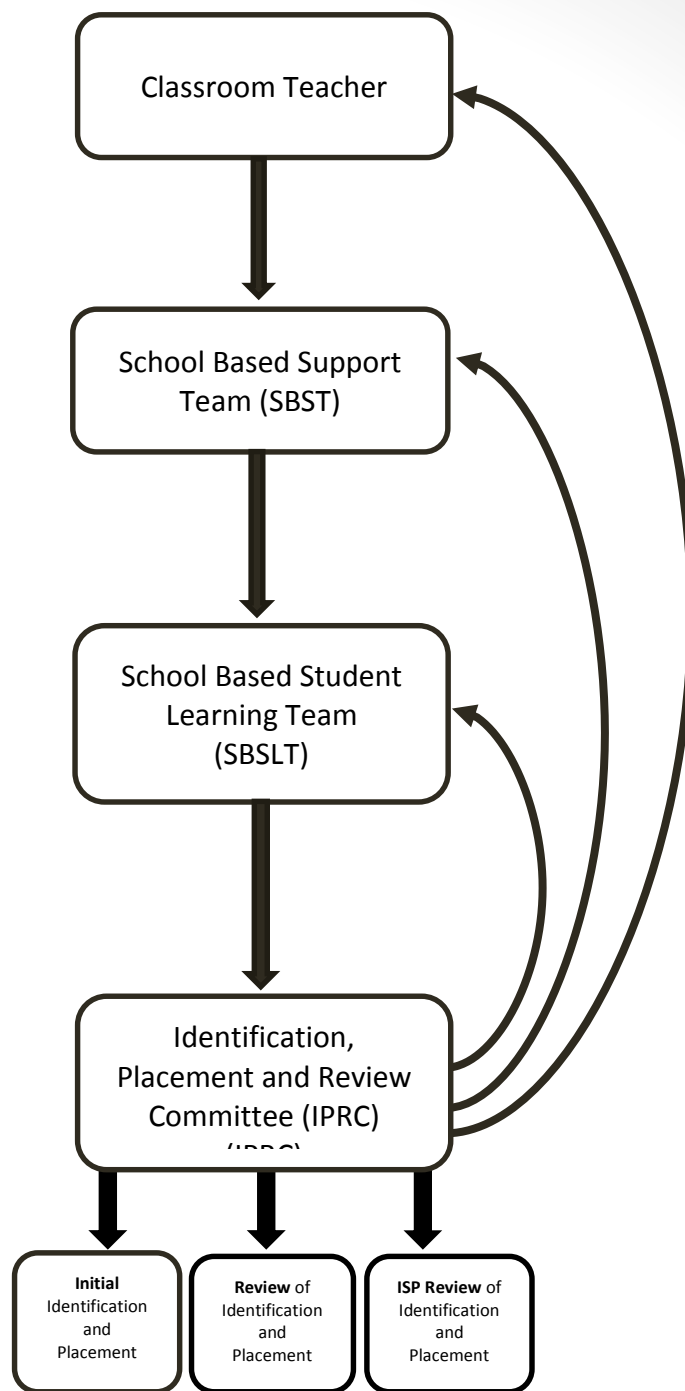
Parents are involved at each level of the process.

Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). He/She implements suggested strategies and observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. The Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to school staff to support student learning at an SBSLT. An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, a student assessment may be requested.

Assessment results may indicate the need to identify a student. An IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



## Ontario Ministry of Education Category of Exceptionalities

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

Each category is further defined below:

### BEHAVIOUR:

**Behaviour:** A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to



adversely affect education performance. This may be accompanied by one or more of the following:

- (a) an inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;
- (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

### **COMMUNICATION:**

**Autism:** A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes the language.

**Deaf and Hard of Hearing:** An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

**Language Impairment:** A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system or which may be associated with neurological, psychological, physical, or sensory factors and which may;

- (a) involve one or more of the form, content, and function of language in communication; and
- (b) includes one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically functionally based.

**Speech Impairment:** A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

**Learning Disability:** A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that:

(a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;

(b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;

(c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

### **INTELLECTUAL:**

**Giftedness:** An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

**Mild Intellectual Disability:** A learning disorder characterized by:

- (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;
- (b) an inability to profit educationally within a regular class because of slow intellectual development;
- (c) a potential for academic learning, independent social adjustment and economic self-support.

**Developmental Disability:** A severe learning disorder characterized by:

- (a) inability to profit from a special education program because of slow intellectual development;
- (b) ability to profit from a special education program that is designed to accommodate slow intellectual development;
- (c) a limited potential for academic learning, independent social adjustment and economic self support.

### **PHYSICAL:**

**Physical Disability:** A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the

opportunity for educational achievement equivalent to that of pupils without exceptionalities who are the same age or developmental level.

**Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

### **MULTIPLE:**

**Multiple:** A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

### **Summary of Parental Involvement**

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their children especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student.

Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student's strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the actions taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student's placement.

Parent(s) have the right to appeal the decisions of an IPRC.

### **Provincial and Demonstration Schools**

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

#### ***Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD***

Sagonaska School (613) 967-2830  
350 Dundas Street West, Belleville, Ontario K8P 1B2

Trillium School (905) 878-8428  
347 Ontario Street South, Milton, Ontario L9T 3X9

Amethyst School (519) 453-4408  
1090 Highbury Avenue, London, Ontario N5Y 4V9

#### ***Provincial Schools For The Deaf***

E. C. Drury School  
255 Ontario Street South, Milton, Ontario L9T 2M5  
Telephone: (905) 878-2851  
• TTY: (905) 878-7195

Robarts School  
1090 Highbury Avenue, P.O. Box 7360, Station E  
London, Ontario N5Y 4V9  
Telephone and TTY  
(519) 453-4400

Sir James Whitney School  
350 Dundas Street West, Belleville, Ontario K8P 1B2  
Telephone and TTY:  
(613) 967-2823

Provincial School For The Blind And Deaf-Blind  
W. Ross Macdonald School (519) 759-0730  
350 Brant Avenue, Brantford, Ontario, N3T 3J9

Additional information is available the Special Services Department.

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)  
MEMBERSHIP – 2016-2017**

Dario Imbrogno, Community Representative  
Raul Vomisescu, Community Living Toronto  
Rosanna Del Grosso, Association for Bright Children  
Mary Pugh, Voice for Hearing Impaired  
Ashleigh Molloy, The American Association of Intellectual and Developmental Disabilities, Ontario Chapter (AAIDD)  
Marilyn Taylor, Community Representative  
Giselle Romanino, Community Representative  
Sandra Mastronardi, Autism Ontario  
John MacKenzie, FASworld Toronto  
Glenn Webster, Ontario Association for Families of Children with Communication Disorders  
Gizelle Paine, Learning Disabilities Association of Toronto District  
Ann Andrachuk, Trustee  
Garry Tanuan, Trustee  
Angela Kennedy, Trustee

**Organizations to Assist Parents**

Many community organizations provide information and support to parents of exceptional students:

Autism Ontario  
1-866-925-9969

FASworld Toronto  
416-264-8000

Learning Disabilities Association of Toronto District  
416-229-1680

VOICE for Hearing Impaired Children  
416-487-7719

Toronto Association for Community Living  
416-968-0650

Association for Bright Children  
1-844-443-8332

Ontario Federation of Cerebral Palsy  
416-244-9686

Down Syndrome Association of Toronto  
416-966-0990

Tourette Syndrome Foundation of Canada  
416-861-8398

Ontario Association for Families of Children with Communication Disorders (OAFCCD)  
519-842-9506

Representatives nominated by these organizations are members of the Special Education Advisory Committee (SEAC) of the Board. The role of the Committee is to provide advice to the Board on issues related to exceptional students. Monthly meetings are open to the public.

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**TRUSTEES**

**2016 – 2017**

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

**Angela Gauthier**, Director of Education  
**Angela Kennedy**, Chair of the Board

**Toronto Catholic District School Board**  
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8  
416-222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

*Without a vision the people perish*  
*Proverbs 29:18*





REPORT TO

## SPECIAL EDUCATION ADVISORY COMMITTEE

### SECONDARY SCHOOL SAFE ARRIVAL PROCEDURES FOR ISP STUDENTS

[Click here to enter Quote.](#)

Created, Draft	First Tabling	Review
5/12/2017	May 17, 2017	<a href="#">Click here to enter a date.</a>

Cristina Fernandes, Superintendent of Special Services

#### INFORMATION REPORT

##### **Vision:**

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

##### **Mission:**

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report summarizes the information collected with respect to the safe arrival procedures of students in ISP in secondary schools.

## **B. PURPOSE**

1. Arising out of the February 2017 SEAC a recommendation was made to the Board of Trustees *that they should examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation.*
2. This is a preliminary report intended to review existing secondary school procedures with respect to the safe arrival procedures and its application to secondary students who are usually transported to schools on school buses.

## **C. BACKGROUND**

All secondary schools were contacted to provide information with respect to the safety plan being followed with respect to the safe arrival of students to ISP programs and the confirmation of the student's attendance.

Students in Intensive Support Classes (ISP) often remain in the secondary schools until the age of 21. Thus, although in age they are adults, their cognitive function is below average and they require closer supervision.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. All secondary schools have attendance procedures in place for their student population.
2. Administrators and Special Education Department Heads in Secondary schools, were contacted to elicit information with respect to their ISP students' safe arrival procedures.
3. Staff reported their usual procedures with respect to the arrival and dismissal of students. The question posed was open ended, thus the information collected was varied in nature.
4. 100% of Secondary Schools with ISP classes responded to the request for information with respect to these students.

## **E. METRICS AND ACCOUNTABILITY**

1. 24 school responses were analysed and used to inform this report.
2. School responses were analysed. Four emerging themes were observed in the responses:
  - 1) Support staff greet students at the bus
  - 2) Attendance taken at the bus
  - 3) Attendance communicated to office
  - 4) Parent is contacted
3. Results will be communicated with respect to the four themes listed above.

### **Theme 1**

All schools indicated that their support staff meet the students at the bus drop off locations.

### **Theme 2**

88% of school responses indicated that often the knowledge regarding attendance begins with a conversation with the bus driver. Bus drivers can often confirm if the student was picked up and whether the parent cancelled the pick-up. Sometimes messages are relayed to the school's staff from the parent through the bus driver.

### **Theme 3**

Although all schools have processes with respect to student attendance, approximately 80% of school responses specifically indicated that there is a process to communicate the student absenteeism to the office.

### **Theme 4**

Approximately two thirds of the responses indicated there is a process to communicate with the student's caregiver. Contact with the parent/caregiver was made in a variety of ways:

- i. Contact is made by the attendance secretary
- ii. Contact is made through an automated calling process
- iii. Contact is initiated by the support staff
- iv. ISP teacher contacts the parent
- v. The parent calls the school
- vi. The parent emails the school

4. Furthermore, some schools reported using a chart to track attendance that was used at bus pick up, while others wrote the names of absentee students on a white board. Teachers report these absences to the office.
5. Some of the variability in responding to the question arose due to the open ended nature of the question. It is important to note that schools were not prompted to offer more information due to the short turn-around time required to collect the information, thus it is believed that these results are of a general nature.
6. Additionally, in some schools with a higher number of ISP students, processes were more complex and well established while in schools with single class programs, procedures naturally flowed in a less complex manner due to a smaller staff that was familiar with the entire group of students made it easier to track student attendance.
7. Each school community is different but would benefit an enhanced process to both communicate attendance procedures with families of students attending ISP classes to continue to ensure student safety.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of SEAC.



### **SEAC PENDING LIST AS AT May 17, 2017**

1. SEAC referred the Consolidated Service Plan to staff to come back in one month's time with a more comprehensive report on what the partnership would look like, what benefits the Board and SEAC would receive from this partnership and whether there would be any financial constraints to the TCDSB. (March 2017)
2. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016)
3. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)
4. Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)
5. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC pending balanced budget (requested in 2015)
6. SEAC recommended to the Board of Trustees to investigate the costs to possibly promote SEAC Special Education information through innovative technological methods. (Requested April 2017)