

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA June 7, 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

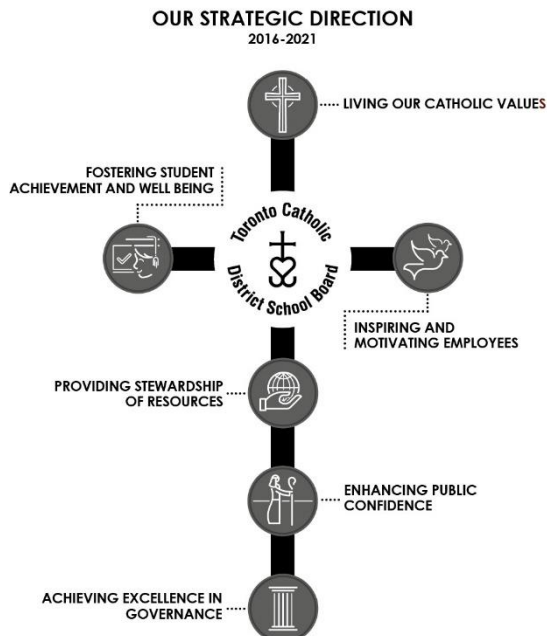
Glenn Webster
Ontario Assoc. of
Families of Children
With Communication
Disorders

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

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through witness, faith, innovation and action.*



AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, June 7, 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 May 17, 2017 for Public Session	1 - 9
5. Delegations	
6. Presentations	
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	10 - 13
9.b Special Education Superintendent Update June 2017	14 - 16
9.c Special Education Parent Handbook	17 - 27
9.d Pro Grant (For Discussion)	

10. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
11. **Reports of Officials, and Special and Permanent Committees Requiring Action**
12. **Reports of Officials for Information**
 - 12.a Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy 28 - 37
13. **Inquiries and Miscellaneous**
 - 13.a Inquiry from Sandra Mastronardi regarding Admissions Policy
14. **Association Reports**
15. **Update from Trustees on resolutions recommended to the Board by the Committee**
16. **Pending List** 38
17. **Adjournment**

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

HELD WEDNESDAY, MAY 17, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy, Vice Chair – by teleconference
Rosanna Del Grosso
Sandra Mastronardi
Tyler Munro
Giselle Romanino
Mary Pugh
Raul Vomisescu
Glenn Webster

Trustees A. Andrachuk
 A. Kennedy
 G. Tanuan – by teleconference

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

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

1. Roll Call and Apologies

Apologies were tendered on behalf of Dario Imbrogno, John MacKenzie and Gizelle Paine who were unable to attend the meeting.

2. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Ashleigh Molloy, that Item 6a) SEAC Orientation be deferred to the September 13, 2017 SEAC Meeting.

The Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Ashleigh Molloy, that the Agenda, as amended to include the Addendum, a Verbal Update from Rosanna Del Grosso regarding Association Report and a Miscellaneous Item from Sandra Mastronardi, be approved.

The Motion was declared

CARRIED

3. Declarations of Interest

Trustee Kennedy declared an interest in Item 6b) 2017-18 Budget Estimates as her family members are employees of this Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of this item.

4. Approval and Signing of the Minutes of the Meeting Held on April 12, 2017 for Public Session

MOVED by Giselle Romanino, seconded by Tyler Munro, that the Minutes of the Regular Meeting held April 12, 2017 be approved with an amendment to change the name *Hugh* to *Pugh* on Page 3.

The Motion was declared

CARRIED

Trustee Kennedy left the meeting due to a Declaration of Interest, as earlier indicated.

5. Presentations

MOVED by Giselle Romanino, seconded by Tyler Munro, that Item 6b) be adopted as follows:

6b) 2017-18 Budget Estimates – Received.

The Motion was declared

CARRIED

13. Inquiries and Miscellaneous

There was an inquiry from Sandra Mastronardi regarding Autism Funding.

MOVED by Sandra Mastronardi, seconded by Rosanna Del Grosso, that staff come back with a report on whether or not the program to assist with social thinking could be expanded to the secondary panel.

The Motion was declared

CARRIED

Trustee Kennedy returned to the meeting.

9. Communications

MOVED by Ashleigh Molloy, seconded by Glenn Webster, that Item 9a) be adopted as follows:

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

The Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Ashleigh Molloy, that Item 9b) be adopted as follows:

9b) **Special Education Superintendent Update May 2017** – received.

The Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Trustee Andrachuk, that Item 9c) be adopted as follows:

9c) **Special Education Parent Handbook** – received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that email addresses for all SEAC members be included in the Special Education Parent Handbook.

Results of the Vote taken on the Amendment, as follows:

In Favour

Trustee Kennedy
Trustee Tanuan
Rosanna Del Grosso
Sandra Mastronardi
Tyler Munro
Mary Pugh

Opposed

Trustee Andrachuk
Raul Vomisescu
Glenn Webster

Giselle Romanino
Marilyn Taylor

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Mary Pugh, seconded by Trustee Andrachuk, that SEAC recommend to the Board of Trustees that all schools be required to have a paragraph in their first newsletters of the school year with a link to the Special Services webpage and to state that parents who are unable to access the site could speak with the Principal or visit the Toronto Public Library.

MOVED in AMENDMENT by Rosanna Del Grosso, seconded by Sandra Mastronardi, that the information should be included in the September and January newsletters.

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that Item 9d) be adopted as follows:

- 9d) **Secondary School Safe Procedures Report** received and that each school community implement a process to communicate the attendance procedures to families with students attending ISP classes in order to continue to ensure student safety.

The Motion was declared

CARRIED

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

- 9e) **Verbal Update on Changes to ISP Classes** – received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Giselle Romanino, that Item 9f) be adopted as follows:

9f) **Gifted Programs** – received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Rosanna Del Grosso, that the Superintendent of Education review the status of the recommendation that was made to the Board of Trustees and bring back that information to the next SEAC meeting.

The Motion was declared

CARRIED

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

9g) **Pro Grant** - received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Giselle Romanino, that Item 9h) be adopted as follows:

9h) **Report on the Impact of Coordinated Service Planning** - received.

The Motion was declared

CARRIED

13. Miscellaneous

Sandra Mastronardi informed the meeting that she was now a member of the Special Education Committee with the Archdiocese.

17. Adjournment

MOVED by Giselle Romanino, seconded by Trustee Andrachuk, 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"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Consultation on LTAPP (Long Term Accommodation Program Plan) -Secondary School Course Calendar Update for 2017-18 -April Parent Fair – Call for participants from Associations -SEAC Orientation Presentation Date to be set 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Financial Consultation regarding 2016-17 (high level) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan 	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"> <i>-Review of SEAC Calendar</i> <i>-Mental Health and Well Being Report 2015-16</i> <i>-Share Multi-Year Strategic Plan Update</i> <i>-Consult on Special Education Programs and Services being considered for 2017-18</i> <i>-TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016)</i> <i>- Special Education Plan: Review Program Specific Resources for Parents</i> 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) -New term begins in Secondary Schools that operate on semesters -Report Cards are distributed 	<ol style="list-style-type: none"> 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) 	Completed in February 2017
March	<ul style="list-style-type: none"> -Review of SEAC Calendar -Continue consultation on Special Education Programs and Services for 2016-17 (Autism AFSE and LD AFSE) -budget consultation -Presentation on Inclusion- M. Dolmage -Coordinated Service Planning – R. Roebuck 	Ontario Secondary School Literacy Test (OSSLT) takes place	<ol style="list-style-type: none"> 1. Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on <i>Evidence of Effective High School Inclusion: Research, Resources and Inspiration.</i>(February, 2017) 	Completed in March 2017

April	<ul style="list-style-type: none"> -Review of SEAC Calendar - Financial Report as at January, 2016 2017-18 Budget Projections for Consultation Purposes - Review of Education assistant and child and youth worker efficiencies in the elementary and secondary panel - Parent Conference Review - Process for Presentations to SEAC - SEAC Orientation 	<p>Parent Resources Event</p> <p>Autism Awareness Month</p>	<ol style="list-style-type: none"> 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) – 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)- 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)- 	<p>Completed April 2017</p> <p>Completed in April 2017</p> <p>Completed April 2017</p>
May	<ul style="list-style-type: none"> -Review of SEAC Calendar -Special Education Plan: Handbook update -Secondary School Safe Arrival procedures for ISP students -SEAC Orientation -ISP class changes - SO update 	<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>	<p>Addressed May 2017</p> <p>Addressed May 2017</p> <p>Discussed May 2017 to return June 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. (requested March 2017)	Addressed May 2017
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services • Special Education Parent Guide 2017 • Budget approval update • Status of PRO Grant application 	EQAO Grade 3 and 6 Testing	<p>Superintendent of Education review the status of the recommendation that was made to the Board of Trustees and bring back that information to the next SEAC meeting. (requested May 2017)</p> <p>Request that all email addresses for all SEAC members be included in the Special Education Parent Handbook. (May 2017)</p>	
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"> -Review Special Education Report submitted to Regional Office (Sept 1) - Communication regarding reorganization of the Central Departments -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals 	Special Education Report Checklist submitted to the Ministry of Education		
October	<ul style="list-style-type: none"> -Review Special Education component of Draft Board Improvement Plan for Student Achievement -Develop process for review of next year's Special Education Report 	<ul style="list-style-type: none"> -Board Improvement Plan Submitted to the Ministry of Education -EQAO Results for Gr. 3 and 6 Received and OSSLT 		

	-Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels	-Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education		
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

June 2017

On May 31st, the Special Services Department along with three secondary High Schools (Marshall McLuhan, Loretto College and St. Mary Academy) hosted the 20th Year Annual Secondary School Student Special Olympics at the Downsview Hangar to honour and celebrate the gifts of all our special athletes.



The Speech and Language department and the D/HH department celebrated May is Speech, Language and Hearing Awareness Month!

Deaf and Hard of Hearing

- The Annual Deaf/ Hard of Hearing Family picnic was held at Our Lady of Mount Carmel on May 26, 2017. Students, families and staff had a wonderful time. We look forward to celebrating our 30th anniversary next year.



Speech and Language

- In celebration of Speech, Language and Hearing Awareness month, the SLP department shared resources throughout the month with schools and families that highlighted strategies to support better communication skills.



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 for more details about this competition. Congratulations to all our students and teachers who participated.

Three of our Grade 5 Gifted Withdrawal students from St. Rose of Lima Gifted Centre are the 2017 Ontario Regional Winners of the WHERE Challenge. The WHERE Challenge asks students across Canada to discover the answers to these questions: What on Earth is in your stuff and WHERE on Earth does it come from? WHERE stands for the places where Earth scientists work: **W**ater, **H**azards, **E**nergy, **R**esources, and **E**nvironment. St. Rose of Lima Gifted Centre was also awarded an overall school prize for quantity and quality of entries. Check out their winning entries at <http://earthsciencecanada.com/where/>

One of our students from the St. Conrad Withdrawal Gifted Centre was the Grand Award Winner for the Design a Bookmark Contest 2017 (tpl.ca/kidspace). Her design and name were printed on bookmarks that were distributed throughout the Toronto Public Library system.

The team from Holy Name Gifted Centre was awarded the "Team Spirit" award, and a team from St. Monica Gifted Centre was awarded the "Team Spirit" and "Honourable Achievement" awards. These two teams were part of thirteen teams from the Withdrawal Gifted Centres that participated in this year's "Let's Talk Science Challenge". The Let's Talk Science Challenge is a team-based, competitive enrichment event for Grades 6-8 students. Over 20 universities host this event. The Challenge includes an exciting question and answer competition, an interactive, hands-on design challenge, as well as guest speakers. It inspires students to acquire science, technology, engineering and math (STEM) knowledge beyond their curriculum.

Our Lady of Sorrows, St. Charles, St. Conrad, St. Louis, and St. Raymond Gifted Withdrawal Centres participated in the 2nd Annual Gifted Performance Challenge Day. Gifted Withdrawal students from grades 5 to 8 competed against each other in a performance challenge which highlighted skills such as



problem solving, critical, lateral, technical and creative thinking. Many weeks of preparation resulted in over twenty fun filled performances over four days.

Students in Grades 5 through 8 from both the withdrawal and congregated Gifted programs participated in our 3rd Annual TCDSB Gifted Math Challenge, an individual competition of problem solving. Results will be posted soon.

LD Programs

Teachers of the LD ISP classes participated in a professional development session on June 6. The guest speaker, Dr. Pat Bucci from York Catholic District School Board discussed best practices in using standardized assessment tools as a pre and post assessment and aligning results with individual student goals within the LD/ ISP program and IEP.

Social Work

In conjunction with the Angel Foundation for Learning and members of the Leon family, Social Workers selected several TCDSB students from a large number of applicants to receive the Tom Leon Family Bursary. This bursary for post-secondary education is awarded annually to two graduating female students and two graduating male students who require financial assistance in order to pursue studies at a post-secondary institution. Each award is designated for the cost of tuition in the amount of up to \$5,000. Criteria for the award includes contributions to the school and/or community that reflect Catholic values, financial need and personal challenges and obstacles.

The Angel Foundation also provides an annual Exceptional Student Bursary. The successful applicant for this bursary is a graduating student that is identified as exceptional. The student has been accepted into a college, university or community-based program. There is evidence of financial need and/or personal challenges.



PARENT GUIDE FOR SPECIAL EDUCATION

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

2017

OUR MISSION AND VISION

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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

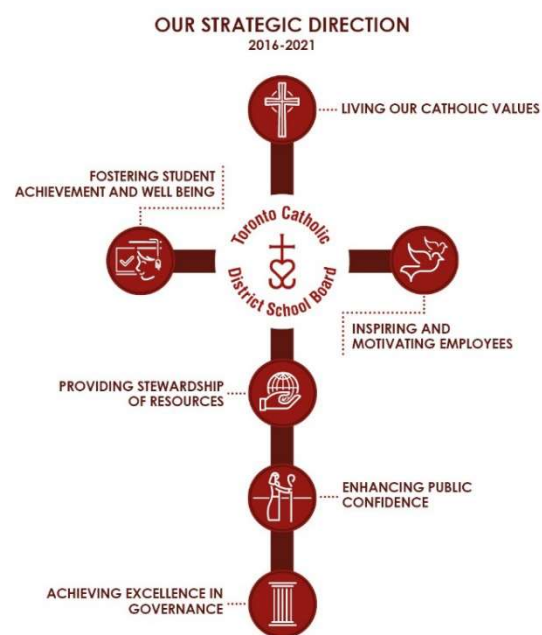
At Toronto Catholic we transform the world through witness, faith, innovation and action.

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**.

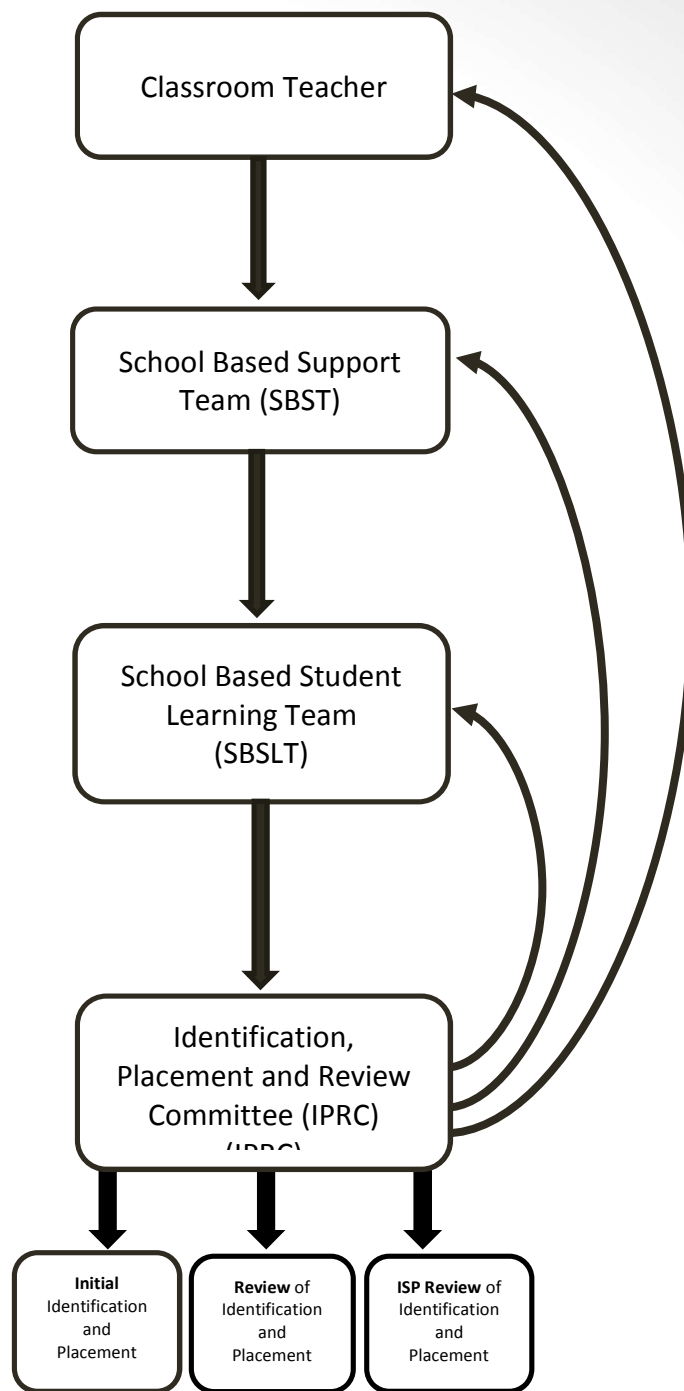
Parents are involved at each level of the process.

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**

Rosanna Del Grosso, Association for Bright Children

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Marilyn Taylor, Community Representative

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Raul Vomisescu, Community Living Toronto

raul.vovisescu@felmer.org

Glenn Webster, Ontario Association for Families of
Children with Communication Disorders

glenn.webster@sympatico.ca

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

Integrated Action for Inclusion
<http://www.integration-inclusion.com/>

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
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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

Without a vision the people perish

Proverbs 29:18



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

CONSULTATION RESULTS: PROPOSED DRAFT CHANGES TO SECONDARY SCHOOL ADMISSIONS POLICY

Psalm 24:1

The earth is the LORD'S, and all it contains, The world, and those who dwell in it.

Created, Draft	First Tabling		Review
May 30, 2017	June 8, 2017		Click here to enter a date.
John Yan John Volek	Senior Coordinator, Communications Senior Coordinator, Planning 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

1. The Board of Trustees, at the April 6, 2017 meeting of the Student Achievement and Well Being, Catholic Education and Resources Committee, approved the Secondary School Admissions Policy in principle, and specified proposed policy changes for public consultation at the level of “consult”.
2. A comprehensive three-week consultation process to engage school communities began on May 1, 2017 and concluded on Tuesday, May 23, 2017. Consultations included both an online survey, face to face meetings and presentations to major stakeholder groups – CPIC, OAPCE-Toronto, and Catholic School Parent School Councils (CSPCs). Parents and stakeholders were invited and given the opportunity to submit individual comments on the proposed draft secondary school admissions policy changes.
3. Further localized consultation sessions attended by Trustees and staff were held up until June 1, 2017 to gather input from Catholic School Parent Councils and parents in elementary and secondary school communities.
4. Trustees and staff received numerous e-mail messages and letters from stakeholders presenting local perspectives and offering suggestions about the proposed changes to the Secondary Admissions and Placement policy.
5. Detailed results of the online survey (**Appendix A**) and sampling of the comments received (**Appendix B**) are provided in the Report. Over 3,000 comments were received from 2,931 online survey respondents.

Not inclusive of the time spent by TCDSB staff in facilitating face-to-face consultation sessions, this Report required 40 person-hours to consolidate and review the data provided during the consultation process.

B. PURPOSE

1. This Report outlines the results of the community consultation. The feedback and comments received from TCDSB stakeholders will help inform Trustees as the Board considers next steps or final deliberations regarding the proposed draft secondary school admission policy changes.

C. BACKGROUND

1. Following the Board of Trustees decision at the April 6, 2017 meeting of the Student Achievement and Well Being, Catholic Education and Resources Committee, regarding the proposed draft changes to the Secondary School Admissions Policy, a comprehensive three-week community consultation process was conducted from May 1, 2017 to Tuesday, May 23, 2017.
2. Consultations comprised of online and face to face opportunities for community feedback and input from all TCDSB stakeholders including CPIC, OAPCE-Toronto. An online survey and dedicated mini-web site was launched on May 1, 2017. A special “Consultation in the Round” facilitated by Board Staff served as unique face-to-face engagement session at the Catholic Education Centre on the evening of May 8, 2017.
3. Presentations and information sessions were also conducted at a number of CSPC meetings attended by Board staff and local Trustees beyond May 23, 2017.
4. Trustees and staff received numerous e-mail messages and letters from stakeholders presenting local perspectives and offering suggestions about the proposed changes to the Secondary Admissions and Placement policy.
5. There was significant participation and response throughout the consultation process, featuring close to three-thousand survey responses (2,931) and thousands of online comments, summaries from the face-to-face consultation, discussions at CSPC meetings, delegations at Board meetings, emails and written submissions.

D. EVIDENCE/RESEARCH/ANALYSIS

ONLINE SURVEY

1. The online survey outlining the major proposed draft changes to the secondary school admissions policy was launched online on May 1, 2017 and available for feedback and input until May 23, 2017.
2. A total of 2,931 survey responses were submitted (**Appendix A**). Based on the high response rate, survey results are considered accurate 95 percent of the time with a margin of error of plus or minus 1.8 percent.

3. Stakeholders were also invited to submit comments regarding the proposed draft policy changes. A representative sample of comments received is provided (unedited) in **Appendix B**. The complete 228-page compilation of raw comments was also sent to Trustees in PDF. Comments recorded during the May 8, 2017, special face-to-face consultation session held at the Board office is listed in **Appendix C**.

FACE TO FACE CONSULTATION IN THE ROUND

4. Over 80 parents attended the Consultation in the Round session at the Catholic Education Centre on May 8. After a plenary overview of the proposed policy changes, parents rotated through six groups representing the 6 major proposed changes to regulations within the policy.
5. Comments were recorded by staff at each of the six discussion tables, and participants were provided the opportunity to submit their own written comments to the group facilitator. Staff assessed the comments as part of the comprehensive consultation.

LOCAL PRESENTATIONS TO GROUPS OF CSPCs AND PARENTS

6. Three separate sessions were held by Trustees and staff to Catholic School Parent Councils and parents in a variety of schools. In most cases, parents from 2-3 elementary schools affected by the proposed changes to regulations assembled to present questions and offer suggestions about the proposed policy changes.
7. Staff recorded the suggestions and incorporated it into the comprehensive consultation.

MARY WARD COMMUNITY LETTER TO THE DIRECTOR

8. Mary Ward CSS offers a unique, self-directed learning program in grades 9 to 12, and is one of a handful of schools across Canada to offer this unique method or program delivery. Self-directed learning is offered across all program pathways, and has operated as a community school that offers the program to students at local elementary schools and to students beyond the regular catchment area who desire the self-directed approach to earning an Ontario Secondary School diploma.
9. Given the unique nature of its program, the Mary Ward community has recommended status quo so to avoid mandating self-directed learning for all

local grade 8 students, allowing for the opportunity to attend a secondary school for a regular program.

E-MAIL MESSAGES AND LETTERS TO TRUSTEES AND STAFF

10. Students, parents and stakeholders sent numerous messages to local Trustees and staff expressing a variety of perspectives on the proposed changes.

CONSULTATION THEMES

11. Throughout all forms of consultation, five (5) salient themes emerged.
 - i. **Theme One** expressed support for the proposed changes, primarily to ensure that the local secondary school (co-educational or single gender) would be able to provide an education for students who reside in the immediate neighbourhoods around the school.
 - ii. **Theme Two** discussed the need to preserve choice for grade students so as to ensure they have the opportunity to receive the educational program, be it regular program, single gender program, or specialty program, in the school they want and not be directed to secondary schools that has had minimal historical connection to the elementary school.
 - iii. **Theme Three** reported concern over the number of International students studying in oversubscribed schools. Data suggest that the impact of International students on grade 9 enrolment in 4 oversubscribed schools is negligible.
 - iv. **Theme Four** expressed the need for the TCDSB to apply its current policy and specialty program offerings more stringently. The TCDSB should implement innovative programs across the city to allow for easier access for local school communities. It was opined that should this course of action be followed it has potential to balance enrolment across all secondary schools.
 - v. **Theme Five** expressed that while there is a general appreciation that secondary school boundaries need to be considered to balance enrolments at all TCDSB secondary schools, more time was required to comprehensively analyze the data and engage parents more deeply in the process.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Secondary Admissions Consultation Survey Results

Survey Questions and Response Rate: 2,931 total responses (YES = Agree, NO = Disagree)

1. (a) Each grade 8 student shall be directed to one (1) secondary school based on the boundary of the elementary school to the secondary school. Each grade 8 student shall have the option of selecting two (2) other secondary schools, and may be considered for placement based on the proximity of the secondary school of choice to the home address of the student, program and space availability.

Responses	YES	%	NO	%	NR	%
2,931	865	29.51 %	2,036	69.46%	30	1.02%

2. As an alternative to consultation question #1, applicants for single gender secondary schools, priority for admission will be given to applicants attending the closest elementary schools, pending program and space availability.

Responses	YES	%	NO	%	NR	%
2,931	970	33.09 %	1,898	64.76%	63	2.15%

3. Each grade 8 student shall be provided a list of Regional program options (as listed below) based on the boundary of the elementary school to the secondary schools which offer these Regional programs.

- French Immersion
- Extended French
- Congregated Advanced Placement
- Regional Arts Program
- STEAM, STEM, MST, MSE
- International Baccalaureate Program

Responses	YES	%	NO	%	NR	%
2,931	1,296	44.22 %	1,591	54.28%	44	1.50%

APPENDIX A

4. Students who register for Regional programs and reside outside their identified secondary school boundary, and who withdraw from a Regional program, may be redirected to their designated secondary school for regular program.

Responses	YES	%	NO	%	NR	%
2,931	1,085	37.02 %	1,795	61.24%	51	1.74%

5. Siblings currently enrolled in an elementary school with an older sibling at a secondary school will be grandfathered from this policy until the last sibling graduates.

Responses	YES	%	NO	%	NR	%
2,931	1,862	63.53 %	682	23.27%	387	13.20%

6. Grade 8 students who have a sibling currently attending and returning to secondary school, where the sibling is in a Regional Program, will not be granted automatic admission under the sibling rule. The grade 8 student will be required to apply through the specified process for admission to be considered for placement to the same school.

Responses	YES	%	NO	%	NR	%
2,931	891	30.40 %	2,007	68.47%	33	1.13%

**Secondary School Admission & Placement Policy Consultation
May 8, 2017 – CEC**

Topic #1 Designated School – Regular Program	
PRO = 5	CON = 10
<ul style="list-style-type: none"> • Move to fixed boundaries • Boundaries need to be enforced • Grade 8 teachers need to be informed of the policies and need to be less biased. 	<ul style="list-style-type: none"> • Use network analysis to look at bus routing as opposed to straight distance • This plan puts numbers ahead of kids' development

Topic #2 Designated School – Single Gender	
PRO = 3	CON = 8
<ul style="list-style-type: none"> • The change would work well and alleviate pressure on girls' schools • Will help the enrollment of neighbouring single gender schools 	<ul style="list-style-type: none"> • Must be also able to apply to a single-gender + specialty program if in same school • Let kids and schools compete for the best kids-do not limited the kids' access to desired schools

Topic #3 Designated School – Specialty Program	
PRO = 2	CON = 5
<ul style="list-style-type: none"> • I want to make sure the policy is being followed-what is the guarantee the student would be redirected? • Start the specialty programs in grades 6 or 7 	<ul style="list-style-type: none"> • Students should have choice of where to take their specialty program • Students may pull out of the board of forced to take a specialty program in a designated school

Topic #4 Withdraw from Specialty Program – Return to Designated School	
PRO = 6	CON = 1
<ul style="list-style-type: none"> • Who polices the return to the designated school? • Allows principal some leeway to decide on individual circumstances 	<ul style="list-style-type: none"> • Some discretion is required • This will cause disruption to child's life/network

Topic #5 Sibling Rule - Grandfathering	
PRO = 10	CON = 3
<ul style="list-style-type: none"> • This is the only positive thing in all of this craziness • This is a reasonable, fair policy 	<ul style="list-style-type: none"> • Phase it out to see what the numbers actually are • You are not granting equal access if placing borders around schools

Topic #6 NO Sibling Rule application for Specialty Program	
PRO = 8	CON = 3
<ul style="list-style-type: none"> • Fair policy. Entry should be based on merit so as not to displace a student from a regional program • Use of the word "will" instead of may in regards sending students back to designated secondary school 	<ul style="list-style-type: none"> • Exception should be made for an undersubscribed school • Need provisions for twins, triplets, etc. • This will hurt parent involvement if siblings at different secondary schools • Push pout VISA students into undersubscribed school

SEAC PENDING LIST AS AT June 7, 2017

1. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016)
2. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)
3. Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)
4. 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)
5. 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)
6. SEAC requested a report on whether or not the program to assist with social thinking (PAST) could be expanded to the secondary panel. (May 2017)