

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA SEPTEMBER 13, 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

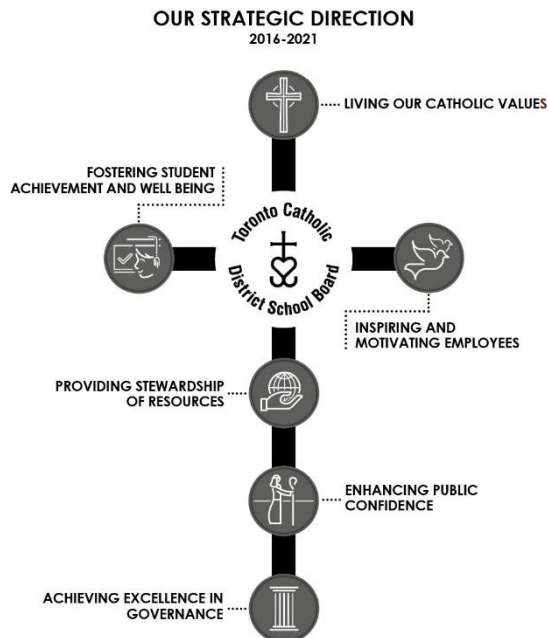
Glenn Webster
Ontario Assoc. of
Families of Children
With Communication
Disorders

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

Rory McGuckin
Director of Education

Angela Kennedy
Chair of the Board

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

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through witness, faith, innovation and action.*



AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, September 13, 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 June 7, 2017 for Public Session	1 - 5
5. Delegations	
6. Presentations	
6.a Vince Burzotta, Superintendent, AEAC, Safe Schools, International Education, regarding Safe Schools Update	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a Kevin Hodgkinson, General Manager of Toronto Student Transportation Group (TSTG), regarding Student Transportation Update (Verbal)	
9.b Special Services Superintendent Update September 2017	6

9.c	SEAC Monthly Calendar Review	7 - 10
9.d	Special Education Plan Checklist	11 - 12
9.e	Toronto Catholic District School Board's Annual Accessibility Status Report 2016	13 - 19
9.f	Minister's Advisory Council on Special Education (MACSE) 2017 Meeting Highlights	20 - 21
9.g	Special Needs Strategy Integrated Rehabilitation Update September 2017	22 - 24
9.h	Special Education in Ontario Schools, 2017 http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf	
9.i	Alternative Framework Update	25 - 26
9.j	SEAC New Member Application - Laurie Ricciuto	27 - 28
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	
13.	Inquiries and Miscellaneous	
13.a	Inquiry regarding the Horizon Project on Special Education Complaint and Appeal Processes in Ontario http://www.horizoned.ca/wp-content/uploads/2017/07/Special-Education-Complaint-and-Appeal-Processess-in-Ontario-2017.pdf	
13.b	Miscellaneous - Hello-I-am-Sheriauna-Pt-1	
14.	Association Reports	
14.a	From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) SEAC Circular September 2017	29 - 31
14.b	From Gizelle Paine regarding Learning Disabilities Association of	32 - 40

Ontario (LDAO) Response to Consultation on Accessibility
Standard for Education

- 15. **Update from Trustees on resolutions recommended to the Board by the Committee**
- 16. **Pending List** 41
- 17. **Adjournment**

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

HELD WEDNESDAY, JUNE 7, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Rosanna Del Grosso
Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Gizelle Paine
Glenn Webster

Trustee: A. Andrachuk

Staff: R. McGuckin
C. Fernandes
A. Coke
D. Reid
J. Wilhelm

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

1. Roll Call and Apologies

Apologies were tendered on behalf of and Trustees Kennedy and Tanuan, Ashleigh Molloy, Mary Pugh, Giselle Romanino and Raul Vomisescu who were unable to attend the meeting.

2. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Gizelle Paine, that the Agenda, as amended, to include the Pro-Grant Report as part of Item 9d); Item 9e) Congratulatory Letter from Prime Minister Justin Trudeau regarding the 20th Annual Special Needs Olympics; Item 13b) Update from the Superintendent, Special Services on the Inquiry regarding Expanding the Gifted Program and Item 13c) Association Report from Sandra Mastronardi, be approved.

The Motion was declared

CARRIED

3. Approval and Signing of the Minutes of the Meeting Held on May 17, 2017 for Public Session

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held May 17, 2017 for Public Session be approved.

The Motion was declared

CARRIED

9. Communications

MOVED by Dario Imbrogno, seconded by Tyler Munro, that Item 9a) be adopted as follows:

- 9a) **SEAC Monthly Calendar Review** received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Dario Imbrogno, that Item 9b) be adopted as follows:

- 9b) **Special Education Superintendent Update June 2017** received

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that Item 9c) be adopted as follows:

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that Items 9d) and 9e) be adopted as follows:

- 9d) **Pro Grant (Discussion) and Pro Grant Report** received.
- &
- 9e) **Congratulatory Letter from Prime Minister Justin Trudeau regarding the 20th Annual Special Needs Olympics** received.

The Motion was declared

CARRIED

12. Reports of Officials for Information

MOVED by Gizelle Paine, seconded by John MacKenzie, that Item 12a) be adopted as follows:

- 12a) **Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy** received.

The Motion was declared

CARRIED

13. Inquiries and Miscellaneous

Inquiries and Miscellaneous included the following:

- 13a) Inquiry from Sandra Mastronardi regarding Special Program Distribution within Existing Boundaries;
- 13b) Update from the Superintendent, Special Services on the Inquiry regarding Expanding the Gifted Program; and
- 13c) Association Report from Sandra Mastronardi.

17. Adjournment

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that the meeting adjourn.

The Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Superintendent Update

September 2017

WELCOME BACK CEREMONY

On Wednesday, August 30th, 2001 all the Special Education Chiefs met with the Psychologists, Social Workers, Speech Language Pathologists and some teaching staff to kick off the year. The focus of the day was on welcoming new staff and providing them a vision for working with students and schools.

Psychology/LD:

In the month of September, several training sessions will be conducted by the TCDSB Empower Team for teachers new to Empower Reading & Decoding and Empower Comprehension & Vocabulary, as well as refresher training for teachers already using Empower.

Gifted

On September 6th, Grade 5 students entering the gifted program for the first time were welcomed and had the opportunity to meet their teachers.

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>	<p>Completed June 2017</p> <p>Completed June 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 Checklist - Review TCDSB accessibility Plans - Updates from MACSE Meeting Highlights - Update re Special Needs Strategy - Develop or review SEAC annual Agenda/Goals -Association Reports: Autism Ontario and LDAO 	Special Education Report Checklist submitted to the Ministry of Education	Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)	
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 		


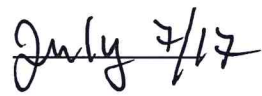
	<i>-Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels</i>	<i>-Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education</i>		
November	<i>-Review October Report Data -Continue to Review elements of the Special Education Plan -Share process for nomination of new SEAC members</i>			
December	<i>-SEAC Elections -SEAC Social</i>			

2017-18 Special Education Plan Checklist
Please submit to your regional office by July 31, 2017

District School Board/School Authority:		
Compliance with the <i>Standards for School Boards' Special Education Plans (2000)</i>	Report on the provision of Special Education Programs and Services 2016-17	Amendments to the 2017-18 Special Education Plan
Special Education Programs and Services		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p style="text-align: center;"><i>Where programs and services have not been provided as outlined in the 2016-17 Special Education Plan, please provide a description of the variance:</i></p>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input checked="" type="checkbox"/>

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file <input type="checkbox"/> Paper copy	https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	

<p>Name of the Director of Education</p> <p style="margin-left: 40px;">Angela Gauthier</p> <hr style="width: 30%; margin-left: 0;"/>	
<p>Signature of the Director of Education</p> <div style="margin-top: 20px;">  </div>	<p>Date</p> <div style="margin-top: 20px;">  </div>



Accessibility Annual Status Report- 2016

Achievements for the 2015/2016 Academic Year-

During the past school year many of our service departments and academic support services continued their efforts to support the elimination of barriers for individuals with disabilities.

Facilities, Planning and Capital Development Department:

The Facilities, Planning and Capital Development department worked within the budget allocations to renovate schools, build new or replacement elementary and secondary schools and modified existing structures while ensuring that all requirements under the *Ontario Building Code* were met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities.

The following Capital Development projects are underway and are expected to be completed by 2019 or earlier:

School/Location	Project Overview
New Build/Replacement Schools 2016- 2019	
Holy Trinity Catholic School	Consolidation of two (2) elementary schools on a new site
St. Simon Catholic School	Replacement elementary school on a new site
St. John the Evangelist Catholic School	Replacement elementary school & Child Care Centre on the existing school site
St. Joseph Morrow Park Catholic Secondary School	Replacement of secondary school on a new school site
Dante Alighieri Academy/Villa Columbo	Joint Venture development of secondary school and Community Cultural Centre
St. Margaret Catholic School	Replacement elementary school on the existing site
St. Fidelis Catholic School	Replacement elementary school on the existing site
Bless Cardinal Newman Catholic Secondary School	Replacement of secondary school on an expanded site
Railway Lands Catholic School	Joint Venture development of two (2) elementary school (TCDSB & TDSB), Community Centre and Child Care Centre

School/Location	Project Overview
Additions to Existing Schools 2016- 2018	
Our Lady of Wisdom	Elementary addition for FDK & Classrooms
St. Malachy Catholic School	Elementary addition for FDK & Classrooms
St. Paschal Baylon Catholic School	Elementary addition for FDK, Classrooms & Gymnasium
St. Victor Catholic School	Elementary addition for FDK & Classrooms
St. Ursula Catholic School	Elementary addition for FDK & Classrooms
St. Clement Catholic School	Elementary addition for FDK, Classrooms, Gymnasium & Child Care Centre
St. Augustine of Canterbury Catholic School	Elementary addition for Classrooms, Gymnasium & Child Care Centre

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase or any additions made to existing schools meet or exceed accessibility standards. Presently, the Board is proceeding with 3 replacement secondary schools, 5 replacement elementary schools and 1 new elementary school. In addition, the Board has completed the construction of 2 elementary school additions with 6 elementary school additions underway. All new schools and additions conform to the accessibility standard obligations, under the AODA, consistent with the requirements of the *Ontario Building Code*.

Accessible Schools for Individuals with Physical Disabilities:

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

Single Story Schools:

Blessed Kateri Tekakwitha	Our Lady of the Assumption	St. Henry
Holy Angels	Sacred Heart	St. John Vianney
Josyf Cardinal Slipyi	St. Elizabeth Seton	St. Maximilian Kobe
Monsignor John Corrigan	St. Florence	St. Sylvester
Our Lady of Grace	St. Gabriel Lalemant	The Divine Infant

Schools with a Passenger Elevator:

All Saints	Nativity of Our Lord	St. Francis Xavier
Archbishop Romero	Our Lady of Fatima	St. Gregory
Bishop Allen	Our Lady of Lourdes	St. Helen
Bishop Morocco/Thomas Merton	Our Lady of Sorrows	St. Jane Francis
Blessed Mother Teresa	Our Lady of Victory	St. Joachim
Blessed Pier Giorgio Frassati	Pope John Paul II	St. John the Evangelist
Blessed Trinity	Price of Peace	St. Joseph College
Brebeuf College	Regina Pacis	St. Kevin

Canadian Martyrs School	Senator O'Connor	St. Luke
Cardinal Carter Academy for the Arts	St. Agatha	St. Maria Goretti
Cardinal Leger	St. Albert	St. Mark
Cardinal Newman	St. Ambrose	St. Mary Secondary School
Father Henry Carr	St. Andre	St. Michael Choir
Father John Redmond	St. Angela	St. Monica
Francis Libermann	St. Anthony	St. Nicholas
Holy Cross	St. Basil the Great	St. Norbert
Immaculate Conception	St. Bede	St. Patrick
James Cardinal McGuigan	St. Bernard	St. Pius X
James Culnan	St. Brendan	St. Raphael
Jean Vanier	St. Charles Garnier	St. Robert
Loretto Abbey	St. Clement	St. Stephan
Loretto College	St. Conrad	St. Thomas Moore
Marshall McLuhan	St. Comos & Damian	St. Timothy
Mary Ward	St. Domenic Savio	Catholic Education Centre (Board Office)
Michael Power/St. Joseph	St. Edward	
Monsignor Percy Johnson	St. Francis of Assisi	

School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure Development & Proposal:

The Board is in the process of developing and drafting an Operational Procedure which will apply to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This proposed Operational Procedure does **not** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student's disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will sent a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

Implementation of the proposed Operational Procedure is scheduled for the commencement of the 2016/2017 academic year.

Special Services Education:

The Special Services department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each special needs student with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2015/2016 school year, approximately 1,300 students with special needs were identified and the Board presently has a total of approximately 10,800 special needs students.

Students who have been identified as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving special education support and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. In consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a special education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Presently, the Board has over 18,000 students with an IEP. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made through the support and plan set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2015/2016 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved approximately 400 Special Education Amount (SEA) claims for the purchase of assistive technology for students with higher special needs. The equipment includes devices such as positioning devices and amplification systems. SEA claims also may include computers and software that provide access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer generated prompting methods.

On a continual basis, administrators work to identify physical barriers in schools which hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are

examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local level discussions with the Planning Department, the school Principal and the regional Superintendent of Education.

Health & Safety:

Student & Employee Emergency Evacuation Response Plan(s):

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board has developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

Human Resource Services:

Workplace Accommodations for Disabled Employees:

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38. Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's

Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

Accessible Recruitment Practices:

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all job candidates, both internal and external, with an opportunity to self-identify a disability that would require an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external job candidates during the interview and/or skills testing processes for vacant positions. The job candidate is required to self-identify their disability before being interviewed and/or tested for the job classification to which they have applied to. The job candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request for interview and skills testing accommodations. The medical documentation provided by the job applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the job applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

Accessibility Awareness Training for Educators:

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Academic Program Coordinators, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

Human Rights and Accessibility Training for Support Staff:

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as "educators").

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board's staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB's community partnership agreements and vendor contracts.

Accessible Formats:

Educational & Training Materials:

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board's Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board's policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board's school-based educator staff to meeting the student's unique accommodation requirements.

Communication Materials:

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Meeting Highlights
Minister's Advisory Council on Special Education (MACSE)
June 7, 2017

- Joe Trovato, chair, welcomed members and advised that Marion Macdonald, Stacey Manzerolle, John Wilhelm and Christine Hughes had sent regrets for the meeting. He reminded members of the conflict of interest rules and the requirement to declare any potential conflict at each meeting.
- Louise Sirisko, Director of the Special Education / Success for All Branch (SESAB), referred Council to the *Special Education Update Addendum (June 2017)* that has been designed as an update to the *Special Education Update (February 2017)*. Both will be posted on the Ministry's web site.
 - SEAC conference participants found the gathering very helpful and suggested another province-wide conference be organized in 2019 so as to engage the newly appointed SEACs following the 2018 school board elections. MACSE unanimously endorsed a call for a ministry-sponsored SEAC conference in the spring of 2019.
- Staff from SESAB provided an update on the ministry's organizational realignment that took effect on May 15. MACSE welcomed the movement of the Curriculum Assessment & Student Success Policy Branch to the Student Achievement Division as supporting greater alignment.
- Staff from SESAB provided an overview of the process to develop an accessibility standard for education under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). A Standards Development Committee struck to make recommendations to the government will address many dimensions of accessibility, including formats of learning materials and other dimensions of the learning experience. Stakeholders are being consulted through an on-line survey and members were encouraged to bring the survey to the attention of their communities.
- Updates were received from representatives of other ministries (and are included in the Special Education Update):
 - Ministry of Advanced Education and Skills Development (MAESD)
 - Ministry of Children and Youth Services (MCYS)
 - Ministry of Health and Long-Term Care (MOHLTC), and
 - Ministry of Community and Social Services (MCSS)
- Martyn Beckett, Assistant Deputy Minister, Student Support and Field Services Division, provided comments on the Provincial Initiatives Committee, the recent LD pilot symposium in London, Ontario, and the on-line survey supporting the development of an accessibility standard for education. He noted that the Accessibility Directorate of Ontario is accepting applications from individuals serving on the Standards Development Committee.
- Bruce Rodrigues, Deputy Minister, commented on the ministry's recent organizational realignment, the government's child care announcement made the previous day, and the establishment of a temporary Equity Secretariat in the ministry to lead the equity agenda for a two year period.

- Staff from SESAB provided an update on special education funding, including details from the Grants for Student Needs announcement in the spring and more recent announcements such as the Northern Supports Initiative.
- The Ontario Human Rights Commission is preparing to revise its Guidelines for Accessible Education, which were last amended in 2009. Council agreed to make this the focus of its next community collaboration engagement so as to inform a discussion at MACSE's meeting in October.
- Community collaboration reports were shared with ministry staff and Council members.
- Members were reminded that all meeting materials are confidential unless otherwise stated.
- MACSE's next meeting is scheduled for October 4 & 5, 2017.

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Ministry of Education

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Ministère de l'Éducation

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Ministry of Health and Long-Term Care

Assistant Deputy Minister
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Ministère de la Santé et des Soins de longue durée

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MEMORANDUM TO:

Directors of Education, District School Boards (DSBs)
Secretary-Treasurers of School Authorities
Executive Directors of Preschool Speech and Language Programs
Executive Directors of Children's Treatment Centres (CTCs)
Chief Executive Officers of Local Health Integration Networks (LHINs)
Chairs of Integrated Delivery of Rehabilitation Services Steering
Committees

DATE:

September 1st, 2017

FROM:

Martyn Beckett, ADM, Student Support and Field Services Division, EDU
Tim Hadwen, ADM, Health System Accountability and Performance
Division, MOHLTC
Darryl Sturtevant, ADM, Strategic Policy and Planning Division, MCYS
Denys Giguère, ADM, French-Language Teaching, Learning and
Achievement Division, EDU

RE:

**Integrated Delivery of Rehabilitation Services (IR) – Update on
Next Steps**

The purpose of this memo is to provide an update on the Integrated Delivery of Rehabilitation Services (IR), a key initiative under Ontario's Special Needs Strategy (SNS) and outline next steps for implementation.

.../2

We would like to take this opportunity to thank Steering Committees, service provider agencies and district school boards (DSBs) for their work over the past two years developing integrated rehabilitation service delivery models. Steering Committees have identified a number of challenges and have asked for support in the form of provincial direction and policy development. Given the complexity of the transformation to create seamless delivery of Integrated Rehabilitation Services and our commitment to ensure seamless support for families, the ministries will be taking a measured and phased approach to policy development and implementation.

In **phase one** of implementation, current or existing contracts will be transitioned from LHINs to CTCs for students requiring speech services, as well as occupational and physiotherapy services in publicly-funded schools. The ministries will work with LHINs, service providers and CTCs to support the delivery of these rehabilitation services in schools and the transition of LHIN service provider contracts to CTCs, effective April 1, 2018. Where DSBs currently provide occupational therapy, physiotherapy and speech-language pathology, these services will remain in place.

The ministries will establish a provincial advisory group that will include clinical experts, sector partners and education stakeholders to provide advice to the ministries on key issues including: the rehabilitation components of *Policy Program Memorandum (PPM) 81: Provision of Health Support Services in School Settings*, implementation of rehabilitation services across education and community-based sectors in a tiered service delivery model, the use of technology for information sharing and reporting, funding and accountability measures. Details about this provincial advisory group will follow shortly.

At this time, Steering Committees should cease final proposal development. We ask that CTCs and LHINs work with existing service providers to plan the transition of contracts from the LHINs to the CTCs, for implementation on April 1, 2018. The ministries will work closely with CTCs and LHINs to support a smooth transition for the contracted service providers impacted by the shift in contract responsibility, and to maintain service continuity for children and their families who are receiving or waiting for these services. Steering Committees will be kept informed and support this transition as necessary.

Phase two of implementation will follow as a result of the advice from the provincial advisory group and provincial decision-making in phase one and with consideration of the varying states of readiness across communities and service sectors to implement integrated services.

Next Steps

With your support, we believe that this phased approach will allow key system enhancements to begin to have a positive impact on the service experience of children and youth with rehabilitation needs and their families, while we continue to work together to ready other aspects of the system for provincial implementation of integrated service delivery.

Thank you for your commitment to and continued leadership on this initiative, in making our province's vision for children and youth with special needs a reality.



Martyn Beckett
Assistant Deputy Minister
EDU



Tim Hadwen
Assistant Deputy Minister
MOHLTC



Darryl Sturtevant
Assistant Deputy Minister
MCYS



Denys Giguère
Assistant Deputy Minister
EDU

- c. Denise Dwyer, ADM, Indigenous Education and Well Being Division, EDU
Nadia Cornacchia, ADM, Service Delivery Division, MCYS
Jennifer Morris, ADM, Policy Development and Program Design Division, MCYS
Taunya Paquette, Director, Indigenous Education Office, EDU
Steven Reid, Director, Field Services Branch, EDU

Ministry of Education

Special Education /
Success for All Branch
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Ministère de l'Éducation

Direction de l'éducation de l'enfance en
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MEMORANDUM TO: Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Director of Provincial and Demonstration Schools

FROM: Louise Sirisko, Director
Special Education/Success for All Branch

DATE: June 5, 2017

SUBJECT: **Seeking Nominations for a Review/Edit Team to work on the Confidential *Draft Provincial Framework for Alternative Programs & Courses* developed by the Ministry of Education, Special Education/Success for All Branch**

Most recently, a team from your board participated in one of seven Regional Feedback Sessions the Special Education, Success for All Branch conducted on sections of the confidential draft *Provincial Framework for Alternative Programs & Courses* and we would like to extend our sincere thank you for their time and contribution made.

The Branch is now moving forward on selecting a Review/Edit Team of educators from English and French boards, public and catholic, urban and rural to undertake a comprehensive review of the *draft* and make any necessary edits prior to releasing a final draft to District School Boards (DSBs).

The writing of the draft *Provincial Framework for Alternative Programs & Courses* has involved the following process:

- Regional Consultation Sessions with DSBs teams, including Provincial and Demonstration Schools, School Authorities (SAs) and Special Education Advisory Committee (SEAC) representatives to inform the resource were convened 2013-2014;
- A Writing team comprised of educators from the DSBs drafted the foundations of the framework in the summer 2014;
- Staff from the Special Education, Success for All Branch completed the draft of the Provincial Framework for Alternative Programs & Courses in the summer 2015; and
- Regional Feedback sessions with DSBs teams, including Provincial and Demonstration Schools, School Authorities (SAs) and Special Education Advisory Committee (SEAC) representatives to inform the resource were convened in the spring 2017.

In seeking your support we are pleased to extend an invitation to your board to nominate (form attached) two suitable candidates to be a part of this Review/Editing Team. Applicants must have the knowledge and direct experience in developing and implementing alternative programs and courses, and have strong review/editing skills.

As part of the selection process, we will be reviewing the applications and contacting the applicant's references. Approximately one – two weeks prior to the start of the work, there will be a teleconference whereby further details will be provided. Reviewers/Editors will be expected to come to Toronto as the work will be conducted August 16th, 17th and 18th, 2017. Applicants **must** be available to be in Toronto for the three consecutive days from 8:30 a.m. – 4:30 p.m. and will be paid a per diem.

Once the application is completed by the applicant, it along with the nomination form is to be submitted by the board no later than June 16, 2017. If the board or applicant requires additional information please don't hesitate to contact Sandra Montgomery at 416-325-3523 or by email at sandra.montgomery@ontario.ca

The application, selection and contract process for the Review/Edit Team is expected to begin June 19, 2017 with representation from across the province.

Thank you in advance for your continued support in meeting the needs of students who require programming alternative to the Ontario Curriculum. We look forward to hearing from you.

Sincerely,

Louise Sirisko

Attachments: Board Nomination Form
Application Form Package



Selection Process for Parent/Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees

PARENT/COMMUNITY MEMBER APPLICATION FORM

Individuals are requested to complete the following application form for consideration to be a member of a TCDSB Staff, Steering, Advisory or Ad Hoc committee:

Committee

Name:

Special Education Advisory Committee

Application
Position:

☒

Parent Representative

☐

Community Representative

Surname:	Ricciuto	First Name:	Laurie
Home Phone:		Cell Phone:	
E-mail address:			
Child(ren)'s School(s):	Holy Name and St. Patrick's Secondary		
1. To which other TCDSB parent organizations do you presently belong: <input type="checkbox"/> CSPC <input type="checkbox"/> CPIC <input type="checkbox"/> Toronto OAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations. None			
3. Briefly outline the reasons why you are interested in being a member of this committee: I have two children who are identified - one as gifted, one as learning-disabled. Having navigated the special education system for the past several years, I have learned a great deal about what is available and current policies and procedures in place. I am interested in being a member of this committee because I have gained many insights from my observations and experiences and I think these could make a positive contribution to the committee.			



Selection Process for Parent/Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees

4. Would your personal and/or professional experiences place you in a Conflict of Interest* in regards to being a member of this Committee:

☒ NO

☐ YES

Please Explain

5. Have you been selected to be part of another TCDSB Committee within the past 12 months?

☒ NO

☐ YES

Please specify the Committee

6. Provide any additional comments to be considered in regards to your participation on this committee.

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes

Submit Form

LDAO SEAC CIRCULAR

September 2017

Welcome to the 2017-18 school year.

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

The topics covered by this SEAC Circular:

1. Planning for the SEAC year
2. Draft **Special Education in Ontario: Kindergarten to Grade12 (Policy and Resource Guide)** released
3. Deadline extended for input on an **Accessibility Standard for Education**
4. Update on **Integrated Delivery of Rehabilitation Services**
5. MACSE June meeting highlights

List of Supplementary Materials:

1. PAAC on SEAC calendar 2017-18
2. LDAO Response to Consultation on an Accessibility Standard for Education
3. Next Steps Memo on Integrated Delivery of Rehabilitation Services
4. MACSE June Meeting Highlights
5. LDAO Response to Consultation on Guidelines on Accessible Education

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry memos by date at:
<http://www.edu.gov.on.ca/eng/policyfunding/memos/>

1. Planning for the SEAC year

It is good practice for SEACs to start the school year by developing or revising an annual plan. Each year PAAC creates a PAAC on SEAC calendar with important dates and reminders, in order to facilitate such planning. The 2017-18 version is attached, and is also on the PAAC on SEAC website (<http://www.paac-seac.ca/>)

The *PAAC on SEAC Effective Practices Handbook* (2016) outlines effective practices to help SEACs develop an annual plan (see: **Section 3 SEAC Roles & Responsibilities**, <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/>).

2. Draft Special Education in Ontario: Kindergarten to Grade12 (Policy and Resource Guide) released

The long awaited replacement for **Special Education: A Guide for Educators (2001)** has been released as a draft. The Ministry will convene a working group composed of education sector experts who will, over the next 12 to 18 months, review IEP related resources within the document. The draft document can be downloaded at:
http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf.

This new Guide includes content from both policy and resource materials. Policy documents (e.g. Standards for Special Education Plans, and for IEPs) are unchanged, but new information has been added to update resource documents. Key sections of the Guide include:

- Part A: Legislation, Policy and Funding
- Part B: Standards for School Boards' Special Education Plans
- Part C: Early Identification, Assessment and Transition Planning
- Part D: The Identification, Placement and Review Committee (IPRC) Process
- Part E: The Individual Education Plan (IEP)
- Part F: Other Programs and Services

The Categories and Definitions are mostly unchanged, although the new definition of Learning Disability, adopted in the revised PPM 8, is included. Since the document is draft, new definitions could be added as they are approved.

The section on Early Identification, Assessment and Transition Planning has quite a bit of new material, including transitions into school and within school settings. The concepts of ongoing assessment **of** learning and **for** learning are explained, and there is discussion of the role of school team meetings.

The section on the IPRC is based on Regulation 181/98, which hasn't changed. The section on IEPs, follows the format of the Ministry IEP template, which is included as an appendix. It is nice to see that this template now explicitly includes a space for parent comments, in addition to just a parent signature. The IEP Standards are also in the appendix.

SEAC members should familiarize themselves with the new document, and consider asking for a presentation at SEAC. LDAO SEAC members can send comments or concerns to dianew@LDAO.ca.

3. Deadline extended for input on an Accessibility Standard for Education

In the June LDAO SEAC Circular, information was provided on a consultation on a proposed Accessibility Standard for Education, under the Accessibility for Ontarians with Disabilities Act (AODA). In preparation for the establishment of a Standards Development Committee, a survey had been set up to look at possible scope of the committee's mandate. A Memo to Directors on July 31, 2017 extended the deadline for completion of the survey to October 16, 2017. The survey can be accessed at:

- English: <https://www.surveymonkey.com/r/EducationSurveyEN>
- French: <https://fr.surveymonkey.com/r/SondageAccessibilite>

Those who did not participate in the survey last spring have another chance. I have attached the response LDAO submitted, for those who are interested.

4. Update on Integrated Delivery of Rehabilitation Services

The Ministries involved in the Special Needs Strategy (EDU, MCYS & MOHLTC) have pressed the restart button on the planning for Integrated Delivery of Rehabilitation Services. Local steering committees have been asked to discontinue working on final proposals for integrating services, and the ministries will establish a provincial advisory group of clinical experts, sector partners and education stakeholders to provide advice to the ministries on a tiered service delivery model. From now until April 1, 2018, contracts for rehabilitation services will be moved from LIHNs to Children's Treatment Centres. The ministries' plan during the transition is to maintain service continuity for children and their families who are receiving or waiting for these services. The memo also states that "where DSBs currently provide occupational therapy, physiotherapy and speech-language pathology, these services will remain in place." SEACs should ask how the rehabilitation services provided by their school boards will be affected.

5. MACSE June meeting highlights

Meeting highlights from the June MACSE meeting are attached. Note that "MACSE unanimously endorsed a call for a ministry-sponsored SEAC conference in the spring of 2019", when there would be newly appointed SEACs following the 2018 school board elections.

The Ontario Human Rights Commission (OHRC) is preparing to revise its Guidelines for Accessible Education, which were last amended in 2009. MACSE agreed to make this the focus of its next community collaboration engagement so as to inform a discussion at its meeting in October.

Note: Both LDAO and PAAC on SEAC were asked to provide input to OHRC on revising the Guidelines. The LDAO submission is attached.

Questions? Email Diane Wagner at dianew@LDAO.ca or call (416) 929-4311 Ex. 22 (Mon.)

LDAO Response to Consultation on an Accessibility Standard for Education

July 2017

The Learning Disabilities Association of Ontario (LDAO) and its community-based chapters represent the interests of persons with learning disabilities (LDs) throughout Ontario. In the publically funded school system, students with LDs make up about 40% of students receiving special education supports and services, and many students with LDs go on to postsecondary studies at colleges or universities. LDAO supports the decision to add an Accessibility Standard for Education to the standards already in place under the Accessibility for Persons with Disabilities Act (AODA), and welcomes the opportunity to provide input to the scope of the proposed education standard. LDAO also provided input to the submission of PAAC on SEAC, and distributed information about the online survey to LDAO chapters and SEAC members.

The following outlines LDAO perspective on the questions and the issues raised in the online survey.

Accessibility Awareness and Training

4. What could your school, college or university do to improve their awareness and consideration of the accessibility needs of persons with disabilities?

In the elementary/secondary sector:

- Preservice training of educators, mentoring of first year teachers and ongoing professional development should include awareness of accessibility needs of different types of disabilities, while always promoting an individualized approach for each student. While the new preservice curriculum includes some information on special education, in order to serve the students with special education needs found in every classroom, it would be useful for all classroom teachers to take the basic Special Education Additional Qualification (AQ) course.
- School boards could partner with parent associations to provide professional development for educators. Special Education Advisory Committees (SEACs) also have an important role to play in improving accessibility awareness.

In the postsecondary sector:

- Currently there is a one time accessibility overview mandated. Consideration may be given to annual or more than once a year accessibility overviews with a deeper focus. Since collective agreements may interfere, a postsecondary-wide committee should be struck to see how development and implementation could be accomplished institution-wide, especially to faculty, full and part time. This may be part of a 'super' credential that faculty could earn that would be of value for them to earn.

5. What resources or policies have you seen as most effective to support awareness of accessibility needs in your school, college or university?

In the elementary/secondary sector:

- Some school boards run day long sessions for parents and educators, coordinated by the Special Education department in partnership with SEACs.
- Some SEACs have created pamphlets or one-pagers for parents and educators, e.g. on IEPs.
- Designated PA days focussing on accessibility needs and special education processes can be very useful. One PA day a year used to be mandated for special education topics. This should be re-instated.
- Some school boards have developed professional development for all educators based on a **Learning for All** approach (www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html). This approach is a good start, but should not replace individualized programming for students with learning disabilities, based on their profile of strengths and weak processing.

In the postsecondary sector:

- Availability of trained staff to work with faculty upon request, as part of the accommodation process, should be continued or further developed. Currently some institutions are quite good at doing this and they might share effective practices. Policies without promotion or designated resources are seldom useful. Some institutions have awareness days that can be quite impactful and these should be adequately resourced and continued.

6. What challenges do students with disabilities face when accessing supports, programs, or services in their school, college or university?

In the elementary/secondary sector:

- Parents are the ones who initially are seeking supports, programs and services for their children. While some schools encourage parents in this process, others are reluctant to provide information on options. In many cases this depends on the attitude of the school principal.
- Although every school board is required to create a Parent Guide to Special Education in their board, too often this is not made available to parents until they are far along in the process. If parents do not find one of the parent associations that can provide information on their rights and how the process works, they can flounder for years without getting support for their child.
- Parents are often not included in school team meetings where educators plan steps in meeting the educational needs of their child.

- Some schools will offer to create an IEP, but do not tell parents about the formal identification process (IPRC) or actively discourage parents from going this route.
- Even when there has been an IPRC and an IEP, implementation often depends on the willingness of teachers, and the persistence of parents. Some teachers do not understand the individual needs of the student and are reluctant to implement accommodations.
- IEPs that make use of drop-down menus do not adequately individualize programming for students according to their needs.
- Access to psychoeducational assessment is a huge barrier for students with learning disabilities. Most school boards have long waiting lists, and private assessments are very expensive. Parents who have a group medical plan may get some help in paying for private assessments. There is two-tiered system of access to assessment. Assessment reports are required for some IPRC identifications, but more importantly they are needed for an individualized approach to provision of supports, programs and services.
- Information about the availability of accessible versions of text through Alternate Education Resources Ontario (AERO) is sparse or non-existent in the elementary/secondary sector. Every teacher should know about this and understand the process at their institution to implement since e-text can be a major source of support for so many students.

In the postsecondary sector:

- Students with learning disabilities usually require an updated psychoeducational assessment in order to access accommodations and services at the postsecondary level. Secondary schools are reluctant to assess students in their last year or two of high school, and assessment at postsecondary is difficult to access on a timely basis. The Bursary for Students with Disabilities (BSWD) helps, but is only available to students who are financially eligible for an OSAP loan.
- There is little or no continuum of services or information from secondary to postsecondary unless the student is aware and takes the initiative to access them. Despite a wide range of services available, students either don't know about them, don't feel that they would be beneficial, or are fearful that using them may compromise their standing academically.
- Instructors and faculty are often not aware of availability of accessible versions of text. Even when e-texts are available through AERO, faculty and instructors still persist in using other reading material that is not easy to convert to e-text, which puts many students at a disadvantage.
- Many faculty in postsecondary still don't believe that accommodations level the playing field without giving an advantage, and therefore resist providing accommodations.

7. In your experience, what resources, tools, or policies are most effective to promote better awareness of available supports and facilitate appropriate accommodations?

In the elementary/secondary sector:

- School board Parent Guides can be useful if they clearly describe the steps of the process of getting supports, programs and services, outline all options, and are provided early to parents who are seeking help for their child.
- A policy of parent involvement that takes seriously the knowledge a parent has of their child, and works toward a partnership approach, can be very productive.
- For parents, LDAO offers information about available supports and services, and promotes understanding of processes for accessing appropriate accommodations, through its local chapter network, and provincially through its [LD@home](#) website.
- For educators, LDAO provides a wealth of information on evidence-based programming for students with learning disabilities through its [LD@school](#) / [TA@l'école](#) websites and its annual [Educators' Institute](#).

In the postsecondary sector:

- In some institutions, the office for students with disabilities is a well-staffed and managed unit with a credible reputation; in others, it is less so. The government needs to ensure that institutions understand the importance of this service and ensure it is adequately funded and managed well.
- Funding for offices for students with disabilities has not kept up with the increasing numbers of students seeking services. This has often resulted in less opportunity for students to have regular contact with a disability advisor, and some students are not able to get appointments until there is a crisis. In many cases, the availability of ongoing support might avoid crises, and prevent drop out due to failed courses.
- Transition programs provide specific supports, which need to be continued, developed and deliberately worked on through secondary-postsecondary partnerships. Without dedicated staff and structure, transitions are hit and miss. Transition support needs to start before the students enters their postsecondary program and continue at least through the first year.

Information, Communication, and Inclusive Decision-Making

8. What barriers do students with disabilities or their parents face in participating in decisions that affect accessibility in their schools, colleges or universities?

In the elementary/secondary sector:

- Parents' understanding of their child's strengths and needs are often not taken seriously enough, or parents feel intimidated by educators and/or administrators.
- Parents may not understand the special education process, their rights and options. This is especially true of recent immigrants. Parents may too readily accept the school's statement

that there is not enough funding for the supports their child needs.

- Some parents assume that everything they have been promised will actually happen, and trust the school to carry on with the plan. Sometimes this assumption is accurate, but often parents need to monitor how plans are being implemented.
- Students may not learn self-advocacy skills and may not understand their strengths and weaknesses. Many young teens are reluctant to participate in decision-making or even to access accommodations, since they do not want to appear different from their peers.

In the postsecondary sector:

- Parents and students may be unaware of supports available at postsecondary. They also may not realize the difference between supports they are used to receiving in secondary school, and what is available in postsecondary. Some students struggle until midterms and do not seek help until it is too late to drop courses without penalty.
- Parents are often actively discouraged by postsecondary institutions from any participation in decision-making, even when their young adult wants them to attend meetings as support.

9. In your experience, what resources, tools, or policies help to promote early engagement by persons with disabilities (or their representatives) in educational decisions and planning?

In the elementary/secondary sector:

- Students should be involved early in the development of their IEP, and teachers should listen to students' understanding of what they need in order to learn best.
- Specific teaching of self-advocacy skills can start in elementary school and continue throughout secondary grades. Students need to learn about their specific profile of strengths and weak areas, and learn what teaching approaches and strategies work best for them. They need to become comfortable with asking teachers for help. This is gradual process, and students differ in their readiness to self-advocate, so asking for help should not be a prerequisite for getting accommodations at the elementary/secondary level.

In the postsecondary sector:

- Participation in a transition program is the most important factor in preparing students to participate in educational decision-making and planning. Students learn self-advocacy skills that are appropriate at postsecondary levels, and make connections with the personnel at the office for students with disabilities.

Transition Planning

10. What challenges do students with disabilities face in transitioning across educational institutions or when completing programs that bridge partner institutions?

In the elementary/secondary sector:

- Students transitioning to and from care/treatment and/or correctional facilities face a disruption in their educational programming. Often the Individual Education Plan does not follow immediately with the student. This can happen with transitions between schools as well.
- Students transferring back to home school boards from Provincial Demonstration schools may find it difficult to access the kinds of supports and accommodations they benefitted from at the Demonstration school, e.g. technical support may not be available for use of assistive technologies. Transition support from the Demonstration schools is available but not always to the extent needed.
- Students transferring to a new school board who have been identified through the formal IPRC process have to go through a new IPRC in the new board. Sometimes the criteria for provincial identification are interpreted differently by the new school board, and the IPRC statement of the old board is not accepted. This can mean that a student does not receive the programs and services they had in the old board. Sometimes the previous IEP is not accepted either.

In the postsecondary sector:

- Lack of access to updated psychoeducational assessment can be a barrier, or assessments done through the school may not have sufficient information for postsecondary education.
- Access to accommodations is based on different criteria at the postsecondary level compared to the elementary/secondary level, and secondary schools do not necessarily explain this to students and parents.
- Parents and students are often not aware of the differences in supports that are available in postsecondary education, e.g. modifications of curriculum and re-explaining of exam questions are usually not allowed.
- Parents and students may not be aware of, or understand the importance of, transition programs provided by postsecondary institutions. All students should receive information about transition programs from their secondary school resource teachers or guidance counsellors.
- Delays in accommodations can happen when there are transfers between postsecondary institutions; for example, the second institution may not have sufficient information up front, assistive technology may not be the same at each place.

11. What challenges do students with disabilities face when planning for employment, for post-secondary education or training, or for community living?

For transfers to postsecondary education:

- See answers to question 10.

For transfers to apprenticeship programs:

- Very few students come with psychoeducational assessments from previous educational settings. Students are usually out of their college apprenticeship program before testing can be completed to identify appropriate supports and accommodations. There is no time in the transition to apprenticeship to ensure that needed services are in place, for example, text books in alternate format for those with learning disabilities, or extra time for written tests. It could be more efficient in this context to have a universal design approach, e.g. all students would have access to e-text formats and extra time if needed. This approach would benefit students who have unidentified disability-related accommodation needs, as well as other students who struggle in classroom settings or whose first language is not English or French.

For transfers to employment:

- Students are often reluctant to disclose disability needs in the employment application process or at work, for fear of stereotyping or negative attitudes. Often this fear is justified since awareness of disabilities, especially invisible disabilities, is not high in the employment sector.
- Students may not have a good understanding of how their profile of strengths and weakness fits with requirements of different employment sectors. Ideally this should be a role of the office for students with disabilities.
- Students may not get enough details about required duties in posted job descriptions, making it hard for them to match prospective jobs with their areas of strength and weakness.
- The types of accommodations that helped a student be successful in their studies may not be suitable to the type of job they are seeking. Students need to have a better understanding of what accommodations might be appropriate in the workplace.

12. In your experience, as a student, parent, or professional, what resources, tools, or policies have been effective to support smooth transitions?

- Specific training in self-advocacy that starts at elementary levels and continues through transition to postsecondary levels.
- Provision of postsecondary multi-day transition programs that take place before students start a postsecondary program, and provide continued support through the first year. Recently the Ministry of Advanced Education and Skills Development has discontinued specific funding for these transition programs, and competing budgetary priorities at postsecondary institutions may put such transition programs in jeopardy.
- [Transition Resource Guide](#) and website.
- LDAO chapter presentations to parents and students by representatives from offices for students with disabilities at local colleges and universities.

Inclusive and Accessible Learning Spaces

13. What challenges do students, instructors, staff and the public with disabilities face in navigating their educational built environment?

- The built environment is not a huge issue for most students with learning disabilities, with the exception of wayfinding for some students. These students will need longer to learn how to find their way around a new building or campus. For some, maps will help, while others would benefit from written instructions.

14. In your experience, what resources, tools, or design practices can best support improved accessibility in existing, often older, buildings? NA

15. What other elements should be considered to enhance the physical accessibility of K-12 schools, colleges and universities? NA

Additional Barriers to Accessibility in Education

16. As a student or parent, what other accessibility barriers have you experienced in pursuing your or your child's education, and how could they be addressed through a new accessibility standard for education?

- Parents and students who contact LDAO often struggle with appeal mechanisms and dispute resolution processes. In the elementary/secondary sector, disputes about implementation of accommodations or attitudes of teachers are most common, and there are no appeal mechanisms for these.
- School boards need to develop a progression of informal to formal dispute resolution processes. [*Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*, 2007](#), provides some useful tools for informal dispute resolution. Formal dispute resolution might be handled at a school board ombudsman's office, or another arms-length body.
- Appeal and dispute resolution processes at postsecondary levels can be complicated and students feel that they experience a power imbalance. It is often not clear where the role of the office for students with disabilities fits when there are student conflicts with faculty or academic departments. On one hand, staff could advocate for students and support accommodations that have been granted, but on the other hand, keeping good relationships with faculty is also a goal.
- An Accessibility Standard for Education should mandate a system of dispute resolution processes that are user friendly for parents and students.

17. As a professional in the education sector, what other barriers have you experienced in providing an accessible, inclusive education, and how could they be addressed through a new accessibility standard for education?

- The attitude of some faculty regarding accommodations for students with disabilities in professional programs and internships continues to be a constant source of frustration for students.

- An Accessibility Standard for Education could make it clearer to faculty that reasonable accommodation applies to all students with disabilities.

Summary

LDAO commends the Ontario government for following through on its promise to develop an Accessibility Standard for Education. The initial survey should provide wide-ranging suggestions on the scope of such a standard. LDAO agrees with the goals of increasing awareness of accessibility needs, removing barriers to informed participation by parents and students in accessing programs, services and accommodations, and enhancing transition planning. The development of accessible dispute resolution processes should be added to the mandate.

In many cases, there are accessibility policies in place from the Ministries involved, but what is lacking is accountability for implementation of policy. There are few standards in place that apply across school boards or across postsecondary institutions.

In development of standards, it will be important to remember that 'one size does not fit all'. There must always be an individualized approach to program planning and accommodation, based on the needs of the student. While social inclusion is a goal for all students, a philosophy of educational inclusion that does not allow for intensive educational interventions in another setting to the regular classroom, will disadvantage many students with learning disabilities. Similarly, while principles of universal design are important, they will not by themselves remove all accessibility barriers. There must be room for an individualized approach to accommodation.

LDAO looks forward to working with the Accessibility Directorate, the Ministry of Education and the Ministry of Advanced Education and Skills Development in the development of a new Accessibility Standard for Education.

SEAC PENDING LIST AS AT SEPTEMBER 13, 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. 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).
4. 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).
5. 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).