

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA NOVEMBER 15, 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

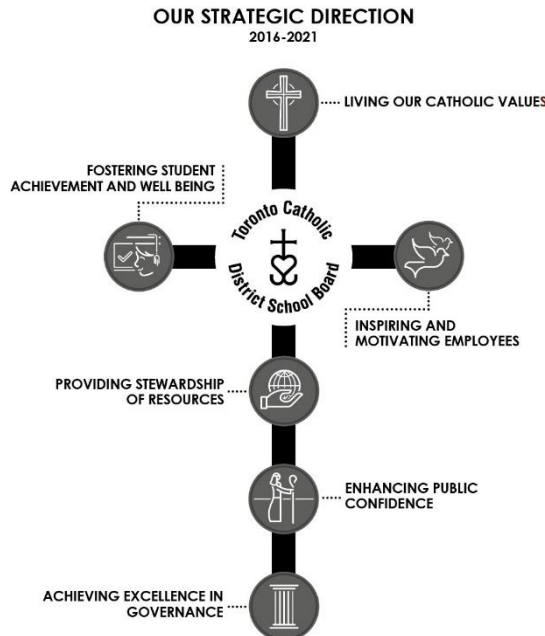
Laurie Ricciuto
Parent Representative

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

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

Trustee 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

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, November 15, 2017

7:00 P.M.

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1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held October 18, 2017 for Public Session	1 - 10
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6. Presentations	
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11.	Reports of Officials, and Special and Permanent Committees Requiring Action	
12.	Reports of Officials for Information	
13.	Inquiries and Miscellaneous	
13.a	Inquiry from Marilyn Taylor regarding Transition from Secondary School to Post-Secondary School	
13.b	Inquiry from Sandra Mastronardi regarding Professional Development Opportunities related to Special Education and related Policy and Program Memorandum Legislation (PPM 140)	
13.c	Inquiry from Sandra Mastronardi regarding the recent Ministry of Education announcement relating to the Support for Students with Prevalent Medical Conditions	
13.d	Inquiry from Sandra Mastronardi regarding the Terms of Reference and Membership for the New Equity and Inclusion Committee	
14.	Association Reports	
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15.	Update from Trustees on resolutions recommended to the Board by the	

Committee

- | | | |
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| 16. | Pending List | 273 |
| 17. | Adjournment | |

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

HELD WEDNESDAY, OCTOBER 18, 2017

PUBLIC SESSION

PRESENT:

External Rosanna Del Grosso

Members: Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Mary Pugh
Raul Vomisescu
Glenn Webster

Trustees: A. Andrachuk, Acting Chair
A. Kennedy – by teleconference
G. Tanuan

Staff: R. McGuckin
C. Fernandes
A. Coke
M. Kokai
D. Reid
P. Stachiw
J. Wilhelm
R. Macchia

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

1. Roll Call and Apologies

Apologies were tendered on behalf of Marilyn Taylor, Ashleigh Molloy, Gizelle Paine and Giselle Romanino.

Special prayers were offered for the family of Sandra Mastronardi who lost a member and for someone whose husband is in the hospital.

2. Approval of the Agenda

MOVED by Dario Imbrogno, seconded by Tyler Munro, that the Agenda, as amended, to include Inquiries and Miscellaneous items from Sandra Mastronardi, an Inquiry from Rosanna Del Grosso regarding Pro-Grant from the Ministry of Education to the Catholic Parent Involvement Committee (CPIC) and an information item, and an Inquiry from Tyler Munro regarding Staff and Student Accommodations, be approved.

The Motion was declared

CARRIED

4. Approval and Signing of the Minutes

MOVED by Dario Imbrogno, seconded by Mary Pugh, that the Minutes of the Regular Meeting held on September 13, 2017 for PUBLIC Session be approved.

The Motion was declared

CARRIED

9. Communications

MOVED by Mary Pugh, seconded by Sandra Mastronardi, that Item 9a) be adopted as follows:

9a) Special Education Superintendent Update October 2017 received

The Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by Raul Vomisescu, that Item 9b) be adopted as follows:

9b) SEAC Monthly Calendar Review received.

The Motion was declared

CARRIED

9c) Representation for Mental Health and Safe Schools Committees

Glenn Webster and Tyler Munro offered to be the representative for the Mental Health Committee and the Safe Schools Committee respectively, which was unanimously agreed.

9d) Orientation to SEAC - proposed date - November 8, 2017

There was a unanimous decision for Special Services Superintendent Cristina Fernandes to send a calendar invitation to all members.

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

- 9e) Ministry of Education's response to Autism Ontario Funding Letter** received.

The Motion was declared

CARRIED

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

- 9f) Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and OSSLT Assessment Results** received.

The Motion was declared.

CARRIED

MOVED by Mary Pugh, seconded by Dario Imbrogno, that Item 9g) be adopted as follows:

- 9g) Education and Governance Supports Discussion Guide** that a tool be created together with SEAC responses and that the results of the

questionnaire be brought to the November 15, 2017 SEAC meeting for further discussions and feedback.

Staff advised that the tool would be created early during the week of October 23, 2017.

The Motion was declared

CARRIED

MOVED by Dario Imbrogno, seconded by John MacKenzie, that Items 9h), 9i) and 9j) be adopted as follows:

9h) Special Education Plan - Model for Special Education

9i) & Special Education Plan - Transportation for Students with Special Education Needs

9j) Special Education Plan – Categories and Definitions of Exceptionalities:

1. That Items 9h), 9i) and 9j) be deferred to the November 15, 2017 meeting and that the Committee members bring their comments on those documents for review and that staff bring back the next set of revisions to be presented at the November 15, 2017 meeting in order for Committee members to bring their comments for review at the January 2018 meeting; and
2. That a Glossary of definitions be included and that the definition start with inclusion, modification, and accommodation of the Individual Education Plan (IEP) and include the word *accommodation and/or modification* in the opening statement.

The Motion was declared.

CARRIED

13. Inquiries and Miscellaneous

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

- 13a) Inquiry from Marilyn Taylor regarding Transition from Secondary School to Post-Secondary School** deferred to the November 15, 2017 meeting.

The Motion was declared

CARRIED

MOVED by Dario Imbrogno, seconded by Trustee Tanuan, that Item 13b) be adopted as follows:

- 13b) Inquiry regarding Violence in Schools** received.

The Motion was declared.

CARRIED

MOVED by Glenn Webster, seconded by Tyler Munro, that Item 13c) be adopted as follows:

- 13c) Inquiry from Trustee Andrachuk regarding the legal analysis of the Education Act Exclusion clause received.**

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Tyler Munro, that Items 13d), 13e), 13f), 13g) and 13h) be adopted as follows:

- 13d) From Sandra Mastronardi regarding the Professional Advisory of the Ontario Certified Teachers (OCT) regarding Response to Cyber Bullying of Students and Sexting received.**

- 13e) From Sandra Mastronardi regarding the October 14, 2017 OAPCE Conference on Third Party Protocol Policy received.**

- 13f) From Sandra Mastronardi regarding Defibrillators in Schools received.**

Staff was asked to bring back a report including a list of defibrillators, and persons who are trained in their usage and what we are doing at the elementary level.

- 13g) From Sandra Mastronardi regarding Students Experiencing Issues with Violence in Schools received.**

- 13h) From Sandra Mastronardi regarding Special Education Additional Qualifications Parts 1 and 2 for Newly-Inducted Teachers received.**

The Director of Education advised that the Special Education additional qualifications courses, parts 1 and 2 are not mandatory and are therefore only recommended.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Trustee Tanuan, that Items 13i) and 13j) be adopted as follows:

- 13i) Inquiry from Rosanna Del Grosso regarding Pro-Grant from the Ministry of Education to CPIC received.**

Rosanna Del Grosso will send a copy of CPIC's Pro-Grant submission to the Ministry of Education to Committee members and survey members to ascertain whether there is an interest to coordinate efforts with CPIC and the Ontario Association of Parents in Catholic Education (OAPCE) to have a combined program.

- 13j) From Rosanna Del Grosso regarding Parent Expo Virtual Session, November 16, 2017, 9:30 a.m. to 3:30 p.m. received.**

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Glenn Webster, that Item 13k) be adopted as follows:

- 13k) The Impact on Student Accommodations due to Staff Accommodations received.**

The Motion was declared

CARRIED

14. Association Reports

MOVED by Sandra Mastronardi, seconded by Rosanna Del Grosso, that Items 14a) and 14b) be adopted as follows:

- 14a) From Gizelle Paine regarding Learning Disabilities Association of & Ontario (LDAO) SEAC Circular October 2017** deferred to the November 15, 2017 meeting.
- 14b) From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) Response to Consultation on Accessibility Standard for Education** deferred to the November 15, 2017 meeting.

The Motion was declared.

CARRIED

16. Pending List

MOVED by John MacKenzie, seconded by Raul Vomisescu, that Item 16) be adopted as follows:

- 16a) Pending List** received

The Motion was declared.

CARRIED

17. Adjournment

MOVED by John MacKenzie, seconded by Sandra Mastronardi, that the meeting adjourn.

The Motion was declared

CARRIED

SECRETARY

CHAIR

Notice of Motion

WHEREAS the TCDSB Multi-Year Strategic Plan is supportive of an environment that promotes an equitable learning experience for *all* students.

WHEREAS according to the TCDSB *Student Charter of Principles*; “a student is entitled to effective and qualified instruction, including having reasonable access to the resources and adequate learning environment necessary for success”.

WHEREAS it is a reasonable expectation that exceptional students receive their educational instruction and programming through an appropriately qualified teacher in order to ensure student success.

WHEREAS article 19.2(a) of Ontario Regulation 298 states that a *Temporary Letter of Approval* may be granted on approval of the superintendent if “the board finds it necessary to assign or appoint a teacher to teach a subject, teach in a division or hold a position, and the teacher’s certificate of qualification and registration does not indicate the qualifications required under the Act for teaching the subject, teaching in the division or holding the position”.

Be it Resolved that SEAC recommend to the Board of Trustees that a request be made to produce a report that quantifies the number of times that a temporary letter of approval has been submitted in relation to any staff employed by the TCDSB in the support and instruction of special education programs and/or services. The report should include the data according to school, dating back no less than 3 years.

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)	Completed Sept, 2017
October	<ul style="list-style-type: none"> - Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and OSSLT Assessment Results -Representation sought for Mental Health and Safe Schools Committees 	<ul style="list-style-type: none"> -EQAO Results for Gr. 3 and 6 Received and OSSLT -Reports on Student Numbers of Elementary and Secondary School 	- Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)	Ongoing in2017

	<ul style="list-style-type: none"> - Review of Special Education Plan – Model for Special Education - Review of Special Education Plan – Transportation -Review of Special Education Plan – Categories and Definitions of Exceptionalities 	<i>Students to be submitted the Ministry of Education</i> <i>-Engagement and Governance Supports Discussion Guide</i>		
November	<ul style="list-style-type: none"> -Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels -Continue to Review elements of the Special Education Plan - Engagement and Governance Supports Discussion -Review of elements of the Special Education Plan (Model for Special Education; Transportation; Categories of Definitions of Exceptionalities) -Professional Learning Plan -Review of Anaphylaxis Policy, Protocol and Guidelines 	<i>-Engagement and Governance Supports Discussion Guide</i>	<p>SEAC requested that Student Trustees be invited to make a presentation at the October 18, 2017 SEAC meeting on their role in particular to special needs students and to elaborate on the “issues” that students with Autism face as noted in their June 15, 2017 report to Board. (September 2017)</p> <p>SEAC requested answers to the questions contained in the Autism Ontario Association report and the Board’s response to any motions arising out of this report be brought back to SEAC as a detailed Board staff report to be included in the SEAC public meeting Agenda before the end of this calendar year. (September 2017)</p> <p>SEAC requested that Items 9h) Model for Special Education, 9i) Transportation for Students with Special Education Needs and 9j) Categories of Definitions of Exceptionalities be deferred to the November 15, 2017 meeting and that the Committee members bring their comments on those documents for review and that staff bring back the next set of revisions to be presented at the November 15, 2017 meeting in order for Committee members to bring their comments for review at the January 2018 meeting; and that a Glossary of definitions be included and that the definition start with inclusion, modification, and</p>	

			accommodation of the Individual Education Plan (IEP) and include the word <i>accommodation and/or modification</i> in the opening statement. (October 2017)	
December	-SEAC Elections -SEAC Social			



Special Education Superintendent Update

November 2017

Mental Health

- November 2017 saw the introduction of a collaboration between TCDSN Student Mental Health and Well-Being and CSLIT (Catholic Student Leadership) to create a student focuses video series aimed at raising secondary student awareness of TCDSB Mental Health programs, services, and policies, as well as important information about youth mental health and well-being. The video series will be launched in May 2018 to coincide with Children's Mental Health Awareness Week.
- Nov. November 29-30, 2017: 2 days of PD for grade 7/8 Health and Physical Education Teachers highlighting the connection between the HPE curriculum and Student Mental Health and Well-Being. This PD is a collaboration between TCDSB Health and Physical Education, TCDSB Student Mental Health, and Toronto Public Health.

Deaf and Hard of Hearing

- Some of our D/HH students, their families and teachers will attend a hockey game together as guests of the Toronto Marlies in a box suite on November 29th, at Ricoh Coliseum. This event will support an enrichment experience for D/HH students to socialize and communicate with one another in a positive learning environment.

Behaviour

- TCDSB is implementing the new delivery model for CPI starting on the Nov. 17th PD day. The new model consists of a 3 hour independent on-line component and a one day in class training. Both components will be offered on PD days. Participants will continue to register for CPI on P.A.L. Once the participant registers they will be e-mailed instructions on how to access and complete the on-line component.
- This November new staff in our Behaviour ISP Programs will have the opportunity to take part in SNAP training (Stop Now and Plan).
- We are organizing training in 'Zones of Regulation' to all ISP Behaviour Staff on the Dec. 1st Professional Development day
- We have purchased 42 new Lexia licenses to be shared among the ISP Behaviour Programs to supplement language instruction

Autism

The Autism Department is offering a transition workshop to parents on November 11th, as per attached flyer in collaboration with Surrey Place.



AUTISM PROGRAMS AND SERVICES

Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8



Supporting Students to Grow and Learn in New Environments

Date: November 11th, 2017

**Location: St. Mary Secondary School 66 Dufferin Park
Ave, Toronto, ON M6H 1J6 Library**

Time: 9:30 AM – 11:30 AM

Presented by:
Autism Programs and Services – Transition Team
&
School Support Program, Surrey Place Centre

Ministry of Education

Leadership, Collaboration and
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MEMORANDUM TO: Directors of Education

FROM: Bruce Drewett
Director
Leadership, Collaboration and Governance Branch

DATE: September 13, 2017

SUBJECT: Engagement on governance supports

The Ministry of Education is engaging with its education partners on several governance topics to identify and support effective practices that strengthen board governance, including:

- Integrity commissioner and trustee code of conduct
- Trustee honoraria
- Electronic participation in board and committee meetings
- Student trustee term of office and election process
- Broadening the director of education qualifications

We are seeking feedback from the following board advisory committees:

- Audit Committee
- Special Education Advisory Committee
- Parent Involvement Committee
- Indigenous Education Advisory Committee
- Equity/Diversity/Inclusion Committee

We are asking for your help to engage members of these committees by ensuring that they receive the attached cover letter and discussion guide. These materials provide background information and questions on each topic for their consideration.

Committees are asked to submit their responses by **November 13, 2017**.

If you have any questions, please contact Kyle Kubatbekov, Senior Policy Advisor, at kyle.kubatbekov@ontario.ca or (416) 325-7692.

Thank you very much for supporting this important engagement.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Drewett". The signature is written in a dark ink and is positioned below the word "Sincerely,".

Bruce Drewett

Attachment: Cover letter to board advisory committees
 Discussion guide

Ministry of Education

Leadership, Collaboration and
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September 13, 2017

To: Members of
Audit Committee
Special Education Advisory Committee
Parent Involvement Committee
Indigenous Education Advisory Committee
Equity/Diversity/Inclusion Committee

Dear Member:

Strong and healthy school board governance is important to the achievement of our goals articulated in [*Achieving Excellence: A Renewed Vision for Education in Ontario*](#). The ministry appreciates the importance of providing supports to our elected boards that contribute to building strong, accountable and transparent governance, inspire public confidence and lead to positive student outcomes.

Ongoing conversations with our education partners continue to inform the focus and format of supports to school boards, and help to identify effective practices that strengthen board governance.

To this end, the Ministry of Education is engaging with our education partners on several governance topics. Some topics — including the trustee honoraria formula and electronic meeting participation rules — have been raised by our partners who have identified the need to update and strengthen these governance supports. As part of this engagement, we are also seeking feedback on effective practices that could support boards in their efforts to strengthen local accountability and transparency frameworks.

We invite your committee to join this important conversation by sharing your feedback on the following topics:

- Integrity commissioner and trustee code of conduct
- Trustee honoraria
- Electronic participation in board and committee meetings
- Student trustee term of office and election process
- Broadening the director of education qualifications

The attached discussion guide provides background information and questions on each topic for your consideration.

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

Please e-mail your responses and any questions you may have to LDB-DDL@ontario.ca by **November 13, 2017**. You can also mail your written submissions to:

Ministry of Education
Leadership, Collaboration and Governance Branch
900 Bay Street, 13th Floor
Toronto, ON M7A 1L2

We welcome and value your input as we work together to foster high levels of public confidence in our education system. We look forward to receiving your submissions.

Thank you,

Bruce Drewett
Director

Discussion Guide

School Board Governance Supports

Introduction

The academic success and well-being of students in schools across the province relies on the focused and collaborative efforts of school boards, educators, school and system leaders, parents and guardians, and other education stakeholders. Working in partnership toward the goals of achieving excellence, ensuring equity and promoting well-being, we can continue to foster high levels of public confidence in our education system.

Recognizing how important strong and healthy governance is to the achievement of our shared goals articulated in [*Achieving Excellence: Renewed Vision for Education in Ontario*](#), it is essential to provide supports to school board trustees and to promote effective governance practices. Ongoing dialogue with our education partners continues to inform the focus and format of those supports, and to help identify those practices that foster accountable and transparent governance.

Scope

This discussion guide provides background information and questions on each topic for your consideration:

1. Integrity commissioner and trustee code of conduct
2. Trustee honoraria
3. Electronic participation in board and committee meetings
4. Student trustee term of office and election process
5. Broadening the director of education qualifications

Please e-mail your responses or comments to LDB-DDL@ontario.ca.

Alternatively, you can mail your responses to:

Ministry of Education
Leadership, Collaboration and Governance Branch
900 Bay Street, 13th Floor
Toronto, ON
M7A 1L2

Please provide your response by **November 13, 2017**.

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

To help us make the most effective use of your comments, please consider identifying your school board or, if you prefer, your geographic region of the province (for example, northwestern Ontario) or whether you live in a rural or urban area.

If you are providing comments on behalf of an organization, please provide its name. If you are providing comments on behalf of a school board, please provide its name and indicate whether the submission has been endorsed by a board resolution.

Please note the ministry may summarize and share your input, including with other ministries and the public. Names of organizations and persons who indicate an affiliation may also be shared.

Discussion Topics

1. Integrity Commissioner and Trustee Code of Conduct

Strong, accountable and transparent school board governance contributes to Ontario's four goals for publicly funded education: achieving excellence; ensuring equity; promoting well-being; and enhancing public confidence. Every day, Ontario's school board trustees strive to achieve the highest standards of professional and ethical conduct to realize these goals in their local communities.

Together with our education partners, the Ministry of Education is exploring promising practices that will support trustees to foster strong, accountable and transparent governance. As part of this conversation, the Ministry is asking for input on the trustee code of conduct and a possible role for the office of an integrity commissioner to enhance local accountability and transparency frameworks.

Integrity Commissioner – Background

In Ontario, integrity commissioners are an integral part of the accountability framework for Members of the Provincial Legislature, and for many municipalities. An important part of their role is to provide education and advice to elected officials on ethical matters affecting them in their day-to-day activities. For example, in providing conflict of interest advice, the Ontario Integrity Commissioner helps prevent ethics violations before they occur.

On May 30, 2017, the Government passed *Bill 68, Modernizing Ontario's Municipal Legislation Act, 2017*, which contains provisions amending the role and appointment of the municipal integrity commissioner. If/when these provisions are proclaimed, municipalities would be required to provide all members of municipal council with access to an integrity commissioner, who would:

- provide education and advice to members on their obligations under the member's code of conduct, other rules governing the ethical behaviour of local members, and the Municipal Conflict of Interest Act; and
- investigate complaints under the member's code of conduct and the Municipal Conflict of Interest Act.

Currently, there are no legislated requirements for an integrity commissioner in school boards, but nonetheless, boards have the ability to create this position individually. The Toronto District School Board (TDSB) appointed an integrity commissioner following the

recommendations in the 2015 Report of the TDSB Governance Advisory Panel (“the Hall Report”). When the Hall Report was released the Minister of Education committed to engaging education partners on possible accountability offices for school boards.

Trustee Code of Conduct – Background

Currently, there is no legal requirement for school boards to have a trustee code of conduct; however, the Minister of Education has authority under the Education Act to require boards to have a trustee code of conduct and to include specific provisions as part of their code of conduct.

Under the Education Act, only a trustee can bring forward a code of conduct complaint against another trustee. The board must look into the complaint. If the board finds that a trustee has contravened the code of conduct, the board may:

- censure the trustee
- bar the trustee from attending all or part of a board or committee meeting
- bar the member from sitting on committees for a period of time specified by the board.

Almost all Ontario school boards have posted on their website a trustee code of conduct, which sets out rules of conduct and ethical behaviour that all members of the board agree to uphold and respect.

School boards determine the content of their trustee code of conduct locally. Although they vary from one school board to another, most codes of conduct include rules relating to civil behaviour, the use of board resources, and avoidance of personal advantage, including rules around acceptable gifts. School boards may also have other policies, rules and procedures that govern the ethical behaviour of trustees. These may address issues such as workplace harassment, treatment of confidential information and other matters.

Discussion Questions

1. What effective practices and structures could support school boards to strengthen board accountability and public confidence?
2. What role could an integrity commissioner play in fostering strong, accountable and transparent board governance?
3. Should there be minimum provisions for a trustee code of conduct required for all school boards? If so, what would those be?
4. In addition to those already contained in the Education Act, should there be a broader range of sanctions for code of conduct violations?

2. Trustee Honoraria

Trustees play an important role in publicly funded education in Ontario. In our diverse boards across the province, trustees work toward the goals of achieving excellence, ensuring equity, promoting well-being, and fostering high levels of public confidence in our education system.

The board of trustees sets the vision for the school board, develops policies, allocates resources, and sets the goals that lay the foundation and drive programs and operations in the board. Collectively, they create the board's multi-year strategic plan for student achievement and well-being. They recruit and monitor the performance of the director of education to ensure the board's progress in meeting its goals. In carrying out their role, trustees engage in a number of important activities, including:

- Preparing for and attending regular board meetings and participating on various committees. Certain committees of the board are required by law to have trustee members: the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.
- Responding to calls, e-mails and queries from constituents.
- Engaging with parents and communities to ensure their concerns and priorities are brought to the decision-making table.
- Hosting community meetings, attending school council meetings and other community events and school functions.
- Advocating for public education and engaging with municipalities and other levels of government to support education priorities.

The focus of their work can vary depending on the board's goals and on internal and external factors (e.g. growing and declining student enrolment). In a board that embraces good governance practices, trustees demonstrate responsiveness and strive for excellent communication with partners and constituents, which contributes to the time a trustee must commit to fulfill her or his role.

Outgoing trustees set the trustee honoraria policy for the four-year term of office, prior to elections for the new term of office. There are maximum amounts determined by a formula set out in a regulation made under the Education Act:

- Annual **base amount** limit of \$5,900 for each trustee, with an additional \$5,000 for the chair and \$2,500 for the vice-chair.
- Annual **enrolment amount** limit based on the board's prior year student enrolment numbers. The enrolment amount fluctuates with enrolment growth or decline. The enrolment amount limit for a trustee can vary from \$100 – \$300 in the smallest boards per trustee per year, to \$16,000 – \$22,000 in the largest boards. The chair and vice-chair are entitled to a higher enrolment amount, from \$500 – \$5,000 for the chair and from \$250 – \$2,500 for the vice-chair depending on enrolment.

- **Attendance amount** limit of \$50 for attending meetings of certain board committees¹.
- **Distance amount** limit of \$50, applies to geographically large boards for travel exceeding 200km to attend a meeting of the board or certain committees².

Discussion Questions

1. Should the formula for calculating the level of trustee honoraria be simplified?
2. If so, what components of the current formula should be preserved?
3. Which ones should be changed?
4. Should any components be added?

^{1, 2} These are the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.

3. Electronic Participation in Board and Committee Meetings

Currently, trustees can attend board meetings electronically; however, each trustee must physically attend at least three board meetings in the 12 months beginning December 1 of the first year and ending November 30 of the following year.

The board chair or his/her designate must attend all meetings of the board or the committee of the whole board in person. In addition to the board chair, at least one additional trustee and the director of education or his/her designate must be physically present at the meeting.

For committee meetings, the requirement is for the chair or his/her designate and the director of education or his/or her designate to be present in person.

Some school boards in Ontario have large geographic jurisdictions, ranging from 40,000 km² to over 65,000 km². Trustees in these boards may need to travel a full day each way to attend meetings.

Discussion Questions

1. What impact, if any, do the current electronic meeting rules have on the leadership of the board?
2. Are there appropriate circumstances for a board or committee chair to participate electronically? If so, what are those circumstances?
3. What practices and resources could facilitate effective meetings where the chair or other members participate electronically?

4. Student Trustee Term of Office and Election Process

Student trustees represent the interests of students by bringing the voice of students, and their multiple perspectives, to the board table. Working side by side with school board trustees, they provide input on policies that directly affect students in their board schools. Student trustees do not have a binding vote on matters before the board or its committees. However, with only a few exceptions, they have the same opportunities to participate at board and committee meetings as any other board members.

Each year, school boards are required to provide for the election of 1-3 student trustees. Student trustees must be elected either directly by students of the board, or indirectly by student representative bodies such as student councils. However, unlike school trustees who are elected under the same election rules across the province, school boards have some flexibility to determine how the student trustees in their board will be elected. There are many different ways in which student trustees are nominated and elected to office. For example, in some boards, any secondary student may be nominated for student trustee and every secondary student has the right to vote for a student trustee representative. In other boards, the student council in each secondary school elects one or more students to a Student Senate; the student trustee(s) is then elected by, and from, the Student Senate.

To be eligible for the office, a student must be a full-time pupil in the senior division of the board. This requirement does not apply to a student who may not be able to attend a full-time program because of being enrolled in a special education program for exceptional pupils.

Student trustees are elected for a one-year term of office, beginning on August 1 of the election year and ending on July 31 of the following year.

Discussion Questions

1. How can boards increase the student voice in decision-making?
2. How can student trustees be supported to be successful in their role? What effective practices can you share from your board, or boards that you are familiar with?
3. The Education Act and regulations provide for a one-year term of office for student trustees. What are the benefits of a one-year term? What are the challenges?
4. What are the benefits and challenges of a longer term of office?
5. Thinking about the student trustee election process in your board and in boards that you are familiar with, what works well? What could be improved?
6. Should there be greater consistency in the election process for student trustees among school boards? What are the benefits and challenges of having a more consistent process?
7. How can boards promote awareness of the student trustee position within the larger student body?

5. Broadening the Director of Education Qualifications

In its 2015 report, the Toronto District School Board Governance Advisory Panel stated that current rules make it difficult for boards to recruit individuals for the position of director of education from jurisdictions outside Ontario. Currently, candidates from other jurisdictions, including those working in equivalent positions, are required to complete a very rigorous and time-consuming prior-learning assessment and recognition process.

Under the Education Act, the director of education is the chief executive officer and chief education officer (CEO) of the board. The director reports to the board, and also acts as its secretary.

Working closely with the board of trustees, the director of education supports the development of the multi-year strategic plan, which sets long-term strategic priorities and goals of the board. The director is also responsible for implementing and monitoring the implementation of the plan.

As CEO, the director of education is responsible for day-to-day management of the organization, which includes responsibilities for managing all facets of school board operations and implementing board policies.

To qualify for the position of director of education, an individual must be a supervisory officer in Ontario with teaching qualifications. This requires the successful completion of the Supervisory Officer's Qualification Program (SOQP). The Program includes the study of theories and practices of supervision, administration and business organization.

To enrol in the SOQP, applicants must be a certified teacher with five years of teaching experience, hold a master's degree and either principal's qualifications or two years of experience in education administration.

Ontario is the only province in Canada that requires a special credential for supervisory officers and directors.

Discussion Questions

1. What are the necessary competencies for a director of education?
2. How can Ontario school board leaders be supported to prepare for the role of director (e.g. to have the necessary governance, business and Human Resources skills)?
3. How can we increase the number of qualified candidates for director of education positions?
4. How could we make the qualification requirements and recruitment process in Ontario more appealing to potential candidates from other jurisdictions?

5. How can we support the professional learning of directors after they are appointed?
6. What supports do boards need to successfully identify and evaluate director candidates?

Resources

If you have additional questions about the current school board governance framework or the key themes of the review, please refer to the resources below:

- [Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#)
- [Ontario Education Act](#)
- [Ontario Ministry of Education website](#)
- [Association des conseils scolaires des écoles publiques de l'Ontario](#)
- [Association franco-ontarienne des conseils scolaires catholiques](#)
- [Ontario Catholic School Trustees' Association](#)
- [Ontario Public School Boards' Association](#)
- [Council of Ontario Directors of Education](#)

Contact

If you have any questions, please contact Kyle Kubatbekov, Senior Policy Advisor, at kyle.kubatbekov@ontario.ca or (416) 325-7692.



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

RESPONSE TO PRESENTATION AT SEAC TO THE ONTARIO AUTISM PRESENTATION

How strong god is! He despises no one; there is nothing he doesn't understand. Job 36:5

Created, Draft	First Tabling	Review
November 6, 2017	November 6, 2017	
Peter Stachiw, Chief of Autism Programs and Services Cristina Fernandes, Superintendent of Special Services		

INFORMATION REPORT

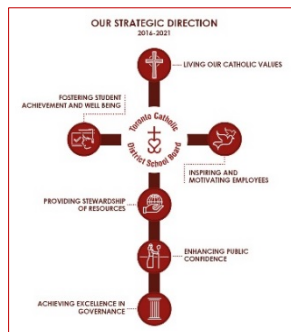
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report is a response to questions that were posed by Autism Ontario through their presentation at SEAC on September 13th, 2017.

The cumulative staff time required to prepare this report was 5 hours

B. PURPOSE

On September 13th, 2017, SEAC received an association report from Autism Ontario that posed 8 questions. This report provides answers to these questions.

C. BACKGROUND

1. On September 13th, 2017 Autism Ontario posed the following questions.

- I) Has the TCDSB applied for the additional funding as offered in the MOE's letter dated June 28, 2016?
- II) What has been implemented during this transition and beyond to support students with ASD using the additional funds?
- III) What collaborative role does the TCDSB share with MCYS and/or the MOE in the transition and implementation of the new OAP?
- IV) How does *Connections for Students* support students with ASD transitioning to school and beyond and is there supportive data?
- V) Does the TCDSB employ ABA facilitators? If yes, what is their role?
- VI) How much is the Behaviour Expertise Amount (BEA) allotment for the TCDSB and to what capacity is it being used according to its purpose?
- VII) How are the students with ASD in K-12 supported using ABA methods in achieving their academic and socio-emotional goals to their fullest potential and what measurable data has been collected and is available to show that it's working?
- VIII) Will PPM 149 and its associated TCDSB policies be amended to accommodate the collaborative relationship that the TCDSB will

have with the MCYS in supporting achievement for students with ASD through the new Ontario Autism Program?

2. This report provides answers to these questions.

D. EVIDENCE/RESEARCH/ANALYSIS

The questions posed are answered below:

1. **Question: Has the TCDSB applied for the additional funding as offered in the MOE's letter dated June 28, 2016?**

Answer: In the MOE's letter dated June 28, 2016 it stated that schools boards were eligible to apply for additional funding to provide after-school skills development programs for children. Yes, the TCDSB applied for this additional funding. As a result of this funding the board through a licence agreement with Corbrook Awakening Abilities is running an after school skills development program Francis Libermann Catholic Secondary School.

2. **Question: What has been implemented during this transition and beyond to support students with ASD using the additional funds?**

Answer: During this transition many things have been implemented to help support students with ASD while building capacity within the board.

- Additional staff have been added including speech and language pathologists, educational assistants and Autism Support teachers;
- Focused professional development for Kindergarten teachers and Special Education teachers in elementary is being provided;
- Evidence based literacy and numeracy resources for the lower functioning students with Autism have been purchased for the teachers in elementary Multiple Exceptionalities/Development Disability ISP classes;
- Resources for the lower functioning students with Autism have been purchased for teachers in the secondary Multiple Exceptionalities/Development Disability ISP classes;
- Sensory kits are being purchased to support students with Autism in the elementary and secondary Multiple Exceptionalities/Development

Disability ISP classes, the Program to Assist Social Thinking (PAST) classes and Autism ISP classes.

3. **Question: What collaborative role does the TCDSB share with MCYS and/or the MOE in the transition and implementation of the new OAP?**

Answer: The TCDSB meets regularly with Surrey Place Centre (SPC) which is the lead agency under MCYS. We work in collaboration through the Connections for Students initiative transitioning students from Autism Intervention Programs (AIP) into the school system. We also have a transition team that has representatives from SPC where we meet regularly to discuss transitions, review our practices and run workshops for parents and staff. We are in contact with the MOE through teleconferences and our local representative as needed. As the information for the new OAP is released through the different ministries we are in contact to discuss the updates and plan for the changes.

4. **Question: How does *Connections for Students* support students with ASD transitioning to school and beyond and is there supportive data?**

Answer: The Connections team is multi-disciplinary and includes the parents, school principal, teacher, TCDSB Connections for Students staff, Surrey Place Centre Connections for Students staff and other professionals, as determined on an individual basis.

- The Connections initiative supports the transitioning from the Autism Intervention Program (AIP) to school in a seamless manner;
- Ensure that the school and teacher have the information they need about the student's skills/abilities, difficulties and teaching strategies that have helped him/her learn in the AIP;
- Make sure the student maintains the gains that were made in the AIP and to support continued learning of new skills.

Approximately six months prior to the child's transition from the AIP and once parental consent is received, the board is informed. Staff gather the necessary information about the student's program, teaching strategies which have been successful and resources which are needed as part of the program.

- This involves a visit to the student's AIP;
- Discussion with AIP staff;
- Gathering and reviewing assessments;
- Meeting with parents and school staff;
- Acquiring and preparing needed resources and materials.

Connections for Students staff work with school staff to ensure they have the information needed to collaborate with the school in planning the student's program and to assist with program implementation, as needed.

After the student has transitioned from the AIP, Connection for Students staff continue to provide support to the school. The nature of support is individualized and continues for up to six months after transitioning. Regular contact is made between the parents, school and Connections team through scheduled meetings. After this period, assistance continues to be available at the request of the school from the board's Autism Team. Data is collected regarding the number of students that are in Connections and this is reported to the Ministry of Education.

5. Question: Does the TCDSB employ ABA facilitators? If yes, what is their role?

Answer: All Autism Support teachers in the board including the Connections for Students staff are trained in ABA practices. Ongoing training is provided through the Geneva Centre and sponsored by the MOE which staff attend on an annual basis. Currently ABA facilitators/practitioners are not regulated in the province. The Autism Support teacher's assistance is available on a referral basis. The priority is given to tier 3 and tier 2 students to provide direct instruction to individual student. For tier 1 students, the Autism Support teacher consults with school staff to provide program support. This may include assessments of skills; functional behaviour analysis; preparing for transitioning students from an AIP, elementary to secondary school and into post-secondary; modelling to help build capacity in implementing ABA principles; providing professional development through workshops and courses for staff and parents.

6. **Question: How much is the Behaviour Expertise Amount (BEA) allotment for the TCDSB and to what capacity is it being used according to its purpose?**

Answer: The Behaviour Expertise Amount (BEA) allotment for the TCDSB is \$338,542. It is used to hire staff to work with schools in supporting students through transitioning from AIPs, providing training to school staff on ABA principles and creating resources.

7. **Question: How are the students with ASD in K-12 supported using ABA methods in achieving their academic and socio-emotional goals to their fullest potential and what measurable data has been collected and is available to show that it's working?**

Answer: Students with ASD in K-12 are supported using ABA methods to achieve their academic and socio-emotional goals through a multi-disciplinary approach. When students are experiencing difficulty the services of the Autism department can be accessed through a referral process. This can include support from an Autism Support teacher, Psychologist, Speech and Language Pathologist, Social Worker and/or Educational Assistant. The goal is to provide short term support to build capacity and gradually release responsibility to the school. In some cases, the support is ongoing. Data is locally collected on an individual basis which can include Antecedent Behaviour Consequence (ABC) charts, functional behaviour analysis, observations and discussions with staff. Data is also collected through the PPM 140 survey. This helps inform training and implementation within the board. Referrals to the department are also tracked to determine what type of interventions the team is providing.

8. **Question: Will PPM 149 and its associated TCDSB policies be amended to accommodate the collaborative relationship that the TCDSB will have with the MCYS in supporting achievement for students with ASD through the new Ontario Autism Program?**

Answer: We do not know at this point as the implementation of the PPM is still evolving.

E. METRICS AND ACCOUNTABILITY

Staff will continue to inform SEAC with respect to changes to the Ontario Autism Program.

F. CONCLUDING STATEMENT

This report is for the consideration of SEAC.

Model for Special Education

Provision of Special Education Programs And Services Within Toronto Catholic District School Board

Philosophy of Special Services

“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

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.

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 *accommodation* and/or modification of the regular class program, withdrawal, and intensive support programs.

“...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)

“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)

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)

Parental Involvement in Education within the Toronto Catholic District School Board

The Toronto Catholic District School Board recognizes parents as the primary educators of their children. To this end, the Toronto Catholic District School Board recognizes and promotes the involvement of parents in all decisions that are made with regard to their children.

Parents are invited to be partners in the process utilized to address the learning needs of the child.

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.

OLD:

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 members of the 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.

In order to provide an education in the most enabling environment, TCDSB advocates the principle of integration as part of a range of services/programs which includes modification of the regular class program, withdrawal and congregated placement, itinerant services and alternative curriculum where required.

Inclusion of the special needs student in our schools can be summed up: "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"

The Moment of Promise (p. 22)

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The Toronto Catholic District School Board recognizes parents as the primary educators of their children. To this end, the Toronto Catholic District School Board recognizes and promotes the involvement of parents in all decisions that are made with regard to their children.

Parents are invited to be partners in the process utilized to address the learning needs of the child.

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.

Glossary

The definitions provided in this glossary are specific to special education.

accommodations. Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.

alternative learning expectations. Statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative learning expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

alternative report. A report that records student achievement of alternative expectations. Student progress should be reported to parents by means of anecdotal comments on an alternative report. It is not required, nor is it advisable, for grades or marks to be assigned for the achievement of alternative expectations. The anecdotal comments should indicate the student's progress/achievement relative to the expectations identified in the IEP, and should comment on the student's strengths and next steps for improvement. This alternative report should accompany the Provincial

Report Card at the regular reporting periods. (Some school boards include a section for reporting on the achievement of alternative expectations in the IEP itself.)

annual program goals. Statements on the Individual Education Plan (IEP) describing what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or skill area. Annual goals must be developed if the student's learning expectations are modified from the curriculum expectations for a particular subject or course, or if the student's learning expectations are alternative learning expectations.

applied behaviour analysis (ABA). An effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

assessment. The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and/or the learning expectations identified in the student's IEP. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course/program, often at the end of a period of learning.

community agency. An agency that may be not-for-profit or funded by the Ministry of Children and Youth Services or the Ministry of Health and Long-Term Care. The mandate of such an agency includes the provision of services or support for preschool children with special needs (e.g., the Preschool Speech and Language Program, Infant Hearing Program, Ontario Autism Program).

current (baseline) level of achievement. Information on the IEP summarizing the student's current level of achievement in each of the subjects, courses, or skill areas to which the IEP applies. This information serves as a baseline against which the student's progress towards achievement of his or her learning expectations and annual goals in each subject, course, or skill area will be measured.

Demonstration Schools. Schools operated by the Ministry of Education that provide special residential education programs for students with learning disabilities.

differentiated instruction (DI). A method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.

equity. A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

exceptional pupil (student). As defined in the Education Act, “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 by a committee [the IPRC], established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board....”

exceptionalities. The Education Act sets out five categories of exceptionalities in the definition of an exceptional pupil including: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that will affect a student’s learning needs. For more information see the [Categories of Exceptionalities section](#) in Part A of this guide.

government-approved care and/or treatment, custody, and correctional (CTCC) facilities. Facilities in which school boards offer educational programs for students who cannot attend local schools because of their need for care, treatment, and/or rehabilitation. The education programs provided in these settings are based on a formal agreement between a school board and a CTCC facility. The school board provides the educational programming and the facility provides the care, treatment, and/or rehabilitation services.

health assessment (or medical assessment). An assessment carried out by a medical doctor or other licensed health professional (such as an audiologist or ophthalmologist). A health assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

Individual Education Plan (IEP). A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. See [Part E](#) of this guide for more information on IEPs.

individual educational assessment. An assessment that consists of multiple sources of information and is often conducted by, or under the direction of, the in-school team. Depending on the components of the assessment, parental consent in writing may be required. An individual educational assessment is required by an Identification, Placement, and Review Committee (IPRC) to make a decision about the identification of a student as exceptional and the placement of a student in a special education program.

intervention. The provision of assistance to children and students who are at risk or who have special education needs that may affect their development. Intervention can be remedial or preventive and involves strategies that are designed to improve student learning and growth.

Identification, Placement, and Review Committee (IPRC). A committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year. See [Part D](#) of this guide for more information on the IPRC.

learning expectations. Statements on the IEP describing the specific knowledge and skills that the student should be able to demonstrate within a specified time period during the school year. Learning expectations represent the learning a student needs to acquire in order to progress from his or her current level of achievement to achievement of the related annual goals identified in the IEP.

modifications (modified expectations). Statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Ontario Special Education Tribunal (OSET). A tribunal that hears appeals by parents who disagree with the identification and/or placement decision made following a meeting of the Identification, Placement, and Review Committee (IPRC) and a subsequent meeting of the special education appeal board (SEAB). Parents have the right to appeal to the OSET or to the Tribunal de l'enfance en difficulté de l'Ontario (TEDO). Ontario Special Education Tribunals, created by the Education Amendment Act of 1980 (Bill 82), are mandated to provide final and binding decisions to resolve disputes between a parent and a school board concerning the identification and/or placement of an exceptional student.

Provincial Schools. Schools operated by the Ministry of Education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind.

psychological assessment. An assessment carried out by a member of the College of Psychologists of Ontario – either a psychologist or psychological associate. A psychological assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

special education appeal board (SEAB). A group of three individuals to which parents have a right to appeal the decision of the IPRC. The three individuals, one of whom is selected by the parents, have no prior knowledge of the matter under appeal.

Special Education Advisory Committee (SEAC). A committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

Special Education Grant (SEG). One of the special purpose grants allocated by the Grants for Student Needs (GSN). In addition to foundation grants, the ministry provides funding to school boards for students with special education needs through the Special Education Grant. The SEG supports the incremental costs of the additional programs, services, and equipment required to meet the educational needs of students with special education needs and to support positive outcomes for them. In this way, it ensures equity for all students with special education needs.

special education plan. A plan based on province-wide standards that describes the special education programs and services provided by a school board. In accordance with Regulation 306 under the Education Act, each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review. The plan must also be made available to the public.

special education program. As defined in the Education Act, “an educational program [for an exceptional pupil] that is based on and modified by the results of continuous assessment and evaluation and that includes a plan [the IEP] containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

special education services. As defined in the Education Act, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

speech and language assessment (or communication assessment). An assessment carried out by a speech-language pathologist registered with the College of Audiologists and Speech-Language Pathologists of Ontario. A speech and language assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

the tiered approach. A systematic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students’ needs. It can be used to address either the academic or the behavioural needs of students who are having difficulty.

transition plan. The school’s written plan to assist the student in making a successful transition. The transition plan is developed as part of the IEP. Under O. Reg. 181/98, the IEP must include a transition plan for

each exceptional student who is 14 years of age or older who is making the transition from secondary school to postsecondary activities, unless the student was identified as exceptional solely on the basis of giftedness. In addition to the requirements under O. Reg. 181/98, ministry policy (Policy/Program Memorandum No. 156) requires that a transition plan be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.

transition planning. The process of coordinating a set of activities that prepare students for change and help them adapt to a variety of settings. The starting point for transition planning should be the student's goals. The transition-planning process itself may assist the student in developing and refining his or her goals.

Universal Design for Learning (UDL). A teaching approach that focuses on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

Transportation for Students with Special Education Needs

Transportation for students with special education needs is facilitated by the Toronto Student Transportation Group. Transportation is provided as required for all exceptional students at the elementary and secondary level, with the exception of students identified as gifted. Due to fiscal restraints the TCDSB is not able to provide transportation for students identified as gifted. The program for gifted is offered in selected regional schools and the students who attend the one day a week withdrawal program are responsible for their own transportation.

This issue of transportation for gifted has been raised by SEAC and will be included in the proposed consultation process and transportation review committee. Deliberations are contingent on Ministry funding changes which were proposed and delayed.

Exceptional students who attend programs within their own community are provided the regular transportation service in place for the school if it is appropriate. If alternate transportation arrangements are required they are provided.

Students approved to attend Provincial and Demonstration Schools are provided transportation services according to Ministry of Education guidelines.

The chart below outlines the 2017-2018 transportation budget for the TCDSB in regards to Special Education:

Account Name	Budget
Vision, Hearing & Speech	\$2,743,029
Medical & Handicapped	\$6,294,012
Special Education	\$3,518,199
Section 23	\$ 626,739
Remedial Language	\$ 119,742
Special Transit Fares (Scholars)	\$ 116,118
Special Transit Fares (Children)	\$ 0.00
Special Education Transit Fares (Adults)	\$ 12,228
Developmentally Disabled	\$ 624,136
Ontario Schools Deaf & Blind	\$ 43,787
KLP	\$ 647,349
PAST	\$ 231,900

Co-op Education	\$ 444,995
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If the student's needs are such that he/she needs to be transported separately, then those decisions are made. As a specific example one student required transportation with the assistance of a health care attendant. These accommodations were provided. Process for deciding whether a student will be transported with other children or transported separately:

In TCDSB, decisions regarding how children will be transported is made on an individual basis. If a child can be transported with other children, that is the preferred method. When the regular home to school bus is possible (if the child's needs allow for them to use this type of bus), this bus is used. Placement in an ISP class through the IPRC process (Gifted excluded) ensures transportation is provided for the exceptional students, provided sufficient funding is available as approved by the School Board. The form of transportation can be via bus, taxi, van or wheelchair bus. The decision on which type of method is dependent on the needs of the child. Some children who come from the same area and are accessing the same service at the same school are not able to access the same mode of transportation due to emotional or physical needs. The need to transport children separately is determined based on discussions with the parent, principal and the Superintendent.

How Transportation Is Provided For Students in Care, Treatment and Correctional Facilities

Decisions regarding the transportation of children in care to their local school, or the school in which the programming they require is provided, is made in the same way as for children living with their parents; it is made on an individual basis. Principals, Superintendents and those providing care work together to provide the children with as seamless a transfer when they move to care as possible.

Children in treatment receive services throughout the day for a portion of the day or all of the day. Children who receive treatment for a portion of the day are generally transported individually for their treatment and returned to their school. Children who attend treatment centres all day for their classes, are assessed on an individual basis to determine what best suits their needs.

Transportation to Demonstration Schools:

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently no TCDSB students attending Provincial Schools at this time.

The Provincial piece of the Special Education in Ontario was seen as partially meeting the Standards set out in the Standards for School Boards' Special Education Plans. The following criteria was assessed by the Ministry as requiring more clarification.

How TCDSB Provides Transportation to Children Who Attend Provincial Schools

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

For children who attend day schools they are transported by wheel chair accessible vehicle, mini bus, or school purpose minivans, depending on their needs from their home to the school.

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

1. Vehicles – General Requirements Regular Transportation

- (a) All vehicles used by the Bidder in the provision of Services under the Contract (including spare vehicles) shall be properly licensed, equipped, maintained and inspected with the applicable provisions of the Highway Traffic Act of Ontario, the Public Vehicles Act of Ontario and the Regulations made thereunder and all other applicable statutes, by-laws, regulations and orders from all authorities and governments having jurisdiction over the transportation of students, as amended from time to time.
- (b) Wheelchair vehicles must meet safety standards as required under the Highway Traffic Act under Vehicles for the Transportation of Physically Disabled Passengers and as amended and conform to C.S.A. D409 Standards.
- (c) All such vehicles must be manufactured to the most current C.S.A. D250 Standards for “School Buses”, or with the CAN3-D409 C.S.A. Standards “Motor Vehicles for the Transportation of Physically Disabled Persons”. A certificate of compliance with the standards shall be supplied to the Board(s) for its inspection for each of the vehicles to be utilized in the provision of the Services.
- (d) Vehicles used in the provision of the Services shall be a maximum of twelve (12) years old during the Term and average age of seven (7) years.
- (e) Where cars, or mini-vans are used, the passenger doors shall be equipped with child-proof locks which would prohibit the doors from being opened from the inside of the vehicle but would allow the doors to be opened from the outside of the vehicle. All vehicles shall be equipped with a back-up alarm.
- (f) The ambulatory, service and emergency doors on the vehicles shall be padded at the top edge.
- (g) All vehicles are to have their Event Data Recorders associated with the vehicle’s engine enabled.
- (h) The Bidder shall provide the most efficient vehicles available in order to perform the Services as economically as possible. Vehicles as large as eighty-four (84) seats or as small as four (4) seats may be used. Vehicle loading shall conform to the following seating capacity:
 - (i) Mini-Vans – five (5) passengers;
 - (j) Vans – fourteen (14) to twenty-four (24) passengers; a thirty (30) inch seat length is required to fit two (2) individuals per seat. Thirty (30%) percent of vehicles this size must hold eighteen (18) students.
 - (k) Large Bus seventy (70) to eighty-four (84) passengers.
- (l) The Bidder shall, at the time of submitting the Proposal, provide the Board(s) with the complete specifications of all vehicles that the Bidder proposes to use in the provision of the Services and yearly thereafter.
- (m) The Board(s) shall be entitled, at any time during the Term, to require delivery of a current, valid mechanical fitness certificate on any vehicle(s) at its sole discretion and at no cost to the Board(s).
- (n) The interior of all vehicles is to be maintained at all times in a clean and sanitary condition, acceptable to the Board(s). The exterior of the vehicles will be washed as needed to ensure a clean and professional appearance.

- (o) All vehicles shall be owned by the Bidder or shall be vehicles to which the Bidder shall be entitled to exclusive use and possession under chattel leases or conditional sales agreements from either the manufacturer thereof or a financial organization or institution involved in the financing thereof.
- (p) All vehicles in use to transport Board students that have GPS/AVL and/or video recording devices will be required to display a sign provided by the Consortium so that passengers are aware of their use on those vehicles.
- (q) The Bidder is encouraged to use fuel conservation and anti-idling technology wherever possible and feasible. The Boards' may implement an incentive program as a means to help the Bidder realize greater environmental efficiencies.
- (r) The Bidder will be required to adopt the Boards' 'Healthy School Bus Plan' as a means to minimize environmental damage.
- (s) If in the future the Ministry mandates the use of child seats on school buses the Bidder will purchase integrated seats where necessary and legislated by law. Older vehicles not equipped with integrated seats will require car seats to be installed. The Bidder will purchase the car seats and bill the appropriate Board for the cost of the seat. All labour costs for the installation of the car seats shall be borne by the Bidder.

2. Vehicles – Wheelchair Requirements

- (a) Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.
- (b) For every one hundred fifty (150) buses a Bidder operates as part of this Contract (am/pm count) they shall make available a large seventy-two (72) passenger integrated wheelchair bus with a minimum of two (2) wheelchair spaces for use by schools on charter trips.

All Wheelchair vehicles must be able to accept a variety of wheelchair configurations including, but not limited to, manual, electric, high back, reclining, and any combination of these types.

3. Drivers' Qualifications and Responsibilities

- (a) Drivers shall have and maintain in good standing at all times an Ontario Class B or Class E School Purpose Vehicle driver's license and any additional licenses required by the Public Vehicle Act, the Highway Traffic Act (Ontario) and/or the Toronto Licensing Commission By-Laws. Drivers shall satisfy all governmental requirements, and be trained according to the Ministry of Transportation and Communications "Training Guidelines for Drivers of Transportation Services for Physically Disabled Persons". A clear vulnerable sector search must be completed prior to transporting students.
- (b) All drivers must be trained in School Bus Safety Programs and Orientation/Evacuation Drills as outlined in Appendix F. New drivers shall be given a two week period to obtain this training.
- (c) All drivers must comply with the Toronto Municipal Code Chapter 545, Licensing Article XV Chapter 545-208.

The Bidder shall provide each driver with a wallet-sized identification card bearing a photograph of the employee, suitable identification, and the employer's name and address. This identification shall be visible to students and parents as they enter the vehicle.

The Bidder shall ensure that the driver of each vehicle utilized in the provision of Services shall at all times have in his/her possession on the vehicle or access to via dispatch an up-to-date list of the students being transported on such vehicle indicating their full names, pick-up addresses, destinations, schedule times and any other special instructions. The transportation on any vehicle of any persons other than bona fide students of the Board is expressly forbidden unless the prior authorization of the Consortium is obtained.

Drivers must not smoke at any time during their route. Smoking on any vehicle, at any time, is not permitted even when passengers are not present. Smoking is not allowed on any school or Board property.

Drivers must not eat or drink on the bus while loading, unloading, or driving.

Drivers will under no circumstances strike or use undue physical force on any student.

Drivers shall report any student conduct problem immediately to the School Principal. Recurring problems will be reported to dispatch to be relayed to the Transportation Supervisor at the Consortium.

Drivers shall not give students any food, beverages, or toys.

Drivers are not to take pictures or videos of the students.

Drivers shall not leave students unattended in the vehicle. The engine is to be turned off and the ignition key removed by the driver when leaving the vehicle and all proper precautions shall be taken to ensure that the vehicle cannot be set in motion.

Drivers shall ensure that all seatbelts and harnesses are properly secured and fastened around the student at all times.

Students must be picked up at their Board designated pick up location, delivered to their respective schools and returned to their designated drop-off location.

Drivers must make sure the vehicle doors are closed and the safety locks are used at all times when the vehicle is in motion.

All drivers shall maintain listening radio contact with central dispatch at all times during the trip. The idling of school bus motors while waiting to pick up or drop-off students outside schools is prohibited except in those cases where the medical conditions of the students or the extreme temperatures require that the vehicle remain idling.

Buses must use the designated bus loading zones marked at each school unless otherwise specified. Vehicles must not be driven in excess of eight (8) kilometres per hour when on the school property.

Driving is totally prohibited while the children are at play in the school yard.

At no time may the number of students in any vehicle exceed the manufacturer's specifications.

Under no circumstances shall students be required to stand on the vehicle.

Students incapacitated because of age or other conditions must be left in the care of a responsible adult when dropped off at school and when returned home.

Students identified with a purple tag must be met by a child recognized adult or older sibling/student that will be responsible for the student.

The driver must perform a child check of the vehicle at the end of each trip for any sleeping students or abandoned articles.

Bus supplies (i.e. windshield washer fluid, oil, power steering fluid etc.) shall not be stored near the driver or inside the passenger compartment of school busses.

Seat belt cutters for all buses shall be located within reach of the driver's seat.

Busses to be kept clutter free. The dash, front steps, areas near the emergency equipment and all emergency exits must be kept clear. No loose boxes or other items to be kept inside the bus.

The Bidder is required to have the driver perform a dry run of their routes in the week prior to the commencement of each school term, preferably the last Wednesday prior to the start of the school year.

The Bidder must provide confirmation that the dry run took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP.

Drivers should be provided the Ontario Ministry of Transportation's Fleet Smart training or equivalent in order to reduce driving habits that are not conducive to fuel conservation. The Bidder must provide confirmation that the training took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP.

The Bidder shall ensure that every driver is provided with a copy of Appendix B – Performance Requirements.

4. WHEELCHAIR SERVICE

Parent/guardian and/or school staff and drivers are collectively responsible for ensuring that each wheelchair is properly fastened and that each student is secured by a seatbelt. The driver of each vehicle shall ensure that each student in the vehicle is secured by a seatbelt properly fastened while the vehicle is in motion. The bidder shall be liable for any injury resulting from the failure of a driver to ensure that each student transported is secured properly fastened at all times while a vehicle is motion.

Students in this category must be transported and secured in vehicles specifically designed for this purpose.

The driver will assist physically handicapped children when and where necessary. All wheelchair-locking devices shall be properly secured immediately after entering the vehicle.

There shall be no more than one (1) wheelchair loose or free in the vehicle ready for unloading at any time with driver in attendance.

5. Students with Special Needs

- (a) The Bidder shall safely transport those students with developmental handicaps, designated for transportation from time to time by the Board, from the nearest curb side in front of their residences to their respective schools and return to the nearest curb side in front of their residences at the time designated for each student in accordance with the terms and conditions of the Contract.
- (b) Parents/guardians are responsible for their students to and from said curb side and are instructed to have students ready at the time designated for pick-up so that no vehicle shall be required to wait longer than two (2) minutes on average to pick-up a student after the regular pick-up time.
- (c) For student(s) designated as being medically at risk, the Bidder will transport safely and securely any necessary equipment or apparatus (e.g. a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by a Board.
- (d) **Booster Seats** – Are the responsibility of the parent/guardian to provide a Government approved booster seat that conforms to current safety guidelines. The seats must be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board.
- (e) **Car Seats** – Are the responsibility of the parent/guardian to provide a Government approved car seat that conforms to current safety guidelines. Car seats are to be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board. Car seats are not to be installed in any seat adjacent to an emergency exit or emergency exit window.

- (f) Harnesses – Where required and approved by the parent/guardian and medical practitioner, the Board will provide harnesses. Drivers will be instructed as to how to properly install them by the Bidder. Students in vests/harnesses shall not be located in any seat adjacent to an emergency exit or emergency exit window.

6. School Bus Safety Programs and Orientation/Evacuation Drills

The Bidder must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Bidder must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the vehicle. The Bidder is required to keep accurate records of all employees training and make them available to the Board when requested. Board staff will be available to assist in the delivery of programming around the evacuation drill and item listed below.

The Bidder must perform an evacuation drill with students on their to school trip before the end of October. Bidders will be required to work with the schools to identify the best time to perform these evacuation drills.

The programs shall consist of at least the following:

INITIAL TRAINING

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| • Awareness of sensitivity for Special Needs Students & AODA Requirements | 4 hrs. |
| • Awareness of racial and Ethnocultural Issues (Human Rights) | 2 hrs. |
| • First Aid, Epipen | 6 hrs. |
| • Bus Evacuation, Accident Procedures, Fire Extinguisher | 3 hrs. |
| • Student Management, Maintaining Bus Discipline (Conflict Management) | 4 hrs. |
| • Lost Child, Late Bus, Late Parent, Child Check, and Ride Refusals Procedures, and Ride Refusals Procedures, Authorized Stops | 2 hrs. |
| • Defensive Driving | 6 hrs. |
| • Dealing with Street Cars and Traffic Management | 30min |
| • Restraint Systems – How to secure and release students in restraints | 30min |
| • Purple Equals Parent Program | 30min |

ANNUAL REFRESHERS

- Student Management, Bus Discipline 2 hrs.
- Human Rights and Racial Ethno Cultural Issues 1 hr.
- Bus Evacuation, Accident Procedures 1 hr.
- EpiPen 1 hr.
- Lost Child, Late Bus, Late Parent, Ride Refusals, Child Check, and Authorized Stops 1 hr.

EVERY THREE YEARS

- Defensive Driving 6 hrs.
- First Aid 6 hrs.

OLD - Transportation for Students with Special Education Needs

Transportation for students with special education needs is facilitated by the Toronto student Transportation Group. Transportation is provided as required for all exceptional students at the elementary and secondary level, with the exception of students identified as gifted. Due to fiscal restraints the TCDSB is not able to provide transportation for students identified as gifted. The program for gifted is offered in selected regional schools and the students who attend the one day a week withdrawal program are responsible for their own transportation.

This issue of transportation for gifted has been raised by SEAC and will be included in the proposed consultation process and transportation review committee. Deliberations are contingent on Ministry funding changes which were proposed and delayed.

Exceptional students who attend programs within their own community are provided the regular transportation service in place for the school if it is appropriate. If alternate transportation arrangements are required they are provided.

Students approved to attend Provincial and Demonstration Schools are provided transportation services according to Ministry of Education guidelines.

The chart below outlines the 20011/2012 transportation budget for the TCDSB in regards to Special Education:

<i>Account Name</i>	<i>Budget</i>
<i>Vision, Hearing & Speech</i>	<i>\$1,942,682</i>
<i>Medical & Handicapped</i>	<i>\$4,743,648</i>
<i>Special Education</i>	<i>\$2,863,955</i>
<i>Section 23</i>	<i>\$ 333,336</i>
<i>Remedial Language</i>	<i>\$ 174,507</i>
<i>Special Transit Fares (Scholars)</i>	<i>\$ 186,879</i>
<i>Special Transit Fares (Children)</i>	<i>\$ 2,068</i>
<i>Special Education Transit Fares (Adults)</i>	<i>\$ 4,700</i>
<i>Developmentally Disabled</i>	<i>\$ 811,760</i>
<i>Ontario Schools Deaf & Blind</i>	<i>\$ 0.00</i>
<i>Gifted</i>	<i>\$ 0.00</i>
<i>KLP</i>	<i>\$ 560,000</i>
<i>PAST</i>	<i>\$ 280,000</i>

PAL	\$ 120,000
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If the student's needs are such that he/she needs to be transported separately, then those decisions are made. As a specific example one student required transportation with the assistance of a health care attendant. These accommodations were provided. Process for deciding whether a student will be transported with other children or transported separately:

In TCDSB, decisions regarding how children will be transported is made on an individual basis. If a child can be transported with other children, that is the preferred method. When the regular home to school bus is possible (if the child's needs allow for them to use this type of bus), this bus is used. An IPRC guarantees transportation for the exceptional students provided sufficient funding is available as approved by the School Board. That transportation can be by bus, taxi, van or wheelchair bus. The decision on which type of method is dependent on the needs of the child. Some children who come from the same area and are accessing the same service at the same school are not able to access the same mode of transportation due to emotional or physical needs. The need to transport children separately is determined based on discussions with the parent, principal and the Superintendent.

How transportation is provided for students in care, treatment and correctional facilities

Decisions regarding the transportation of children in care to their local school, or the school in which the programming they require is provided, is made in the same way as for children living with their parents; it is made on an individual basis. Principals, Superintendents and those providing care work together to provide the children with as seamless a transfer when they move to care as possible.

Children in treatment receive services throughout the day for a portion of the day or all of the day. Children who receive treatment for a portion of the day are generally transported individually for their treatment and returned to their school. Children who attend treatment centres all day for their classes, are assessed on an individual basis to determine what best suits their needs.

Vehicles – General Requirements

1.1 All vehicles used by the Proponent in the provision of Services under the Contract (including spare vehicles) shall be properly licensed, equipped, maintained and inspected with the applicable provisions of the Highway Traffic Act of Ontario, the Public Vehicles Act of Ontario and the Regulations made thereunder and all other applicable statutes, by-laws, regulations and orders from all authorities and governments having jurisdiction over the transportation of students, as amended from time to time.

1.2 Wheelchair vehicles must meet safety standards as required under the Highway Traffic Act under Vehicles for the Transportation of Physically Disabled Passengers and as amended and conform to C.S.A. D409 Standards.

1.3 All such vehicles shall conform to the most current C.S.A. D250 Standards for “School Buses”, or with the CAN3-D409 C.S.A. Standards “Motor Vehicles for the Transportation of Physically Disabled Persons”. A certificate of compliance with the standards shall be supplied to the Board for its inspection for each of the vehicles to be utilized in the provision of the Services.

1.4 Vehicles used in the provision of the Services shall be a maximum of twelve (12) years old during the Term.

1.4.1 Where cars, station wagons or mini-vans are used, the passenger doors shall be equipped with child-proof locks which would prohibit the doors from being opened from the inside of the vehicle but would allow the doors to be opened from the outside of the vehicle. The locking system for the passenger doors of station wagons should be controlled by the driver through power locks and shall have an alarm to warn the driver if the door has been opened or is not securely latched.

1.4.2 All vehicles shall be equipped with a back-up alarm.

1.4.3 The ambulatory, service and emergency doors on the vehicles shall be padded at the top edge.

1.5 The Proponent shall provide the most efficient vehicles available in order to perform the Services as economically as possible. Vehicles as large as 84 seats or as small as 4 seats may be used. Vehicle loading shall conform to the following seating capacity:

1.5.1 Standard Size Cars – 4 passengers;

1.5.2 Mini-Vans – 6 passengers;

1.5.3 Station Wagons – 7 passengers;

1.5.4 Vans – 20 passengers;

1.5.5 Large Bus 72-84 passengers.

1.6 All Proponents shall, at the time of submitting the Proposal, provide the Board with the complete specifications of all vehicles that the Proponent proposes to use in the provision of the Services.

1.7 The Board shall be entitled, at any time during the Term, to require delivery of a current, valid mechanical fitness certificate on any vehicle(s) at its sole discretion and at no cost to the Board.

1.8 *The interior of all vehicles is to be maintained at all times in a clean and sanitary condition, acceptable to the Board. The exterior of the vehicles will be washed at least once a week.*

1.9 *All vehicles shall be owned by the Proponent or shall be vehicles to which the Proponent shall be entitled to exclusive use and possession under chattel leases or conditional sales agreements from either the manufacturer thereof or a financial organization or institution involved in the financing thereof.*

1.10 *All vehicles when transporting Board students, at the discretion of the Board, shall display a sign "Under contract to the Toronto District School Board/Toronto Catholic District School Board".*

1.11 *Proponents are encouraged to use fuel conservation and anti idling technology wherever possible and feasible. The Boards may implement an incentive program as a means to help Proponents realize greater environmental efficiencies.*

1.12 *Proponents will be required to adopt the Boards' 'Healthy School Bus Plan' as a means to minimize environmental damage.*

1.13 *If in the future the Ministry mandates the use of child seats on school buses the Proponents will purchase integrated seats where necessary and legislated by law. Older vehicles not equipped with integrated seats will require car seats to be installed. The Proponents will purchase the car seats and bill the appropriate Board for the cost of the seat. All labour costs for the installation of the car seats shall be borne by the Proponent.*

2. Vehicles – Wheelchair Requirements

2.1 *Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.*

3. Driver's Qualifications And Responsibilities

3.1 Drivers shall have and maintain in good standing at all times an Ontario Class B or Class E School Purpose Vehicle driver's license and any additional licenses required by the Public Vehicle Act, the Highway Traffic Act (Ontario) and/or the Toronto Licensing Commission By-Laws. Drivers shall satisfy all governmental requirements, and be trained according to the Ministry of Transportation and Communications "Training Guidelines for Drivers of Transportation Services for Physically Disabled Persons".

3.2 All drivers must be trained in School Bus Safety Programs and Orientation/Evacuation Drills as outlined in Appendix F. New drivers shall be given a two week period to obtain this training.

3.3 The Proponent shall provide each driver with a wallet-sized identification card bearing a photograph of the employee, suitable identification, and the employer's name and address. This identification shall be presented upon request of a parent/guardian or any official or academic member of the Board.

3.4 The Proponent shall ensure that the driver of each vehicle utilized in the provision of Services shall at all times have in his/her possession on the vehicle an up-to-date list of the students being transported on such vehicle indicating their full names, pick-up addresses, destinations, schedule times and any other special instructions. The transportation on any vehicle of any persons other than bona fide students of the Board is expressly forbidden unless the prior authorization of the Transportation Department of the Board is obtained.

3.5 Drivers must not smoke, eat, drink or use foul language while loading, unloading or transporting students in their vehicles. Smoking on any vehicle, at any time, is not permitted even when passengers are not present.

3.6 Drivers shall assist students to and from vehicle or dwelling in necessary cases.

3.7 Drivers will under no circumstances strike or use undue physical force on any student.

3.8 Drivers shall report any student conduct problem immediately to the School Principal. Recurring problems will be reported to the Transportation Supervisor of the Board.

3.9 Drivers shall not give students any sweets or toys.

3.10 Drivers are not to take pictures of students without the consent of the students' parent or guardian.

3.11 Drivers shall not leave students unattended in the vehicle for unnecessary periods. The engine is to be turned off and the ignition key removed by the driver when leaving the vehicle and all proper precautions shall be taken to ensure that the vehicle cannot be set in motion.

3.12 Drivers shall ensure that all seatbelts and harnesses are properly secured and fastened around the student at all times.

3.13 Students must be picked up at their Board designated pick up location, delivered to their respective schools and returned to their designated drop-off location.

3.14 Drivers must make sure the vehicle doors are closed and the safety locks are used at all times when the vehicle is in motion.

3.15 Students on crutches, or otherwise physically handicapped, should be given help to the school door. Parent/guardian is expected to help their child into the vehicle.

- 3.16 All drivers shall maintain listening radio contact with central dispatch at all times during the trip.
- 3.17 The unnecessary idling of school bus motors while waiting to pick up students outside schools is prohibited.
- 3.18 Buses must use the designated bus loading zones marked at each school unless otherwise specified.
- 3.19 The school bus must not be driven in excess of eight (8) kilometres per hour when on the school property. Driving is totally prohibited while the children are at play in the school yard. TCDSB prohibits buses in school yards at all times.
- 3.20 At no time may the number of students in any vehicle exceed the manufacturer's specifications.
- 3.21 Under no circumstances shall students be required to stand.
- 3.22 Students incapacitated because of age or other conditions must be left in the care of a responsible adult when dropped off at school and when returned home.
- 3.23 The driver must make a check of the vehicle at the end of each trip for any sleeping students or abandoned articles.
- 3.24 The Proponent is required to have the driver perform a dry run of their routes in the week prior to the commencement of each school term.
- 3.25 Drivers should be provided the Ministry's Fleet Smart training or equivalent in order to reduce driving habits that are not conducive to fuel conservation.
- 3.26 The Proponent shall ensure that every driver is provided with a copy of Appendix B – Other Performance Requirements.

4. Wheelchair Service

- 4.1 Parent/guardian and/or school staff and drivers are collectively responsible for ensuring that each wheelchair is properly fastened and that each student is secured by a seatbelt. The driver of each vehicle shall ensure that each student in the vehicle is secured by a seatbelt properly fastened while the vehicle is in motion. The Proponent shall be liable for any injury resulting from the failure of a driver to ensure that each student transported is secured properly fastened at all times while a vehicle is motion.
- 4.2 Students in this category must be transported and secured in vehicles specifically designed for this purpose.
- 4.3 The driver will assist physically handicapped children when and where necessary. All wheelchair-locking devices shall be properly secured immediately after entering the vehicle.
- 4.4 There shall be no more than one (1) wheelchair loose or free in the vehicle ready for unloading at any time with driver in attendance.

5. Developmental Delayed

5.1 *The Proponent shall safely transport those students with developmental handicaps, designated for transportation from time to time by the Board, from the nearest curb side in front of their residences to their respective schools and return to the nearest curb side in front of their residences at the time designated for each student in accordance with the terms and conditions of the RFP.*

5.2 *Parents/guardians are responsible for their students to and from said curb side and are instructed to have students ready at the time designated for pick-up so that no vehicle shall be required to wait longer than two (2) minutes on average to pick-up a student after the regular pick-up time.*

5.3 *For student(s) designated as being medically at risk, the Proponent will transport any necessary equipment or apparatus (e.g. a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by the Board.*

5.4 *Booster Seats – Are the responsibility of the parent/guardian to provide a Government approved car booster seat that conforms to current safety guidelines. The seats must be inspected by the safety Supervisor of the Proponent and the drivers are to be instructed as to how to properly install the seat.*

5.5 *Car Seats – Will be provided by the Board where they are deemed necessary under current regulations. Car seats are to be inspected by the safety Supervisor of the Proponent and the drivers are to be instructed as to how to properly install the seat.*

5.6 *Harnesses – Where required and approved by the parent/guardian, the Board will provide harnesses. Drivers will be instructed as to how to properly install them by the **Proponent**.*

6. BASIC FIRST AID

6.1 *The following is a sample course outline for basic first aid and is provided to offer a guideline for course content. Proponents are required to provide with their submission a copy of the first aid course outline they are currently providing their drivers.*

Basic First Aid – Sample course outline

- a. *Outline of: What is First Aid*
 - The Law and First Aid*
 - Protecting Yourself*
- b. *Scene assessment for Emergencies (SAFE)*
 - Environment, Primary Assessment, Secondary Assessment*
 - Continuing Care (until medical help arrives)*
- c. *How breathing works*
- d. *Causes of Respiratory Emergencies*
 - Airway obstructions, mechanical problems, suffocation*
- e. *Choking – Signs & symptoms*
- f. *First Aid for Choking*
 - Conscious & unconscious adults and children*
- g. *Artificial Respiration & Methods*
 - Assisted breathing, hyper-ventilation*
- h. *Cardiovascular Emergencies*
 - Heart attacks, strokes*
- i. *CPR for adults and children*
- j. *Severe bleeding*
- k. *Shock*
- l. *Fainting*
- m. *The nervous system*
- n. *Head and Spinal Injuries*
- o. *Epipen Training*

7. Bus Safety Programs And Orientation/ Evacuation Skills

The Proponent must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Proponent must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the vehicle. The Proponent is required to keep accurate records of all employees training and make them available to the Board when requested. Board staff will be available to assist in the delivery of programming around the evacuation drill and item nos. **Error! Reference source not found.** and **Error! Reference source not found.**, below.

The Proponent must perform an evacuation drill with students on their to school trip before the end of October. Proponents will be required to work with the schools to identify the best time to perform these evacuation drills.

The programs shall consist of at least the following:

Initial Training

- | | |
|---|--------|
| 1. Awareness of sensitivity for Special Needs Students | 4 hrs. |
| 2. Awareness of racial and Ethnocultural Issues (Human Rights) | 2 hrs. |
| 3. First Aid, Epipen | 6 hrs. |
| 4. Bus Evacuation, Accident Procedures, Fire Extinguisher | 3 hrs. |
| 5. Student Management, Maintaining Bus Discipline (Conflict Management) | 4 hrs. |
| 6. Lost Child, Late Bus, Late Parent and Ride Refusals Procedures, Authorized Stops | 2 hrs. |
| 7. Defensive Driving | 6 hrs. |

Annual Refreshers

- | | |
|--|--------|
| Student Management, Bus Discipline | 2 hrs. |
| Human Rights and Racial Ethnocultural Issues | 1 hr. |
| Bus Evacuation, Accident Procedures | 1 hr. |
| Epipen | 1 hr. |
| Lost Child, Late Bus, Late Parent, Ride Refusals, Authorized Stops | 1 hr. |

Every Three Years

- | | |
|-------------------|--------|
| Defensive Driving | 6 hrs. |
| First Aid | 6 hrs. |

NOTE: The School Principals may request safety programs for students.

Categories of Exceptionalities

The Education Act identifies five categories of exceptionalities for exceptional students:

- behavioural,
- communicational,
- intellectual,
- physical, and
- multiple.

These broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties.

The five categories are a useful tool for the identification of students with special education needs. However, a student may present learning needs in many ways in the school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are provided in the chart below. Note that the ministry's definition of the term learning disability was revised, in Policy/Program Memorandum No. 8, "Identification of and Program Planning for Students with Learning Disabilities" (2014); the new definition is provided below.

Categories and Definitions of Exceptionalities

BEHAVIOURAL

• **Behavioural Exceptionality:** A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that 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.

COMMUNICATIONAL

• **Autism:** A severe learning disorder that is characterized by:

- a. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- b. lack of the representational symbolic behaviour that precedes 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 the use of verbal communication or the written or other symbol system of communication, 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. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or 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:** One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:
 - a. affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
 - b. results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
 - c. results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
 - d. may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
 - e. may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
 - f. is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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 support 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. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - b. an 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 students without exceptionalities who are of the same age or development level.
- **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

M U L T I P L E

- **Multiple Exceptionalities:** A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.

OLD -Categories of exceptionalities in Ontario

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committees. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.

1. behaviour
2. communication
3. intellectual
4. physical
5. multiple

These broad categories include the following definitions:

1. Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

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

2. Communication

Autism

A severe learning disorder that is characterized by:

- disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language; lack of the representational symbolic
- behaviour that precedes 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 the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or 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 that is characterized by a condition that:

- is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference;
- results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualizing, integrating);
 - expressive language (talking, spelling, writing);
 - mathematical computations; and
- may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia.

3. 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:

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

Developmental Disability

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

4. 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 of the same age or development level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5. Multiple

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.

Special Education Staff

The following consultant/support personnel provide service in addition to regular and special subject consultants, coordinators and guidance counselors. Please refer to Appendix E.

Support Personnel – Central

- 1 Superintendent of Special Services
- 1 Chief of Autism Spectrum Disorders
- 1 Chief of IPRC and Assessment
- 1 Chief Psychologist
- 1 Chief Social Worker
- 1 Chief Speech-Language Pathologist
- 1 Principal
- 1 Attendance Counselor
- 1 PAT/SEA Assistive Technology Teacher

Program Responsibility

- all exceptionalities
- Autism Spectrum Disorders
- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- Section 23 Programs
- all exceptionalities
- all exceptionalities

Support Service for Students with Autism

- 12 Autism Support Teachers
- 6 Education Assistants
- 2.7 Psychology staff
- 2 Social Worker
- 2.5 Speech-Language Pathologists
- 2 ABA Expertise/Connections for Students (Ministry funded project)

- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders

Deaf/Hard of Hearing

- 0.5 Social Worker
- 1 Speech-Language Pathologist
- 1 Audiologist
- 14.6 Itinerant Teachers

- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing

Visually Impaired/Blind/Deaf Blind

- 1 Principal, Care and Treatment, Special Services

Support Personnel

- 26 Assessment & Programming Teachers, Elementary
- 4 Programming & Assessment Teachers, Secondary
- 64 Social Workers (including members from Safe Schools Transitional Integrated Program for Suspended Students, Autism, Supervised Alternative Learning, Urban Priority Grant, Attendance Counsellor, Deaf & Hard of Hearing)
- 47.9 Psychology Staff (including Autism Team Members)
- 37.5 Speech Language Pathologists including autism Team members and DHH members
- 22 Care and Treatment Teachers
- 3 Care and Treatment Education Assistants

- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- Care & Treatment 23 Education Assistants
- Care & Treatment 23 Autism classrooms

1 APT (Behaviour)
4 Teachers
4 Child and Youth Workers

SUPPORT PERSONNEL

The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

System Level

Audiologist
Deaf/Hard of Hearing – Itinerant Teachers
Assessment and Programming Teachers
Psychologists/Psychological Associates/Psycho
Educational Consultants
Social Workers
Speech/Language Pathologists
Autism Support Teachers
ABA Expertise/Connections for Students staff
Empower Reading Mentors
Assessment & Programming Teacher for the Gifted Programs

School Level

Child and Youth Workers
Educational Assistants
Health Care Workers
Sign Language Facilitators
Communication Facilitators
Deaf/Blind Intervenors
Oral Interpreters

Audiologist

- works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.
- refers to the appropriate community agencies for diagnostic services.
- member of the Interdisciplinary Team for Deaf & Hard of Hearing.
- provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.
- provides inservices for staff and parents.
- reports to the Chief Speech-Language Pathologist

Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary):

- 26 elementary and 5 secondary positions
- members of the College of Teachers with expertise in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer and Chief of IPRC
- family of school responsibilities as members of an Interdisciplinary School Based Student Learning Team (SBSLT)
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents
- active member of the SBSLT
- mentor teachers new to special education
- provide effective programming suggestions
- design and development of the Individual Education Plan database and special services forms
- liaison with community agencies and conduct intakes and home visits to ease with transition to school
- facilitate inservices and staff development for teachers
- Work collaboratively with curriculum resource staff

Autism Support Teacher:

- 12 Teachers
- Consultation and direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with Autism Spectrum Disorder (ASD)
- Support teachers and schools with transitions for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD

Applied Behaviour Analysis (ABA) Expertise/Connections for Students Staff:

- 2 staff
- Collaborate and participate in joint planning with Surrey Place Centre Connections for Students staff
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students staff
- Participate in joint visits to see student at Autism Intervention Program. This includes participating with Autism Intervention Program clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the Autism Intervention Program to school
- Arrange and participate in school visits to observe the student
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff
- Contact school principal about plan for discharge from Autism Intervention Program
- Offer/provide resources and transition support for receiving school staff
- Provide support to school staff as required, including coaching on ABA-based teaching strategies during the child's transition

Psychologists/Psychological Associates/ Psycho-Educational Consultants:

- 47.9 FTE staff
- provide consultative service to students, their families and school staff
- provide **assessments** that address the emotional, social, intellectual, academic and spiritual development of students
- provide **prevention and intervention** that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the SBSLT, through services including consultation, prevention, assessment and intervention
- psychologists on the Autism team support students with ASD and their families and school staff
- the minimum requirements are a master's degree in psychology, and membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist

Social Workers

- 64 Social Workers, 1 Attendance Counsellor and 1 Chief
- Minimum academic qualification is a Master of Social Work degree and membership in the Ontario College of Social Workers and Social Service Workers
- Assist students with personal issues, school stress, attendance related issues, family dynamics and other relationships, mental health and well-being, etc.
- Assist parents with understanding their children's social emotional needs, family issues, school and community resources and other school related issues
- Assist schools to more fully utilize their resources in meeting the educational, social and emotional needs of students, understand the psychosocial and familial factors which optimize a student's learning, facilitate programs that prevent or alleviate social problems
- Some of the day to day responsibilities include assessment of risk and threat, counseling, consultation, advocacy, crisis intervention, linkage to community support, prevention and early intervention programs and transitional intervention program for suspended students (TIPSS)
- Areas with specific social workers include attendance, autism, deaf & hard of hearing, learning opportunity grants, safe schools, supervised alternative learning and
- A school principal may refer to a school social worker or in some situations a parent and/or student can contact the social work department directly at 416-200-3650 ext. 2569

Speech and Language Department

- 37.5 Speech-Language Pathologists
- Provides a range of services for students with oral communication needs and language disorders which impact on academic and social development
- Consultation services to teachers, parents regarding language and literacy development.
- Contribute meaningfully as a member of the School Based Student Learning Team
- Support learning within the Kindergarten Language Programs throughout the board
- Conduct assessments for Identification, Placement and Review Committee (IPRC) purposes
- Speech and Language Pathologists must have a Master's degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
- Staff carry out their duties under the supervision of the Chief Speech-Language Pathologist

Child and Youth Care Workers

- the primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability
- they hold a three-year college diploma in Childcare Work

Educational Assistants

- The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self-help, assisting with physical challenges, feeding, etc.
- Educational Assistants work under the direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal
- Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs
- All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally

Health Care Assistants

- The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students
- This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters
- As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc.
- A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required

Sign Language Facilitators:

- the primary purpose of the Sign Language Facilitators is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students
- to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra-curricular activities

Communication Facilitator:

- The primary function of a Communication Facilitator is to assist the teacher of the Deaf and Hard of Hearing in delivering an appropriate educational program.
- Sign language and non-verbal communication e.g. facial expressions are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

American Sign Language:

American Sign Language – a sign language for the deaf in which meaning is conveyed by a system of articulated hand gestures and their placement relative to the upper body.

Oral Interpreter:

- The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1-3) students who depend on speech reading to receive oral information
- The job involves acting as student advocate for the assigned student/s and/or providing oral interpretation during extra-curricular activities

Deaf Blind Interveners:

- The purpose of the Deaf/Blind intervenor is to provide support to the deaf/blind student through sign language, modification of class programs, liaison with the community, resource staff and the student's family; and is also exposed to the student's work environment in a co-op placement
- The Deaf/Blind intervenor helps provide full access to the Deaf/Blind student to the regular classroom (especially subject specialization) areas and to have access to all school services, and to participate in extra-curricular activities

OLD:

Special Education Staff

The following consultant/support personnel provide service in addition to regular and special subject consultants, coordinators and guidance counselors. Please refer to Appendix E.

Support Personnel – Central

- 1 Superintendent of Special Services
- 1 Chief of Autism Spectrum Disorders
- 1 Chief Psychologist
- 1 Chief Social Worker
- 1 Chief Speech-Language Pathologist
- 1 Principal
- 1 Attendance Counselor
- 1 APT/SEA Assistive Technology Teacher

Program Responsibility

all exceptionalities
Autism Spectrum Disorders
all exceptionalities
all exceptionalities
all exceptionalities
Section 23 Programs
all exceptionalities
all exceptionalities

Support Service for Students with Autism

- 12.5 Autism Support Teachers
- 6 Education Assistants
- 1.4 Psychology staff
- 2 Social Worker
- 2.5 Speech-Language Pathologists
- 2 ABA Expertise/Connections for Students
(Ministry funded project)

Autism Spectrum Disorders
Autism Spectrum Disorders
Autism Spectrum Disorders
Autism Spectrum Disorders
Autism Spectrum Disorders
Autism Spectrum Disorders

Deaf/Hard of Hearing

- 1 Chief Speech-Language Pathologist
- 0.5 Social Worker
- 2 Speech-Language Pathologist
- 1 Audiologist
- 14.5 Itinerant Teachers

Deaf & Hard of Hearing
Deaf & Hard of Hearing
Deaf & Hard of Hearing
Deaf & Hard of Hearing
Deaf & Hard of Hearing

Visually Impaired/Blind/Deaf Blind

- 1 Principal – Section 23

Support Personnel

- 26 Assessment & Programming Teachers, Elementary
- 4 Programming & Assessment Teachers, Secondary
- 58 Social Workers
- 47.9 Psychology Staff (including Autism Team Members)
- 37.5 Speech Language Pathologists
- 12.5 Itinerant Autism Support Teachers
- 22 Section 23 Teachers
- 4 Section 23 Education Assistants

all exceptionalities
all exceptionalities
all exceptionalities
all exceptionalities
all exceptionalities
autism
Section 23 Education Assistants
Section 23 Autism classrooms

SUPPORT PERSONNEL

The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

System Level

*Audiologist
Deaf/Hard of Hearing – Itinerant Teachers
Assessment and Programming Teachers
Consultant Psychiatrist
Psycho Educational Consultants/Psychologists
Social Workers
Speech/Language Pathologists
Autism Support Teachers
ABA Expertise/Connections for Students staff*

School Level

*Child and Youth Workers
Educational Assistants
Health Care Aids
Sign Language Facilitators
Communication Facilitators
Deaf/Blind Intervenors
Oral Interpreters*

Audiologist

- *works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.*
- *refers to the appropriate community agencies for diagnostic services.*
- *member of the Interdisciplinary Team for Deaf & Hard of Hearing.*
- *provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.*
- *provides inservices for staff and parents.*
- *reports to the Chief Speech-Language Pathologist*

Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary):

- 26 elementary and 5 secondary positions.
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer.
- family of school responsibilities as members of an Interdisciplinary Joint Team.
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents.
- active member of the Interdisciplinary Joint Team.
- mentoring of teachers new to special education.
- provide effective programming suggestions.
- design and development of the Individual Education Plan database and special services forms.
- liaison with community agencies and conduct intakes and home visits to ease with transition to school.
- facilitate inservices and staff development for teachers.
- members of the College of Teachers with extensive knowledge in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications.

Goal

- to provide ongoing mentorship to teachers in special education as they develop and deliver effective programming.
- to link the expertise of this staff with resource staff in curriculum areas as well as Success for All initiatives.

Autism Support Teacher:

- 12.5 Teachers
- Direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with ASD.
- Transition supports are provided for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD.
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD.

ABA Expertise/Connections for Students Staff:

- 2 staff
- Collaborate in and participate in joint planning with Surrey Place Centre Connections for Students staff.
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students staff.
- Participate in joint visits to see student at AIP. This includes participating with AIP clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the AIP to school.
- Arrange and participate in school visits to observe the student.
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff.
- Contact school principal about plan for discharge from AIP.
- Offer/provide resources and transition support for receiving school staff.
- Provide support to school staff as required, including coaching on ABA-based teaching strategies during the child's transition.

Psychological Services Department:

- **Staff**
- provides consultative service to students, their families and school staff
- provide assessments that address the emotional, social, intellectual, academic and spiritual development of students
- provide prevention and intervention that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the Interdisciplinary Joint Teams, through services including consultation, prevention, assessment and intervention
- the minimum requirement is a master's degree in psychology, and
- membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist.

Social Work Department

59.5 social workers

1 attendance counselor

1 Chief Social Worker

Who We Are

The Toronto Catholic District School Board is committed to helping students reach their full potential. Social Workers, as members of an interdisciplinary team, help students, their families and schools deal with those social, emotional and behavioural difficulties, which interfere with a student's adjustment and achievement in school.

School Social Workers hold a minimum of a Master's Degree in Social Work. TCDSB Social Workers have a variety of cultural backgrounds and languages, which are assets in serving the students and their families.

How We Help

We help students:

- *cope with personal issues, school stress and family dynamics which affect their learning*
- *improve relationships with others*
- *attend school regularly*
- *improve their use of educational opportunities*

We help parents:

- *increase their understanding of their children's social and emotional needs*
- *deal with family problems*
- *learn more about and access school and community resources and programs*
- *actively and effectively participate in their children's education*

We help schools:

- *more fully utilize their resources in meeting the educational, social and emotional needs of students*
- *understand the psychosocial and familial, factors, which negatively affect students' abilities to learn*
- *set up programs that help prevent or alleviate social problems*

What we do:

- assessment of problem situations and level or risk
- counseling individuals, families and groups
- ongoing consultation with school staff
- support for special classes
- advocacy for new or improved programs to increase student success in school
- crisis intervention
- referral to community agencies
- student and parent education programs
- preventative education programs
- How To Get Help
- Your local school principal may make a referral to the school social worker serving your area. A student and/or parent may, in some cases, request a referral through school staff or contact the social worker or Social Work Department directly – 222-8282 ext. 2569.

Additional Services

Attendance Counsellor: On referral from the school social worker, the attendance counselor assists students who are habitually absent from school.

Autism Team Social Worker: As a member of the Autism Services Team, this specialized school social worker supports students, families and staff who work with children and youth diagnosed with autism spectrum disorder.

Chief Social Worker: This social worker provides support, consultation and direction to the social work department, attendance counsellor, behaviour team and SALEP.

Deaf & Hard of Hearing Social Worker: As a member of the Deaf & Hard of Hearing team, this specialized school social worker supports student, families and staff who work with children and youth who suffer from a significant hearing loss.

Learning Opportunity Social Workers:

Safe Schools Social Workers: These specialized school social workers support students, families and staff regarding violence prevention programs, risk assessment and other services that lead to safe and healthy schools.

TIPPS Social Worker: This specialized social worker assists students, families and school staff in circumstances where a longer term suspension has occurred.

Speech and Language Department

37.5 Speech Pathologists

Staff

- provides a range of services for students with oral communication needs and language disorders which impact on academic and social development.
- consultation services to teachers, parents regarding language and literacy development.
- contribute meaningfully as a member of the Interdisciplinary Joint Team.
- support learning within the Kindergarten Language Programs throughout the board.
- conduct assessments for IPRC purposes.
- Speech and Language Pathologists must have a Master's degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO).
- speech and language pathologists are assigned to a family of schools.
- the ratio of staff to students is 1:2600
- staff carry out their duties under the supervision of the Chief Speech-Language Pathologist.

Child and Youth Care Workers

The primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability. They hold a three-year college diploma in Childcare Work, usually having training in First Aid and must have at least 2 years prior related work experience.

Educational Assistants

The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self help, assisting with physical challenges, feeding, etc. Educational Assistants work under the program and direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal.

Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs. All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally.

Health Care Assistants

The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students. This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters. As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc. A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required.

Sign Language Facilitators:

The primary purpose of the Sign Language Facilitators is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students; to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra curricular activities.

Communication Facilitator:

The primary function of a Communication Facilitator is to assist the teacher of the Deaf and Hard of Hearing in delivering an appropriate educational program. Sign language and non-verbal communication e.g. facial expressions are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

Oral Interpreter:

The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1 - 3) students who depend on speech reading to receive oral information. The job involves acting as student advocate for the assigned student/s and/or providing oral interpretation during extra curricular activities.

Deaf Blind Interveners:

The purpose of the Deaf/Blind intervenor is to provide support to the deaf/blind student through sign language, modification of class programs, liaison with the community, resource staff and the student's family; and is also exposed to the student's work environment in a co-op placement. The Deaf/Blind intervenor helps provide full access to the Deaf/Blind student to the regular classroom (especially subject specialization) areas and to have access to all school services, and to participate in extra curricular activities.

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This will be a half day session discussing Autism and ABA strategies	Nov., 2017	Elementary EAs/CYWs	Elem
Autism	Communication and Students with Autism	This will be a half day session discussing Autism and communication strategies	Jan. 2017 and Feb., 2018	Elementary EAs/CYWs	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Behaviour and self-regulation	This will be a half day session discussing self-regulation and behaviour strategies for students with Autism	Jan. 20, 2018 and Feb. 17, 2018	Elementary EAs/CYWs	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Nov. 8, 22, 29	Kindergarten Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Kindergarten Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Dec. 6, 13, 20	Special Education Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Special Education Teacher Lead	Elem

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is a multi-year plan to support elementary schools. Each AST has approx. 20 schools.	Elementary School Staff	Elem
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is a multi-year strategy to support secondary schools. Each AST has approx. 9 schools.	Secondary Staff	Sec
Autism	Transition to Secondary School Service for Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140	TBD in the Spring	Elementary/Secondary ME/DD ISP teachers with students in Grade 8	Elem/Sec

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct. 2017	Elementary teachers	Elem
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140	Throughout the year	Elementary teachers	Elem
Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries)	Monthly throughout the year	Teachers, support staff, custodians, secretaries	Elem/Sec
Autism/ME/DD	Supporting students in the ME/DD ISP	2 day course focusing on Educational practices, Communication, Behaviour, Sensory	TBD in the Winter	Teachers	Sec
Speech and Language	Kindergarten Teams - Interactive In-service	Interactive workshop for 12 Kindergarten Teams at 2 locations	October 3rd, 2017	28 Kindergarten Teams (Teachers and EAs)	Elementary
Speech and Language	Conversations in the Classroom	Workshop for 40 EAs and 40 CYWs (No code days required.)	November 2017 and January 2018	EAs and CYWs who work with i	Elementary
Speech and Language	1 day inservice for KLP Teachers	Workshop for KLP teams	March, 2018	8 program teachers	Elementary

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Speech and Language	ABC and Beyond- 3 day workshop	Enhancing communication skills in the classroom	Nov/Dec/Jan and Feb/March/April 2018	8 Kindergarten teams	Elementary
Speech and Language	Professional Learning Series for LI-	Math and IT Focus for LI ISP Teachers	1/1/2018 and Feb 2018	LI-ISP Teachers	Elementary
Deaf/Hard of Hearing	Two Day Training Workshop	Regular classroom teachers with D/HH students	October 19, 2017 and January 2018	Regular classroom teachers with D/HH students	Elementary
Deaf/Hard of Hearing	D/HH Accountability Meeting	Teacher committee members on D/HH accountability committee	2-Feb-18	D/HH ISP Teachers on Accountability Committee	Elem/Sec
Deaf/Hard of Hearing	In-service for D/HH ISP teachers	1/2 day Workshop for D/HH ISP teachers with Itinerant teachers	27-Mar-18	D/HH ISP Teachers	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-18	20 Secondary Teachers	secondary
Mental Health	safeTALK	suicide awarenss training	PA days in October, Novemeber, December 2017, January, February, June 2018	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Oct.. 2017	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Nov. 2017	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Nov. 2017	Psych staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Jan. 2018	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two Days in Jan. 2018	Guidance (ele, and sec) Administrators, SW , and Psychology	ele and sec.
Mental Health	ASIST	suicide intervention training	Two Days in April 2018	Psych staff	ele and sec.
Mental Health	ASIST	HPE and Mental health	TBD	HPE teachers	ele and sec.

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Mental Health	ASIST	FDK and Mental health	TBD	FDK staff	elementary
Mental Health	ASIST	Newcomer Mental health	TBD	teachers	ele and sec.
Social Work	SNAP	2 day training	PD Day - October 7th + one additional day TBD	9 Behaviour Teachers, 8 Behaviour CYWs, 1 SSRT Teacher, 2 SSRT CYWs	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program Teachers	Elementary
Social Work	Academic Program	Discuss and share best practices for academic support; specifcally Jump Math and Lexia	TBD	19 Behaviour Program Teachers	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program CYWs	Elementary
Social Work	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	Ongoing Monthly Sessions	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2017 September 25th, 26th, 27th, 28th, 29th; October 3rd	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Elementary

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2017 September 18th, 19th, 20th, 21st, and 22nd	Secondary Special Education Teachers	Secondary
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	2017 November	Secondary Special Education Teachers New to Special Education	Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Review of Special Services Forms and IEPs	2017 October 2nd	Vice Principals and Principals New to the Role	Elementary and Secondary
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Sept., 2017	LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov., 2017	18 LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Sept., 2017	LD ISP Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov., 2017	6 LD ISP Teachers	ES
Psychology/LD	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5	Sept , 2017	LD ISP and Hub Teachers	ES
Psychology/LD	Empower Secondary School	Training for teachers new to Empower Secondary	3 sessions	SS techers	SS
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	Oct. , 2017	LD ISP and SE Teachers	ES

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy; Lexia follow-up	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy; Lexia follow-up	Dec, 2017	LD ISP and SE Teachers	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	October, 2017	LD ISP Teachers	ES
Psychology/LD	Goal setting, intervention and progress monitoring in the LD ISP class (day 1)	The use of GAFE, literacy and math interventions, formal and informal assessment tools, and social-emotion learning in the LD ISP	Two sessions TBD	LD ISP Teachers	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Nov. 2017	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	Jan, 2018	School administrators	ES, SS
Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	Feb, 2018	SS teachers	SS
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November	Eas and CYWs	ES, SS

Special Services Professional Learning 2017-18 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	ES, SS
Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	ES, SS



REPORT TO SEAC
Monitoring the Implementation of Policy/Program Memorandum 140
2017

In May, 2007, the Ministry of Education released Program/Policy 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*. This policy provides direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with ASD.

In order to monitor implementation, the Ministry of Education created an annual self-assessment survey for school boards. The survey is completed in April by all schools that have a student with ASD. The provincial survey examines the following 4 indicators, which are investigated using 33 questions. This year 78% of the schools completed the survey.

Each year in April, the surveys are forwarded to school Principals in an electronic format. Respondents indicate their level of Implementation by using the following indicators: *all of the time, most of the time or some of the time*. To assist schools with the completion of the survey, an implementation guide was created by the TCDSB Autism Team. Each school is asked to complete the survey and then the results are summarized at the board level. Each board submits their results to the Ministry of Education.

The following are the findings for TCDSB:

Indicator/Outcome	All or Most of the Time 2015/16	All or Most of the Time 2016/17
1. Principles of ABA are incorporated into the IEPs of students with ASD, as appropriate	91.8%	88.6%
2. Transition planning is used to support students with ASD for a variety of transitions	90.4%	89.5%
3. Multidisciplinary teams are involved.	92%	89.3%
4. School staff working with students with ASD are knowledgeable about ASD	78.7%	64%

TCDSB Autism Team staff continually assesses the areas of need that require further growth by providing training and resources to school staff to increase their knowledge of ASD and ABA strategies to support this growing group of students. This includes:

- Focused professional development for educational staff in order to build capacity around ABA strategies
- Workshops focusing on ABA strategies throughout the year for support staff and staff new to the board
- Continuing to reassess transition resources and supports for staff working with students with ASD
- Looking at programming for students with ASD with a working group through the Accountability Framework

Peter Stachiw
Chief of Autism Services and Programs



REPORT TO

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

REVIEW OF ANAPHYLAXIS POLICY, PROTOCOL AND GUIDELINES

*Cast your cares on the lord and he will sustain you; he will never let the righteous fall.
Psalm 55:22*

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

C. Fernandes, Superintendent of Education, Special Services

RECOMMENDATION 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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report reviews the Anaphylaxis Policy and Protocol and Guidelines, with a focus on secondary schools.

Addressed in this report is information on the possibility of implementing an EpiPen Centre, the possibility of consultation with Catholic Students Leadership Impact Team (CSLIT), and the development of a transition plan for students leaving Grade 8 and entering Grade 9.

The cumulative staff time required to prepare this report was 7 hours

B. PURPOSE

1. This report responds to an approved motion that was made by the Board of Trustees in response to a delegation made at the September 7th Student Achievement Committee meeting. Staff was directed to include in the report the following:
 - a. The possibility of implementing an EpiPen Centre;
 - b. Consultation with CSLIT; and
 - c. Transition plan for students leaving grade 8 and entering grade 9
2. This report outlines recommendations on the three items listed above with respect to the TCDSB's Anaphylaxis Policy and Protocol.
3. The report also reviews the communication plan to be used in schools to inform students on the topic.

C. BACKGROUND

1. On September 7th, 2017, the Board of Trustees received a delegation with respect to developing increased awareness in secondary schools of the Anaphylaxis policy.
2. The Anaphylaxis policy was created February 6, 2006 and the Anaphylaxis protocol was last updated February 24, 2013.

3. In June, 2017 an incident at one secondary school created a need to revisit the policy and the accompanying protocol to ensure it was being followed but also to ensure students awareness and expanded understanding of Anaphylaxis.

D. EVIDENCE/RESEARCH/ANALYSIS

Each of the requests will be answered separately.

1. The possibility of implementing an EpiPen centre.
 - a) While every student with a life-threatening allergy is required to carry an EpiPen on their person at all times, schools, as part of the Anaphylaxis Protocol and Guidelines, require that a second EpiPen be purchased by the family and be stored in a specified location at the school.
 - b) Every school has a designated location in the school to store EpiPens as well as other medications students may need to take. In some cases schools have more than one location.
 - c) In addition, the school also purchases additional EpiPen(s) to store in the school's designated area(s). As per the protocol, the designated area or areas are to be easily accessible by staff and are not to be locked to ensure instant access.
 - d) In some schools the EpiPen is stored in a discrete area in the main office or staffroom. In larger schools, some EpiPen(s) may be kept in more than one designated area in order to ensure easy access.
 - e) Communication of the location of EpiPens to staff is the responsibility of the Principal. Staff refers to permanent staff, staff who may supervise students at meal times, cafeteria staff and occasional staff who may attend the school.
 - f) The Principal also requests updated information annually from the parent/guardian and a medical professional to ensure that all information is current.

2. Consultation with the Catholic Students Leadership Impact Team (CSLIT)

- a) The CSLIT leadership has been contacted with respect to gathering student voice on the topic of Anaphylaxis at an upcoming meeting.
- b) Staff look forward to hearing from students with respect to understanding and developing a sensitivity to students who have life-threatening allergies and how to inform and educate youth.

3. A transition plan for students leaving Grade 8 and entering Grade 9

- a) The Anaphylaxis policy clearly outlines how information is gathered with respect to a student's allergy(ies), both through communication with the parent and annually updating the student's medical record, including consultation with their Physician/Nurse and requests that emergency contacts be kept with respect to the student.
- b) The Protocol and Guidelines (2013) includes the forms that must be completed and stored as well as the individual plan for each student who has an anaphylactic allergy.
- c) Neither the Policy nor the Protocol and Guidelines offer specific information or procedures with respect to a student who is transitioning from one school to another, nor with respect to a student who is transitioning from an elementary school to a secondary school.
- d) Although the Policy and 'Protocol and Guidelines' do not refer to a specific transition plan, there are some existing practices that provide for some continuity.
 - i. The electronic transfer of students within the student information systems does outline that the student has a medical condition that must be followed up by the receiving school. Additionally the transfer of the Ontario Student Record does permit transfer of

information. Staff is responsible for reviewing the OSR of all students entering the school.

- ii. Parents of students with a medical condition are asked to update the information once the student enters the secondary school.
- e) There are some areas that may be updated and improved to make a more seamless transfer between Elementary and Secondary schools.
- i. At the exchange of information meeting that happens for every student entering secondary school, we will include a discussion point related specifically to medical conditions and specifically life threatening allergies.
 - ii. Our student information systems already flag for secondary schools and teachers through their class list, students who have medical conditions. Secondary schools will be required to flag any student with a severe life-threatening allergy separately from those with medical conditions to inform teachers at the start of each term.
 - iii. The policy already identifies a process by which information will be communicated with staff and with supply staff. Ensure this information is readily available at the beginning of every term.
 - iv. The Protocol and Guidelines will be updated to reflect the changes above.
- f) An update to the Anaphylaxis Policy and to the Protocol and Guidelines to inform the transition of a student between elementary and secondary schools would enhance the existing practices.
4. Communication to both staff, parents and students is paramount to establish an understanding of the existing policy/protocol and guidelines. The Protocol and Guidelines outlines some of the ways that students may receive information with respect to Anaphylaxis including the following:
- a) Arranging a presentation of information on allergy and anaphylaxis through the academic program or through a school-wide assembly (p.11)

- b) Discouraging allergic foods in the classroom (p.23)
- c) Send a letter to the entire school community that the allergic food not be sent to the school as a snack or lunch (p.23)
- d) Training the student to self-advocate regarding their allergy (e.g.: how to approach an adult) (p.23)
- e) Be aware that there are cases of anaphylactic students being threatened with the allergen by bullies. School staff shall deal with such a situation as a serious incident. (p.23)
- f) Sample Newsletter insert (p. 25)
- g) Student Poster Template (p.30)
- h) In addition to the communication methods listed above, schools can further share information with students utilizing the following methods:
 - i. School/Grade Assemblies – when speaking with students about safety such as fire drills etc. include reminders about medical safety such as food allergies and respect for those who have these allergies. These can be documented in the Health and Safety binder kept in the office.
 - ii. School Agenda – ensure that a section on food allergies is included. Include description of an anaphylactic reaction, how to help recognize an allergic reaction, and how to recognize potential allergens.
 - iii. Registration Package – include information on allergy awareness as part of the information shared with students and parents at registration.
 - iv. Healthy and Active Living – Allergies can be addressed as part of the HPE and science curriculums.
 - v. Home Room/Period 1 Announcement – Teachers may be asked to read a script on Anaphylaxis.

- vi. Poster Campaign – Put up posters around the school reminding the students of food allergies.
- vii. Toronto Public Health Nurse – schools may invite the TPH nurse to present on Food Allergies
- viii. Newsletter/Emails – Communication about Food Allergies / Keeping Our Students Safe should be sent home as part of a newsletter.
- ix. School Website – allergy awareness links and/or reminders can be posted online
- x. Student focus group – develop opportunities to communicate and share awareness of allergies
- xi. Develop a student video – build awareness amongst peers – this could be incorporated into student work in various subject areas (media literacy)
- xii. Develop Self-Advocacy –Teacher(s) may engage with students in conversations on self-advocacy.

E. METRICS AND ACCOUNTABILITY

1. Through an informal discussion with department heads, all secondary schools were found to have an EpiPen centre where all a medications were kept. Some staff indicated that student information was displayed or stored in a systematic way.
2. Secondary staff were also able to indicate that regular Anaphylaxis training is occurring twice per year.
3. When it came to communication of Anaphylaxis with the general student population, there seemed to be a less prevalent practice. When asked why this may be the case, these staff indicated that it was more difficult to address due to the limitations regarding medical information may be shared about specific students.

4. A more formal survey was sent recently to principals to collect information on the themes below. The data is based on the responses of 28 of 32 schools.

a) Designated EpiPen locations within the school

- 100% of Secondary schools indicated that the school had an EpiPen designated location within the school. 21% of these schools indicated that they had more than one designated location for EpiPens.

b) Communication with staff

- 100% of schools indicated that they communicated with staff biannually with respect to Anaphylaxis. Schools indicate that training was primarily done through a staff meeting, but other methods of communication regarding Anaphylaxis included email, presenters, E-learning module, and, staff bulletins. Several schools indicated they used a number of methods to convey the messages regarding Anaphylaxis.

Schools reported different methods of communicating student specific information to staff as noted below:

- 54% of secondary schools reported that Anaphylaxis is recorded on class attendance forms that are distributed to classes
- 17% indicated that there is a conversation between staff and administration and/or department heads
- 29% indicated other methods used to convey student specific information such as emailing list, pictures displayed in main office; list in schools main drive; speak to individual; noted on class list with student pictures and type of allergy; staff meetings

c) Procedures with respect to transitions.

- 46% of secondary schools indicated that it is customary to discuss student allergies and/or life-threatening medical information at an exchange of information meeting with elementary schools
- 36% of staff indicate that **sometimes** it is customary to discuss student allergies and/or life-threatening medical information at an exchange of information meeting with elementary schools

- 18% indicated that medical information is not typically captured at the exchange of information meeting with elementary schools
- d) Procedures with respect to general communication with the student population.
- 39% of secondary schools indicated that they communicate a general awareness of Anaphylaxis to their student population
 - 36% of secondary schools indicated that they occasionally communicate a general awareness of Anaphylaxis to their student population
 - 25% of schools indicated that they do not communicate a general awareness of Anaphylaxis to their student population
 - Schools indicated that methods used to communicate a general awareness of Anaphylaxis to students included the following:
 - School/Grade Level Assemblies
 - Registration Package
 - As part of the Healthy and Active Living curriculum
 - School newsletter/general email
 - Toronto Public Health
 - School agenda
 - School Public Announcements

5. Considerations arising from the analysis of the survey results:

- a) There is a need to update the Policy to reflect transitions of students between two schools, and specifically, but not limited to elementary and secondary schools.
- b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enrol in the summer secondary transition course.
- c) Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year.

- d) Include in the Secondary Health and Safety Binder a formalized process with a principal checklist of best practices regarding communication with staff and students about anaphylaxis.

F. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees refer the Anaphylaxis Policy to be updated by the Governance and Policy Committee to reflect part a) below. Additionally, staff recommends an update to the Anaphylaxis Protocol and Guidelines to reflect b), c) and d) as listed below.

- a) There is a need to update Policy to reflect transitions of students between two schools, and specifically, but not limited to elementary and secondary schools.
- b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enrol in the summer secondary transition course.
- c) Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year.
- d) Include in the Secondary Health and Safety Binder located in schools a page on the communication plan to be used with students and date implemented.

ANAPHYLAXIS

PROTOCOL

AND

GUIDELINES

2013



ANAPHYLAXIS PROTOCOL AND GUIDELINES 2013



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80 Sheppard Avenue East, Toronto, Ontario M2N 6E9
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TRUSTEES 2013-2014**

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD
ANAPHYLAXIS PROTOCOL

Acknowledgements

Judy Collins, Anaphylaxis Consultant

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Revised September 2013

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
ANAPHYLAXIS PROTOCOL

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A School Plan of Action for Anaphylaxis

Anaphylaxis: A Life-Threatening Crisis among Our Students

'Anaphylaxis, the medical term for "allergic shock" or "generalized reaction", can be rapid and deadly. It can develop within seconds of exposure, beginning with itching, hives or swelling of the lips, tongue and face. Within minutes, the throat may begin to close, choking off breathing and leading to death.'*

School Board Responsibilities

Anaphylaxis is a growing medical phenomenon within our school community. Students and school staff alike face many challenges everyday in coping with Anaphylaxis. School staff and administration must become aware of school board policies and protocols and the procedures for responding to an anaphylactic emergency. To that end the Toronto Catholic District School Board in conjunction with the Toronto Elementary Catholic Teachers-Ontario English Catholic Teachers Association-Canadian Union of Public Employees, has provided all schools and administrative staff with the Anaphylaxis Protocol and Guidelines - June 2003.

School Responsibilities

An effective plan of action to meet this challenge of protecting students and staff should include the following:

- ♦ Principal to review Toronto Catholic District School Board **Anaphylaxis Protocol/Guidelines** with **all** school staff semiannually.
- ♦ Principal to meet with parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis.
- ♦ Principal and parents to exchange consent and information forms included in this protocol that will identify Anaphylaxis through a diagnosis from an attending physician and allow the administration to dispense appropriate medication.
- ♦ School to provide a safe and allergen aware environment.

* From Anaphylaxis: A Handbook for School Boards - Canadian School Boards Association, September 2001.

Parent Responsibilities

Parents of students who have been diagnosed with Anaphylaxis must:

- ♦ Exchange information **yearly** with the principal about the student's medical condition including medical forms found in this protocol. This will enable the principal to communicate and plan effectively with the school staff in providing for the safety and welfare of the student
- ♦ Provide *proprietary medication* as prescribed by a physician. This means that the medication can only be used for the student named in the prescription. **Failure to provide this medication can result in the removal of the student from the school until the medication is available at the school** according to this protocol.
- ♦ Provide back-up medication as outlined in this protocol. See page 3.

EMERGENCY PROCEDURES FOR STUDENTS WITHOUT A MEDICAL DIAGNOSIS OF ANAPHYLAXIS AND PRESCRIBED MEDICATION.

If a person **not** previously diagnosed appears to be developing an anaphylactic reaction staff will inject with the **school's** epinephrine auto-injector (epi-pen®/allerject®).

Call 911 and inform them that you have a person who is experiencing anaphylactic shock and that you have injected epinephrine (epi-pen®/allerject®).

Purpose of this Document

A significant number of students are coming to the school system with anaphylaxis. When exposed to an allergen to which they have sensitivity, these students will have a severe and life threatening allergic reaction. This document provides information to school personnel so that they can develop an action plan to:

- ♦ Lessen the risk of contact with an allergen.
- ♦ Recognize the symptoms of a severe anaphylactic reaction.
- ♦ Know the treatment protocol and be empowered to provide emergency life-saving treatment to the student immediately.

This document will provide school personnel with the necessary information and forms required to create a resource package for each anaphylactic student. This school-produced package will be a useful tool as a school develops an individualized action plan for each anaphylactic student.

DEFINITION: Anaphylaxis is a SEVERE and LIFE-THREATENING allergic reaction caused by exposure to a trigger (allergen).

Common allergen triggers are foods, insect stings, medications, exercise, and latex rubber. An anaphylactic reaction involves symptoms from two or more body systems as noted below.

BODY SYSTEM	SYMPTOMS
SKIN	hives (red itchy welts or swelling on skin)
EYES	swollen, itchy, running, or bloodshot, or with mucous
NOSE	running, itchy, stuffy, sneezing
THROAT	sore, swollen
STOMACH/DIGESTIVE SYSTEM	vomiting, cramps, bloating, nausea, diarrhea
URINARY SYSTEM	Incontinence
RESPIRATORY SYSTEM	difficulty breathing, severe asthmatic reaction
CIRCULATORY SYSTEM	drop in blood pressure, unconsciousness
OTHER	disorientation, sense of foreboding, fear or apprehension, sense of doom

What to Do in an Anaphylactic Shock Emergency

Anaphylactic shock **shall** be considered a medical emergency and must be treated **immediately**. The following are required for emergency treatment:

***Inject Epinephrine using EpiPen®.
Medical aid at a hospital obtained by calling 911.***

Injected medication (epinephrine) will provide a window of time (15 to 20 minutes) to allow for transportation of the student to a hospital where appropriate medical aid can be provided.

Know what to do.

Epinephrine (the active ingredient in the EpiPen® Auto-Injector) is the medication recognized by healthcare professionals as the emergency treatment of choice for severe allergic reactions.

If any of the symptoms listed above are exhibited, administer the EpiPen® Auto-Injector immediately.

1



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

2



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection

- When the EpiPen® Auto-Injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.



After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information, or to order more posters, go to EpiPen.ca

EpiPen® and EpiPen® Jr Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be kept for use. Always read and follow the product label.

References: 1. Lohman T, Kemp S, Openheimer L, et al. The diagnosis and management of anaphylaxis: an updated practice parameter. J Allergy Clin Immunol 2003;111:540-548.
2. Kemp S, Lohman T, Kemp S, et al. on behalf of the World Allergy Organization authors' Committee on Epinephrine in Anaphylaxis. Allergy 2004;59:1043-1049.



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Trusted for over 25 years.

ANAPHYLAXIS

Symptoms and Treatment

What is Anaphylaxis?

Anaphylaxis is the term for a severe, life-threatening allergic reaction that some people have to foods (like peanuts and shellfish), insect stings, certain medicines, latex, or other allergens.

Symptoms.

Typical symptoms of anaphylaxis include:

- Swelling of the throat, lips, tongue, or the area around the eyes
- Difficulty breathing or swallowing
- Metallic taste or itching in the mouth
- Generalized flushing, itching, or redness of the skin
- Stomach cramps, nausea, vomiting, or diarrhea
- Increased heart rate
- Decreased blood pressure
- Paleness
- Sudden feeling of weakness
- Anxiety or an overwhelming sense of doom
- Collapse
- Loss of consciousness


The most common warning symptoms of anaphylaxis are **hives and swelling**.

Remember! Treatment with an epinephrine auto-injector should be given **immediately** when someone is experiencing a severe allergic reaction.


HOW TO USE ALLERJECT™

Practice With Allerject™ Trainer First

Allerject™ voice assisted auto injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis.




1 Pull Allerject™ from the outer case.
Do not go to step 2 until you are ready to use Allerject™. If you are not ready to use, put it back in the outer case.

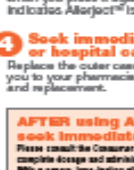


3 Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.

Only inject into the middle of the outer thigh (upper leg). Do not inject into any other location.
NOTE: Allerject™ makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject™ is working correctly.



2 Pull off RED safety guard.
To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.
NOTE: The safety guard is meant to be tight. **Pull firmly to remove.**




4 Seek immediate medical or hospital care.
Replace the outer case and take your used Allerject™ with you to your pharmacist or physician for proper disposal and replacement.

AFTER using Allerject™ seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.


With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Allerject™. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Allerject™ is right for you, always read and follow the label.



For more information go to:

www.allerject.ca



Manufactured for Sanofi Canada Inc.
Laval, Quebec, Canada H7V 1A5

What to Do in an Anaphylactic Shock Emergency

Anaphylactic shock **shall** be considered a medical emergency and must be treated **immediately**. The following are required for emergency treatment:

Inject Epinephrine using EpiPen®.
Medical aid at a hospital obtained by calling 911.

Injected medication (epinephrine) will provide a window of time (15 to 20 minutes) to allow for transportation of the student to a hospital where appropriate medical aid can be provided.

Ways to Reduce Risk

Anaphylactic shock reactions can be **prevented** by reducing exposure to those substances that trigger a severe allergic reaction. This has implications for the entire school community:

- ♦ principals and vice-principals
- ♦ secretaries
- ♦ school staff
- ♦ lunchroom supervisors and volunteers
- ♦ supply staff
- ♦ the student with a severe allergy
- ♦ bus driver(s)
- ♦ the student's parents/guardians
- ♦ the student's physician
- ♦ education and awareness (including classmates)

Guidelines for Students Who May Experience Anaphylactic Shock

For prevention and immediate emergency treatment, *all staff* shall be:

- ♦ aware of the identity of the student
- ♦ aware of the allergens that trigger an anaphylactic reaction
- ♦ aware of the possibility and mechanism of cross contamination
- ♦ aware of the necessary treatment protocol
- ♦ aware of **location of medications**
- ♦ trained to recognize symptoms
- ♦ trained and empowered to administer medication (epinephrine), by injection in an emergency
- ♦ trained and empowered to call 911 and arrange emergency transport to medical aid at hospital

Identification of Students at Risk

Students who may require an epinephrine injection (Epi-pen®/Allerject®) shall be clearly identified to all staff. An ***Emergency Allergy Alert Form*** (See Appendix B) similar to the sample attached shall be posted in a prominent place in the staff room, school office and in other suitable locations. In addition, an updated picture in elementary classrooms and the occasional teacher's folder shall be readily available to **all** staff.

Background Information on Emergency Medication

Each administration of epinephrine from an EpiPen®/Allerject® is intended to provide relief of symptoms for 15 to 20 minutes. EpiPens®/Allerjects® come in two doses: junior and adult. Each EpiPen®/Allerject® contains medication for only one administration. **If symptoms persist or worsen and help has not arrived after 15-20 minutes repeated applications from an additional Epi-Pen®/Allerject® should be given, not exceeding three applications.**

Parents Provide Emergency Medication

Parents/guardians shall provide a minimum of two (2) EpiPens®/Allerject®. EpiPens®/Allerject® have a shelf life and shall be replaced when stale-dated. An appropriate number of EpiPens®/Allerject® shall be available during excursions.

Emergency Medication

EpiPens®/Allerjects will be carried by the student at all times and have an extra available in an accessible, **unlocked** location. The medication shall always be kept in the same location. The student's name and directions for administering the EpiPen®/Allerject® shall be with the medication.

Excursions

Please refer to the **Board's Excursion Handbook** for specific recommendations regarding students with anaphylaxis while on excursions (**pages 50-52 Section 7.11 and 7.12 “Anaphylaxis-The Life-Threatening Allergic Reaction**). It is advisable to have a parent or other adult relative of an anaphylactic student accompany all class trips where possible. Parents shall be informed of excursions as early as possible in order to research excursion sights for allergic risks.

A minimum of two (2) EpiPens®/Allerjects® must accompany the student on all excursions.

Transportation of Student with Anaphylaxis To Hospital

A student experiencing anaphylactic symptoms should be transported immediately by ambulance to a hospital even if symptoms decrease with the administration of medication. The call to the ambulance shall be made by **dialing 911**. It should be clearly indicated that the student is having an anaphylactic reaction. If using a cell phone, identify your location.

Incident Report

Incidents of anaphylactic reaction should be documented and reported on the Ontario School Boards Insurance Exchange (OSBIE) Incident Report Form available on the OSBIE website (Appendix C).

<http://osbie.on.ca/english/index.cfm>.

Staff In-Service

All staff in each school shall be in-serviced on allergic reactions and the use of the EpiPen®/Allerject®.

Such in-services shall occur semi annually and include information provided by the following:

- ♦ student/parent
- ♦ physician
- ♦ Anaphylaxis Canada (416-785-5666)
- ♦ TCDSB Special Services Department (416-222-8282 ext 2486)
- ♦ Judy Collins; email collins.judy@rogers.com

Checklists

Checklists are provided for use of school staffs on admission of an anaphylactic student, for annual update of information and procedures and for use when there is an occasional teacher (see Appendix G).

GETTING STARTED

Registration

Principals/designates shall provide parents with **Forms SS12A and SS12B**, "Administration of Oral Medication and Administration of Medication by Injection in an Emergency" (see Appendix A) and request that these forms be completed by a physician. Principals shall also request additional pertinent information from the parents. Principals/designates should also request that the parent provide the student with a MedicAlert® bracelet. A checklist to be completed when an anaphylactic student registers is provided (see Appendix G).

Can Schools Create An Allergen-Free Environment?

School Staffs should discuss and decide on any appropriate and reasonable food restrictions for school- related activities, lunch at school, field trips, parties and fund-raisers. While many parents ask the principal and staff to "ban" certain foods and food products from the school, such a request cannot be reliably implemented. No matter how committed the staff and how cooperative the parent community, foods containing the allergen would eventually enter the school. The student would have a false sense of security, and would be placed at increased risk. A better approach is to regularly educate the parent community and solicit the cooperation of families, and set in place procedures that are designed to safeguard the anaphylactic student to an allergen-aware school. However, an **allergen-aware environment is always the best practice**.

- ♦ Promoting the avoidance of the allergen as much as possible.
- ♦ Have an emergency plan in place to deal with anaphylactic reactions.
- ♦ School staff should discuss procedures at semi annual meetings.

Guidelines for Secondary School Students

Secondary school students may possess the necessary level of maturity and responsibility to monitor their environment for allergens and to administer their own prescribed medications both on a regular basis and in the event of an anaphylactic reaction. However, increased rather than decreased vigilance is needed in secondary school settings and for secondary school age students as they travel further from home, as they are extremely vulnerable to peer influences and as they may, at this stage of development, deny their vulnerability.

Secondary schools should follow the guidelines below:

- ♦ As with elementary students, the proper prescribed amount of medication will be carried in the school by the student.
- ♦ Secondary school staffs should consider arranging presentation of information on allergy and anaphylaxis, through the academic program or through a school-wide assembly.
- ♦ Secondary school students who are subject to anaphylactic reaction should be aware that foods with allergens may be served in the school cafeteria. Cafeteria staff should also be aware of anaphylactic students and educated about anaphylaxis.

Procedure When There is an Occasional Teacher

Whenever possible, a teacher calling SEMS leaves a detailed message for the occasional teacher regarding an anaphylactic student indicating information is to be sought on arrival to the school from the administration.

The regular teacher, who has a student with anaphylaxis, will leave a back-up copy of the Emergency Anaphylactic Plan on his/her desk at all times.

A folder with the emergency plan (Emergency Allergy Alert form – see Appendix A) and child's photo is to be kept with the teacher's day plan inside where the occasional teacher signs in.

The principal shall brief the occasional teacher about any anaphylactic students in the class.

The regular teacher will leave a back-up copy of the Emergency Anaphylactic Plan on his/her desk at all times.

References

Anaphylaxis Canada

2005 Sheppard Ave. East Suite 800, Toronto, Ontario M2J 5B4
Telephone: 416-785-5666
www.anaphylaxis.ca

Canadian School Boards Association

1410 rue Stanley, bureau 515
Montreal, Quebec H3A 1P8
Telephone: 514-289-2988
Fax: 514-849-9228
E-mail: info@cdnsba.org
www.cdnsab

Allergy Asthma Information Association (National Office)

295 The West Mall, Suite 118, Etobicoke, Ontario M9C 4Z4
Telephone: 416-621-4571 Fax: 416-621-5034
Toll free: 1-800-611-7011
E-mail: admin@aaia.ca
www.aaia.ca

Canadian Society of Allergy & Clinical Immunology

774, promenade Echo Dr., Ottawa, Ontario K1S 5N8
Telephone: 613-730-6272
www.csaci.ca
E-mail: csaci@rcpsc.edu

The Hospital for Sick Children

555 University Ave., Toronto, Ontario
Telephone: 416-813-5300
: www.sickkids.on.ca

Collins Consulting

E-mail: collins.judy@rogers.com

Toronto Catholic District School Board (TCDSB)

Superintendent of Special Services
Telephone: 416-222-8282 Ext.2486

Appendices

- A Forms SS12A SS12B and SS13**, Administration of Oral Medication, Administration of Medication by Injection in an Emergency, and School Record of Medical Services.
- B Emergency Allergy Alert Form-EpiPen®/Allerject®**, adapted from the Allergy/Asthma Information Association's information.
- C OSBIE Incident Report Form**
- D School Guide – Anaphylaxis Protocol**
- E Sample Communication to Parents**
 - September Letter
 - Sample School Newsletter Inserts
 - List of Foods
 - Insect Sting
 - Latex
 - Checklist for Parents of an Anaphylactic Student
 - Principal's Checklist
- F Posters**
 - Student Poster Template
 - How to use EpiPen® Poster
 - How to use Allerject®
- G Principal's Checklist**
 - School Action Plan Checklist
 - Checklist Annual Timeline for Schools with Anaphylactic Students
- H Transportation**
- I Sign-Off Forms Staff In-Service**
- J Sign-Off Forms Initial Meeting Sign off Sheet**
- K Best Practices**
- L Resource Page**

APPENDIX A: FORM SS12A – Page 1**Toronto Catholic District School Board**
**REQUEST AND CONSENT FOR THE
ADMINISTRATION OF ORAL MEDICATION**

STUDENT NAME _____ STUDENT NO. _____
SURNAME FIRST NAME
 BIRTHDATE _____ GRADE/PLACEMENT _____ SCHOOL _____
Y - M - D
 SCHOOL ADDRESS _____

I/WE, THE PARENT(S)/GUARDIAN REQUEST AND CONSENT FOR THE ADMINISTRATION OF ORAL MEDICATION.

I/We _____ Home Tel. _____ Home Tel. _____
 _____ Bus. Tel. _____ Bus. Tel. _____

request that the MSSB provide for the administration of medication for my/our son/daughter.

I/We understand that:

- a) a medical doctor must consent to this request in accordance with Section 2 of this form;
- b) only a limited supply of the medication may be kept at the school as prescribed by the doctor;
- c) the medication must be brought to the school in a closed container and the label must detail the name of the student, the type/name of the medication, and the size of the dosage;
- d) if the medication is not provided to the school, contact will be made with the parent(s)/guardian or doctor, and will also be made with parent(s)/guardian or doctor under any other exceptional circumstances, e.g. pupil refuses medication;
- e) it is the responsibility of the school to establish fall back positions for the administration of oral medication.

I/We consent to:

- a) the establishment of a service at the school to administer prescribed medication to my/our son/daughter named above;
- b) school personnel responsible for the administration of medication discussing any aspect of the service with a public health nurse where the need arises.

Date: Y - M - D _____ Signature of Parent/Guardian _____ Signature of Parent/Guardian _____
 Please have the family doctor complete Part 2 on reverse side of this form.
 Distribution: Original: OSR Copy: Parent(s)/Guardian, Special Program File(s) Page 1 **SS12A** R09/98

APPENDIX A: FORM SS12A – Page 2**Toronto Catholic District School Board**
**REQUEST AND CONSENT FOR THE
ADMINISTRATION OF ORAL MEDICATION**

STUDENT NAME _____ STUDENT NO. _____
SURNAME FIRST NAME

II. DOCTOR'S APPROVAL FOR THE ADMINISTRATION OF ORAL MEDICATION IN THE SCHOOL

1. Diagnosis: _____

2.

	Medication Prescribed	Dosage	Time of Administration			Amount to be Maintained at School
			Mid-AM	Noon	Mid-PM	
a)						
b)						

3. The parent(s)/guardian of the above named pupil have requested the Toronto Catholic District School Board to offer a service for the administration of medication to their child in the school. The Board requires a doctor's approval before implementing such a program. Your signature below will provide the required approval with the following specific directions (if any, e.g. refrigeration, reactions):

I approve of the administration of oral medication as described above for:

Student's Name

Doctor's Signature

Date: Y - M - D _____

PLEASE USE DOCTOR'S STAMP

III. MSSB STAFF APPROVAL FOR IMPLEMENTATION

The administration of oral medication service will be implemented as of:

Date: Y - M - D _____ Principal's Signature _____

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication. Questions about this collection should be directed to the above doctor through the parent(s)/guardian.

APPENDIX A: FORM SS12B – Page 1

Toronto Catholic District School Board

**REQUEST AND CONSENT FOR THE ADMINISTRATION
OF INJECTION OF MEDICATION IN AN EMERGENCY**

STUDENT NAME _____ STUDENT NO. _____
 SURNAME FIRST NAME
 BIRTHDATE _____ GRADE/PLACEMENT _____ SCHOOL _____
 Y - M - D

I. THE PARENT(S)/GUARDIAN REQUEST AND CONSENT FOR THE ADMINISTRATION OF AN INJECTION OF MEDICATION IN AN EMERGENCY IN THE SCHOOL.

Home Tel. _____ Home Tel. _____
Bus. Tel. _____ Bus. Tel. _____

I/We request that the TCDSB provide for the administration of an emergency injection of medication for my/our son/daughter in the event that the following should happen:

I/We understand that:

- a) a medical doctor must consent to this request in accordance with Section 2 of this form;
- b) only a limited supply of the medication may be kept at the school as prescribed by the doctor;
- c) the medication must be brought to the school in a closed container and the label must detail the name of the student, the type/name of the medication, and the size of the dosage;
- d) if the medication is not provided to the school, contact will be made with the parent(s)/guardian or doctor, and will also be made with parent(s)/guardian or doctor under any other exceptional circumstances, e.g. pupil refuses medication;
- e) it is the responsibility of the school to establish fall back positions for the administration of emergency medication.

I/We consent to:

- a) the establishment of a service at the school to administer an emergency injection of medication to my/our son/daughter named above in the event of an emergency situation as outlined above;
- b) school personnel responsible for the administration of medication in an emergency situation discussing any aspect of the service with a public health nurse where the need arises.

Date: Y - M - D _____ Signature of Parent/Guardian _____ Signature of Parent/Guardian _____

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication. Questions about this collection should be directed to the parent(s)/guardian.

Please have family doctor complete Part 2 on reverse side of this form.

Distribution: Original: OSR Copy: Parent/Guardian; Special Program File(s) (if applicable)

Page 1

SS12B

R09/98

APPENDIX A: FORM SS12B – Page 2

Toronto Catholic District School Board

REQUEST AND CONSENT FOR THE ADMINISTRATION OF INJECTION OF MEDICATION IN AN EMERGENCY

STUDENT NAME _____ STUDENT NO. _____

SURNAME FIRST NAME

II. DOCTOR'S APPROVAL FOR THE ADMINISTRATION OF ORAL MEDICATION IN THE SCHOOL

1. Diagnosis: _____
2. Reason for injection: _____
3. When should the injection of medication be administered? _____
4. Where should the injection be administered? _____
5. Additional directions: _____

Medication Prescribed	Dosage	Amount to be Maintained at School
a)		
b)		

6. The parent(s)/guardian of the above named pupil have requested the Toronto Catholic District School Board to offer a service for the administration of an injection of medication in an emergency to their child in the school. The Board requires a doctor's approval before implementing such a program. Your signature below will provide the required approval with the following specific directions (if any, e.g. refrigeration, reactions):

I approve of the administration of an injection of medication in an emergency as described above for:

Student's Name

Doctor's Signature

Date: Y - M - D _____

PLEASE USE DOCTOR'S STAMP

III. TCDSB STAFF APPROVAL FOR IMPLEMENTATION

The administration of an injection of medication in an emergency will be implemented as described above. At the same time, school personnel will contact emergency ambulance services.

Date: Y - M - D _____ Principal's Signature _____

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication in an emergency. Questions about this collection should be directed to the family doctor through the parent(s)/guardian.

Distribution: Original: OSR Copy: Parent(s)/Guardian; Special Program File(s) (if applicable)

Page 2

SS12B

R09/98

APPENDIX A: FORM SS13 – Page 1

Toronto Catholic District School Board

SCHOOL RECORD OF MEDICAL SERVICES

STUDENT NAME _____ STUDENT NO. _____

SURNAME		FIRST NAME
---------	--	------------

BIRTHDATE	GRADE/PLACEMENT	SCHOOL
-----------	-----------------	--------

Y-M-D

[illegible]

Distribution: Original: OSR Copy: Special Program File(s) (if applicable)

SS13

R09/98

APPENDIX A: FORM SS13 – Page 2

SCHOOL RECORD OF MEDICAL SERVICES

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used to identify students who require medication and/or medical services within the school. Questions about this collection should be directed to the school principal.

INTENT OF FORM

The School Record of Medical Services form is intended for use by personnel who provide medical services to TCDSB pupils in the school. These medical services may include the administration of oral medication and/or the intermittent catheterization program or any other appropriate medical service.

INSTRUCTIONS

- 1) Where oral medication or an injection of medication is to be administered, the person administering the medication shall:
 - * check the student's name with the name of the individual on the medication container.
 - * administer to the student only the prescribed dosage outlined on the container label and only at the prescribed times or in an emergency.
 - * replace the medication container in the secured location.
- 2) Where any medical service is provided to a student in the school, a record of the service provided, should include:
 - * the date
 - * the time of administration
 - * the initials of the person providing the service must be noted on this form

APPENDIX B

EMERGENCY ALLERGY ALERT FORM
EPI-PEN®/ALLERJECT® ONLY

NAME _____

ADDRESS _____

HOME TELEPHONE _____

EMERGENCY PHONE _____

PARENT/GUARDIAN WORK PHONE _____

PARENT/GUARDIAN WORK PHONE _____

TEACHER _____

CLASS _____ ROOM # _____

HEALTH CARD # _____

PHYSICIAN _____

PHYSICIAN'S TELEPHONE _____

PICTURE
OF
STUDENT

ALLERGY-DESCRIPTION: This child has a **DANGEROUS**, life threatening allergy to the following items and to all foods containing them in any form in any amount;

AVOIDANCE: The key to preventing an emergency is **ABSOLUTE AVOIDANCE** of these foods at all times. **WITHOUT AN EPI-PEN®/ALLERJECT® THIS CHILD MUST NOT BE ALLOWED TO EAT ANYTHING.**

EATING RULES: *(List eating rules for child, if any, in this space)*

POSSIBLE SYMPTOMS:

- | | |
|--|--|
| <input type="checkbox"/> Flushed face, hives, swelling or itchy lips, tongue, eyes | <input type="checkbox"/> Tightness in throat, mouth, and chest |
| <input type="checkbox"/> Difficulty breathing or swallowing, wheezing, coughing, choking | <input type="checkbox"/> Vomiting, nausea, diarrhea, stomach pains |
| <input type="checkbox"/> Dizziness, unsteadiness, sudden fatigue, rapid heartbeat | <input type="checkbox"/> Loss of consciousness |

ACTION - EMERGENCY PLAN: At any sign of difficulty (e.g. hives, swelling, difficulty breathing):

- ☐ Use **EPI-PEN®/ALLERJECT®** immediately
- ☐ **HAVE SOMEONE CALL AN AMBULANCE** to advise the dispatcher that the child is having an anaphylactic reaction.
- ☐ If ambulance has not arrived in 15-20 minutes and symptoms reappear or become worse, give a second **EPI-PEN®/ALLERJECT®**
- ☐ Even if symptoms subside entirely, this child **must** be taken to a hospital immediately.

EPI-PENS®/ALLERJECTS® are kept in _____ Classroom/ lunchroom /staff room/ office/with student

APPENDIX C



**ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE
FONDS D'ÉCHANGE D'ASSURANCE DES CONSEILS SCOLAIRES DE L'ONTARIO
INCIDENT REPORT FORM/RAPPORT D'INCIDENT**

I - INJURED PERSON(S)/PERSONNE(S) BLESSÉE(S)					
IF PERSON HAS BEEN ADMITTED TO HOSPITAL, OR IF FATALLY INJURED, IMMEDIATELY TELEPHONE OSBIE CLAIMS DEPARTMENT SI LA PERSONNE EST HOSPITALISÉE OU EST DÉCÉDÉE, TÉLÉPHONER IMMÉDIATEMENT AU LE SERVICE DES SINISTRES DE L'OSBIE					
1-800-668-6724 (519) 767-2182 FAX (519) 767-0281					
Name/Nom					
Address/Adresse					
Sex(e) [M/F]	Age/Âge	Grade Level/Année de classe	Student/Élève	Other/Autre (Specify/Spécifier)	
Name of Parent or Guardian/Parent ou Tuteur					
Description of Bodily Injury or Property Damage Description de la blessure corporelle ou Dommages aux biens					

II - DETAILS OF INCIDENT/DÉTAILS DE L'INCIDENT					
Date					
Day/Jour	Month/Mois	Year/Année	Time/Heure	A.M.	P.M.
			1 <input type="checkbox"/> Bodily injury/Blessure corporelle 2 <input type="checkbox"/> Property damage/Dommages aux biens		

III - NATURE OF INCIDENT/NATURE DE L'INCIDENT					
1 <input type="checkbox"/> Sports injury/Blessure sportive Name of Sport/Nom du sport	2 <input type="checkbox"/> Assault/Agression	4 <input type="checkbox"/> Other/Autre Description			
	3 <input type="checkbox"/> Slip or fall/Glissade ou chute				
1 <input type="checkbox"/> Classroom/Classe	6 <input type="checkbox"/> Gymnasium/Gymnase	11 <input type="checkbox"/> Field trip/Excursion			
2 <input type="checkbox"/> Portable/Classe mobile	7 <input type="checkbox"/> School yard/Terrain de jeux	12 <input type="checkbox"/> Washroom/Toilette			
3 <input type="checkbox"/> Cafeteria/Cafétéria	8 <input type="checkbox"/> Slide/Glissoire	13 <input type="checkbox"/> Shop/Atelier			
4 <input type="checkbox"/> Hallway/Corridor	9 <input type="checkbox"/> Swings/Balançoire	14 <input type="checkbox"/> Swimming pool/Piscine			
5 <input type="checkbox"/> Stairs/Escalier	10 <input type="checkbox"/> Climber/Grimpeur	15 <input type="checkbox"/> Other/Autre			

DID INCIDENT OCCUR ON SCHOOL BOARD PREMISES? ☐ YES ☐ NO
IF "NO", GIVE FULL ADDRESS OF INCIDENT SITE:

EST-CE QUE L'INCIDENT S'EST PRODUIT DANS LES LOCAUX DU CONSEIL SCOLAIRE? ☐ OUI ☐ NON

SI "NON", VEUILLEZ DONNER L'ADRESSE COMPLÈTE DU LIEU DE L'INCIDENT:

HOW/WHERE INCIDENT OCCURRED/OU ET COMMENT L'INCIDENT EST SURVENU:

	NAME/NOM	AGE/ÂGE*	ADDRESS/ADRESSE	TELEPHONE
1				
2				
3				
4				

V - SCHOOL DETAILS/DÉTAILS DE L'ÉCOLE	
School Board/Conseil scolaire	
School/École	
Address of School/Adresse de l'école	
Teacher in Charge/Enseignant responsable	
Principal/Directeur	
DATE:	SIGNATURE: TELEPHONE: ()

CLAIMS ADMINISTRATOR/GESTIONNAIRE DES SINISTRES

APPENDIX D

School Guide

Anaphylaxis Protocol

Anaphylaxis is life threatening and can appear suddenly without warning. Working as a team of parents and school staff, anaphylaxis can be a manageable condition. The anaphylactic student needs the support of the entire school community to stay safe and to prevent an anaphylactic reaction.

Here are some suggestions to make the school safer for students with anaphylaxis:

- ***No EpiPen®/Allergect No Food***
- Semi-annual in-service about anaphylaxis and practice with an EpiPen® trainer
- Establish classroom rules: ***No Sharing Food.***
- Discourage allergic foods in the classroom.
- Send a letter to the entire school community that the allergic food not be sent to the school as a snack or lunch.
- Inform the student's parents well in advance of special events involving food.
- Establish a procedure for informing substitute teachers and support staff.
- ***Listen to and believe the student. He or she may be having a reaction before you see it.***
- Reassure the student that you are aware of his/her needs and that you know how to keep him/her safe.
- Train the student to self advocate regarding their allergy. e.g., how to approach an adult
- Ensure that EpiPen®/Allerject is kept with the student at all times.
- Be aware that there are cases of anaphylactic students being threatened with the allergen by bullies. School staff shall deal with such a situation as a serious incident.
- Do not hesitate to contact the student's parents, or other sources for further help and information. (See Appendix K).

APPENDIX E**September Anaphylaxis Letter**

As we begin a new school year we would like to inform you that _____ Elementary School is an **allergen aware** school. There are children in attendance who suffer from **severe and life threatening** allergies to certain foods, such as peanut and nut products. Exposure to the smallest quantities can cause severe life threatening reactions. Anaphylaxis is a severe and life threatening allergic reaction. The most common allergen triggers are food, insect stings, medications, exercise and latex. An anaphylactic reaction involves symptoms from two or more body systems.

We at _____ would appreciate the co-operation of the entire school community in **NOT** sending any lunches or snacks that contain peanuts or nuts, which could potentially harm a child. Please make sure that all of your children's caregivers are aware of the food restrictions. Please avoid sending food for birthdays or special occasions. There are many alternatives such as stickers and pencils.

If you have any questions please talk to your child's teacher or the school staff.

We look forward to your co-operation in making this a safe year for all our students.

APPENDIX E**Sample School Newsletter Insert**

We would like to inform you that there are children in our school, with severe life threatening food allergies to peanut/nut. This is a medical condition (anaphylaxis) that causes a ***severe reaction*** to specific foods and can result in death within minutes. As this affects the entire school community, we are requesting that you ***not*** send foods with your child to school that contain the allergen. E.g. peanuts/nuts milk and egg.

If you have any questions, please contact your child's teacher or the school staff.

Thank you for your understanding and cooperation.

Reminder Insert for Holidays/Special Events

As (Christmas, Halloween, Easter, bake sale) approaches we would like to remind you that there are allergic children in the school. Please do not send in any food, snacks, etc. that could potentially harm one of our children.

Please check with your child's teacher, or the office for some alternatives to peanut/nut products. Choose non-food items such as pencils, stickers or inexpensive toys.

The extra vigilance needed at (Christmas, Halloween, Easter, bake sale) will be greatly appreciated by the allergic children, their families and school staff.

We thank you for your continued vigilance and cooperation.

APPENDIX E**Foods That Can Cause an Anaphylactic Reaction**

Any food can cause a reaction in someone. Anyone can be or become anaphylactic to **ANY** food at anytime throughout their lifetime.

The ten most common food allergens are; peanut, tree nut, milk, eggs, wheat, seeds, fish, shellfish, soybean, and sulphite. The following lists are some alternative names that may be found on labels.

PEANUT

Nutmeats
Mandelonas
Arachis oil
Goober nuts/peas
Nu-nuts™
Arachide
Beer nuts
Cacahouete/cachouete
Kernals
Valencias

EGG

Ovalbumin
Ovoglobulin
Albumin
Conalbumin
Lysozyme
Ovomucin
Vitellin/ovovitelin
Livetin
Egg substitutes
Eggnog
Meringue
Ovolactohydrolyze protein

TREENUT

walnut
almonds
brazil nuts
cashews
chestnuts
pecans
hazelnuts
pinenuts
shea nuts
macadamia nuts
Pistachio
hickory nuts
pinion/pignolias

MILK

whey/whey protein
curds
caseinates/casein/sodium caseinate
milk derivatives/fat/protein
modified milk ingredients
lactalbumin/lacto globulin
lactate/lactose
ammonium/calcium/magnesium

WHEAT

couscous
gluten
farina
duram wheat
wheat bran/wheat germ
graham flour
bulgar
semolina
spelt
kamut
atta

SOY

soya/soja/soybeans
hydrolyzed soy protein
soy protein/isolate
beancurd/dofu/kori dofu
soybean curds/tofu
edaname
kinako
miso
kouri dofu
tempeh
yuba

NOTE: These lists may change and are in no way complete.

SHELLFISH	FISH	SESAME SEED
Crab	tuna	tahini/tachini
Crayfish	bass	benne/benne seed
Shrimps	bluefish	gingelly seeds
Prawns	carp	sesamol/sesamolina
Lobster	anchovy	sesamum indicum
Snails	catfish	sim sim
Oysters	cod	til
Octopus	eel	vegetable oil
Scallops	flounder	
Squid	haddock	
Abalone cockle	halibut	
Conch/mussels	herring	
Clams	mackerel	
	marlin	
	perch/pickrel	
	salmon	
	sardine	
	Sole	
	snapper	
	smelt	
	swordfish	
	trout	
	whitefish	
	bream	
	Pollack	
	Porgy	
	tilapia	
		SULPHITE
		(is a preservative added to many foods which causes a chemical reaction.)
		sodium dithionite
		sodium metabisulphite
		sodium sulphite
		potassium bisulphite
		potassium metabisulphate
		sodium bisulphite
		sulphur dioxide
		sulphurous acid
MUSTARD		
Mustard seeds		
-white		
-yellow		
-brown		
Mustard powder		
Prepared mustard		

NOTE: These lists may change and are in no way complete.

APPENDIX E**Insect Sting Anaphylaxis**

The stinging insects that most often cause reactions/anaphylaxis are bees, wasps, yellow jackets and hornets.

The following are some coping suggestions for peak season (summer, early fall).

- Avoid where insects nest, such as bushes and trees.
- Do not walk barefoot, or with open toed shoes.
- Avoid garbage cans.
- Make sure you are covered up when going outside.
- Do not wear bright colours, or flowery patterns.
- Do not wear any kind of fragrance.
- Stay away from open or uncovered food and drinks.

If one lands on you do not swat it, brush it away or wait until it goes away on its own.

Latex Allergy

Latex is a hard substance to avoid, because you cannot tell by looking at something whether it is latex rubber or a manufactured rubber.

The following is a list of some products that may contain latex.

- Erasers, tape/adhesives, craft supplies, seasonal crafts (Halloween).
- Diapers, underwear.
- Balloons, soccer balls, volleyballs, basketballs, rubber toys.
- Band-aids, first aid tape, medical gloves.
- Carpet backing, mats (rubber), foam rubber.
- Rubber gloves for cleaning.

Children with certain medical conditions and people working in the medical/dental profession may become allergic.

APPENDIX E

Checklist for Parents of an Anaphylactic Student

- ☐ arrange meeting with principal to exchange information
- ☐ notify school personnel of your child's allergens in order of severities
- ☐ provide the school with a recent photograph of your child
- ☐ complete *The Request and Consent Form for the Administration of Injection of Medication in an Emergency* Form (see Appendix A)
- ☐ Provide the school with **required** number of EpiPens®/Allerjects® and make sure they are **not** expired. One the child **carries on their person** and one extra to be kept in the office.
- ☐ consider a Medic Alert® bracelet for your child
- ☐ educate yourself about foods that can cause anaphylactic reactions
- ☐ **stress with your child** and the school staff that only foods from home are to be eaten
- ☐ keep up-to-date about education and new information in this field
- ☐ research field trip sites for allergen risks
- ☐ accompany your child on field trip if possible
- ☐ inform school bus driver about your child's medical needs
- ☐ verify all posted information about your child
- ☐ inform school staff of any allergic reactions that occur outside of school hours

APPENDIX F

Student Poster Template

Attention

Students with Allergies

**If you have any food allergies such as;
Peanut, tree nut, eggs, milk, wheat, fish, shellfish,
soybean, seeds or sulphites**

Remember

**If you are not sure or have no Epi-pen® or
Allerject®**

DON'T EAT IT.

APPENDIX F

Anaphylaxis:

Any delay in treatment could be fatal.^{1,2}

Know what it is.

Anaphylaxis is a severe, life-threatening allergic reaction. It can be triggered by certain types of food (like peanuts and shellfish), insect stings, medicine, latex, exercise and unknown causes.

The following symptoms of anaphylaxis can occur within minutes or several hours after exposure to an allergy trigger:

MOUTH: itching, swelling of the lips and/or tongue	THROAT: itching, tightness, closure, hoarseness
SKIN: itching, hives, redness, swelling	GUT: vomiting, diarrhea, cramps
LUNG: shortness of breath, cough, wheeze	HEART: weak pulse, dizziness, fainting

Only a few of these symptoms may be present.

^{1,2}Some symptoms can be life-threatening. ACT FAST!

Know what to do.

Epinephrine (the active ingredient in the EpiPen® Auto-Injector) is the medication recognized by healthcare professionals as the emergency treatment of choice for severe allergic reactions.

If any of the symptoms listed above are exhibited, administer the EpiPen® Auto-Injector immediately.

1



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

2



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection

- When the EpiPen® Auto-Injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.



After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information, or to order more posters, go to EpiPen.ca

EpiPen® and EpiPen® Jr Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be kept for use. Always read and follow the product label.

¹Reference: 1. Lohman, D. N. (2008). *Epinephrine: A Review of the Diagnosis and Management of Anaphylaxis*. An updated practice parameter of Allergy (in press). 2008; 215(4): 540-544.

² N. S. (2008). *Epinephrine: A Review of the Diagnosis and Management of Anaphylaxis*. An updated practice parameter of Allergy (in press). 2008; 215(4): 540-544.



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Trusted for over 25 years.

APPENDIX F

How to Use an Allerject Auto-Injector

ANAPHYLAXIS

Symptoms and Treatment

What is Anaphylaxis?

Anaphylaxis is the term for a severe, life-threatening allergic reaction that some people have to foods (like peanuts and shellfish), insect stings, certain medicines, latex, or other allergens.

Symptoms.

Typical symptoms of anaphylaxis include:

- Swelling of the throat, lips, tongue, or the area around the eyes
- Difficulty breathing or swallowing
- Metallic taste or itching in the mouth
- Generalized flushing, itching, or redness of the skin
- Stomach cramps, nausea, vomiting, or diarrhea
- Increased heart rate
- Decreased blood pressure
- Pale skin
- Sudden feeling of weakness
- Anxiety or an overwhelming sense of doom
- Collapse
- Loss of consciousness

The most common warning symptoms of anaphylaxis are **hives and swelling**.

Remember! Treatment with a naproxene auto-injector should be given **immediately** when someone is experiencing a severe allergic reaction.

HOW TO USE ALLERJECT™

Practice With Allerject™ Trainer First

Allerject™ voice-assisted auto injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis.



1 Pull Allerject™ from the outer case.

Do not go to step 2 until you are ready to use Allerject™. If you are not ready to use, put it back in the outer case.



3 Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.

Only inject into the middle of the outer thigh (upper leg). Do not inject into any other location.

NOTE: Allerject™ makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject™ is working correctly.



2 Pull off RED safety guard.

To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.

NOTE: The safety guard is meant to be tight. **Pull firmly to remove.**

4 Seek immediate medical or hospital care.

Replace the outer case and take your used Allerject™ with you to your pharmacist or physician for proper disposal and replacement.




AFTER using Allerject™ seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.

With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Allerject™. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Allerject™ is right for you, always read and follow the label.

How to store Allerject™

Keep your Allerject™ in cool temperatures. Do not freeze. Do not ship.

Occasionally, your Allerject™ solution may become cloudy after you replace your Allerject™. If the cloudy solution contains solid particles (precipitate) or if there are any signs of leakage, the auto-injector should be discarded.

For more information go to:

www.allerject.ca

Manufactured by Sanofi-Santé Canada Inc.
Laval, Québec, Canada H7V 1A6

SANOFI

APPENDIX G**School Action Plan Checklist**

- ☐ description from parent outlining allergens - preferably in rank order of severity
- ☐ statement - medical history, related/unrelated medical conditions e.g. asthma
- ☐ degree of awareness of child, maturity
- ☐ Medication required - can child self administer?
- ☐ ask parent for history of previous reactions action taken
- ☐ complete SS12A, SS12B, SS13 and EpiPen®/Allerject® Form (see Appendix A)
- ☐ complete Emergency Allergy Alert form
- ☐ parent verifies emergency allergy alert form
- ☐ student data card - information is entered in Notes section and in Medic Alert section
- ☐ enter information into OSR regarding allergy
- ☐ prepare substitute teacher folder
- ☐ determine location for primary and for backup medication
 - Child will carry EpiPen® /Allerject®
 - time being of the essence when determining location for back-up EpiPen®/Allerject®
- ☐ parent supplies photo(s) of child
- ☐ arrange for meetings with staff and parents
- ☐ place on agenda of staff meeting or call special staff meeting (semi-annually)
- ☐ review Article 28 of Collective Agreement with staff
- ☐ office staff responds immediately to public address call
- ☐ prepare letter to school community (see Appendix D)
- ☐ determine lunchroom practices with parent : first preference - child eats lunch at home
e.g., hand washing, desk cleaning, ventilation, floor, garbage disposal and cleaning
- ☐ schedule a school assembly and/or classroom information session
- ☐ determine procedures for the arrival of unexpected food (discourage outside food where possible)
- ☐ newsletter reminders – Halloween/Christmas/Easter (see Appendix D)
- ☐ parent and/or principal informs school bus driver (see Appendix G)

APPENDIX G

Checklist Annual Time Line For Schools with Anaphylactic Students

SEPTEMBER*Principal to:*

- ☐ distribute all class materials, folders, files to receiving teachers
- ☐ meet with and brief receiving staff
- ☐ check with parent regarding changes over the summer
- ☐ check EpiPens®/Allerjects® and other medications re: expiry dates and location
- ☐ post emergency allergy alert form (see Appendix D)
- ☐ identify all students at initial staff meeting of *all staff* or hold special meeting re: all anaphylactic students
- ☐ review administration of EpiPen®/Allerject® including training
- ☐ review emergency procedures for each staff member
- ☐ review 911 procedure and locations of all medications
- ☐ review and up-date literature/emergency folders, student photos
- ☐ teacher ensures presence of emergency file for anaphylactic student

Teachers of Anaphylactic students:

- ☐ review emergency plan
- ☐ review key components of student file
- ☐ review occasional teacher folder
- ☐ review location of all medications
- ☐ establish class cleanup routines
- ☐ distribute information letter to school community
- ☐ provide parent with communication package (Appendix D)

OCTOBER / NOVEMBER

- ☐ staff meeting and newsletter reminder

DECEMBER

- ☐ at parent teacher interview request updated medical information

JANUARY / FEBRUARY

- ☐ staff meeting and newsletter reminder before all holidays/special events
- ☐ Kindergarten registration-see *School Action Plan Checklist*

MARCH

- ☐ at parent teacher interview request updated medical information
- ☐ bring pertinent health information to the Secondary School exchange of information meetings

APRIL/ MAY

- ☐ staff meeting and newsletter reminder

JUNE

- ☐ update OSR
- ☐ update student data card
- ☐ update student photo
- ☐ collect all class materials/folders and submit to office
- ☐ brief receiving teacher
- ☐ transfer information from elementary to secondary through exchange of information meeting

APPENDIX H

ANAPHYLAXIS PROTOCOL for Transportation

Request for Proposal Reference

Appendix F of the RFP Student Transportation document Sections 1.0 – 16.0 outlines the requirements that transportation providers must provide to be considered to service provision.

This documentation outlines what is requested:

- 1.0 The Supplier must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Supplier must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the vehicle. The Respondent is required to keep accurate records of all employees training and make them available to the Board when requested.

The program should consist of the following:

6 hours of first aid and EpiPen®/Allerject® training and annual refreshers. Both the Principal and the parent should identify the child to the school bus company.

Excursion Handbook

Further reference is made to Anaphylaxis in the School Excursion Handbook. The handbook can be found in your school office and/or library. Anaphylaxis protocol is located in **Section 7.11 and 7.12** (pages 50-52) on line.

This document is available electronically at [http://tcdsb.org/physical education](http://tcdsb.org/physical%20education).

APPENDIX I

Staff In-service of Anaphylaxis Protocol and Guidelines

As stated in the document **A School Plan of Action for Anaphylaxis – Protocol and Guidelines** is recommended that the school principal review the document with all school staff at a staff meeting early in the school year – September/October. It is also recommended that the principal meet with the parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis as outlined in **A School Plan of Action for Anaphylaxis-Protocol and Guidelines**. Principals are asked to complete this form and retain for future reference.

Name of School: _____

Date of in-service to staff: _____

In-service suggestions to staff include **a general review of the document** and:

- Specific roles of administration in providing plan of administering medication to anaphylactic students.
- Choices that staff members have in providing the safest environment to themselves and to students.
- A review of procedures that staff is to follow when a student is experiencing Anaphylactic shock.

Staff In service:

Signature of Principal

Date

Please photocopy and fill out. Please keep with staff attendance sheet.

APPENDIX J**Initial Meeting of Principal and Parent(s)
of Student(s) Diagnosed with Anaphylaxis**

As outlined in the *School Plan of Action for Anaphylaxis-Protocol and Guidelines-May2003* in the preface of this document, it is required that the principal will meet with parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis to exchange consent and information forms included in this protocol. This will allow the administration to inform the parents of the plan of action that will be followed should their child experience anaphylactic shock...

Record of Parent Meeting to Discuss Plan of Action for Student with Anaphylaxis:

Name of School: _____

Name of Student: _____

Date of Meeting: _____

Signature of Parent_____
Signature of Principal_____
Date

APPENDIX K**Best Practices**

A best practice is the “utopia” of an idea. When setting up a school to be **allergen aware**, these are some “best practices”:

- Identify students with anaphylaxis, upon registration/new diagnoses.
- Send home appropriate forms.
- Create a questionnaire asking pertinent questions regarding allergy.
- Have meeting with all parents of anaphylactic children.
- In-service **all staff** about protocol, use of EpiPen®/Allerject® and your school emergency procedures.
- Exchange information about school procedures, and what parental expectations are.
- Put up **allergy alert** signs at all entrances as well as doors of classrooms of the anaphylactic children.
- Send home letters to the whole school population, notifying parents that specific allergens are discouraged from entering the school.
- Follow up with a letter or a telephone call to the parents of a child that has brought an allergen into the school. (This should be performed by teacher or principal.)
- If a child brings an allergen in their lunch or snack, you will have that child eat in an area that is not normally used by the general student population. (An office or a conference room has been the general practice for most schools.) Then have child wash up before returning to class.
- Medication will be stored in a location that is easily accessible and **NEVER LOCKED**.

APPENDIX L**Resource Page**

There are a number of Anaphylaxis resources available centrally for your use. Books are available through the CEC Professional Library and videos are available at the warehouse, Media/A.V. Department. The following are the books and videos in stock:

Books

Everyday Cool with Food Allergies
Alexander's Special Holiday Treat
Alexander and His Pals visit the Main Street School.
Always be Prepared "Alexander goes Trick or Treating"
No Biggie Bunch, Trade or Treat Halloween
No Biggie Bunch, Sports-Tastic Birthday Party
Living Confidently with Food Allergy
Allergy Girl

Videos

"Food Allergies Rock" by Kyle Dines
"You must be Nuts" by Kyle Dines

DVD

"Sabrina's Law"

The listed books and videos as well as additional references are available for purchase at the Anaphylaxis Canada website www.anaphlaxis.ca or by calling (416) 785-5666.

All Students with Special Education Needs (Excluding Gifted)

NOTE: NP = "Non-participating" indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate
EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

Reading Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,412		2016 - 2017 N = 23,610	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	EC	EC	930	4%	1,016	4%
Level 3	372	36%	NP	NP	431	41%	EC	EC	8,183	38%	9,189	39%
Level 2	428	41%	NP	NP	387	37%	EC	EC	7,714	36%	8,676	37%
Level 1	81	8%	NP	NP	70	7%	EC	EC	1,754	8%	1,899	8%
NE 1	18	2%	NP	NP	17	2%	EC	EC	428	2%	406	2%
No Data	13	1%	NP	NP	13	1%	EC	EC	252	1%	283	1%
Exempt	89	9%	NP	NP	85	8%	EC	EC	2,151	10%	2,141	9%

Writing Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,430		2016 - 2017 N = 23,630	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	EC	EC	183	1%	144	1%
Level 3	566	55%	NP	NP	569	54%	EC	EC	11,191	52%	12,524	53%
Level 2	333	32%	NP	NP	354	34%	EC	EC	7,372	34%	8,049	34%
Level 1	19	2%	NP	NP	16	2%	EC	EC	335	2%	430	2%
NE 1	5	<1%	NP	NP	9	1%	EC	EC	109	1%	177	1%
No Data	15	1%	NP	NP	15	1%	EC	EC	255	1%	294	1%
Exempt	82	8%	NP	NP	79	8%	EC	EC	1,985	9%	2,012	9%

Math Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = EC		2015 - 2016 N = 21,824		2016 - 2017 N = 24,076	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	EC	EC	599	3%	719	3%
Level 3	309	30%	NP	NP	300	28%	EC	EC	5,726	26%	6,233	26%
Level 2	475	45%	NP	NP	481	45%	EC	EC	8,875	41%	10,694	44%
Level 1	120	11%	NP	NP	145	14%	EC	EC	3,478	16%	3,688	15%
NE 1	20	2%	NP	NP	15	1%	EC	EC	859	4%	386	2%
No Data	12	1%	NP	NP	12	1%	EC	EC	267	1%	310	1%
Exempt	83	8%	NP	NP	83	8%	EC	EC	2,020	9%	2,046	8%

All Students with Special Education Needs (Excluding Gifted)

Reading Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,457		2016 - 2017 N = 28,338	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	EC	EC	915	3%	855	3%
Level 3	532	43%	NP	NP	597	46%	EC	EC	12,504	47%	13,662	48%
Level 2	521	42%	NP	NP	541	42%	EC	EC	9,047	34%	10,514	37%
Level 1	60	5%	NP	NP	35	3%	EC	EC	1,752	7%	927	3%
NE 1	6	<1%	NP	NP	7	1%	EC	EC	154	1%	122	<1%
No Data	12	1%	NP	NP	11	1%	EC	EC	328	1%	346	1%
Exempt	81	7%	NP	NP	76	6%	EC	EC	1,757	7%	1,912	7%

Writing Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,467		2016 - 2017 N = 28,344	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	EC	EC	1,122	4%	1,085	4%
Level 3	553	45%	NP	NP	644	50%	EC	EC	12,312	47%	13,304	47%
Level 2	521	42%	NP	NP	489	38%	EC	EC	10,047	38%	10,744	38%
Level 1	25	2%	NP	NP	24	2%	EC	EC	705	3%	771	3%
NE 1	4	<1%	NP	NP	11	1%	EC	EC	200	1%	195	1%
No Data	15	1%	NP	NP	11	1%	EC	EC	357	1%	361	1%
Exempt	81	7%	NP	NP	75	6%	EC	EC	1,724	7%	1,884	7%

Math Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,497		2016 - 2017 N = 28,323	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	EC	EC	1,040	4%	1,007	4%
Level 3	160	13%	NP	NP	161	13%	EC	EC	3,886	15%	4,073	14%
Level 2	401	33%	NP	NP	390	30%	EC	EC	7,993	30%	8,345	29%
Level 1	521	42%	NP	NP	605	47%	EC	EC	10,978	41%	11,974	42%
NE 1	17	1%	NP	NP	18	1%	EC	EC	368	1%	514	2%
No Data	13	1%	NP	NP	9	1%	EC	EC	355	1%	371	1%
Exempt	87	7%	NP	NP	79	6%	EC	EC	1,877	7%	2,039	7%

All Students with Special Education Needs (Excluding Gifted)

Grade 9 - Academic

	TCDSB						Province					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = EC		2015 - 2016 N = 7,169		2016 - 2017 N = 7,561	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	EC	EC	375	5%	472	6%
Level 3	157	69%	177	65%	147	62%	EC	EC	4,747	66%	4,938	65%
Level 2	32	14%	58	21%	48	20%	EC	EC	1,197	17%	1,242	16%
Level 1	28	12%	29	11%	24	10%	EC	EC	685	10%	710	9%
Below Level 1	1	<1%	1	<1%	5	2%	EC	EC	56	1%	59	1%
No Data	2	1%	3	1%	2	1%	EC	EC	109	2%	140	2%

Grade 9 - Applied

	TCDSB						Province					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = EC		2015 - 2016 N = 14,649		2016 - 2017 N = 14,384	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	EC	EC	1,085	7%	1,014	7%
Level 3	198	28%	245	29%	167	25%	EC	EC	4,276	29%	4,290	30%
Level 2	288	40%	332	39%	263	39%	EC	EC	5,242	36%	5,013	35%
Level 1	115	16%	156	18%	147	22%	EC	EC	2,503	17%	2,626	18%
Below Level 1	53	7%	45	5%	38	6%	EC	EC	1,016	7%	887	6%
No Data	18	3%	13	2%	19	3%	EC	EC	527	4%	554	4%

EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

All Students with Special Education Needs (Excluding Gifted)

OSSLT - FTE

	TCDSB						Province					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 25,772		2015 - 2016 N = 25,907		2016 - 2017 N = 26,311	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	11,702	54%	11,526	53%	11,741	52%
Not Successful	393	44%	388	44%	441	47%	10,167	46%	10,426	47%	10,825	48%
Fully Participating	901	76%	891	75%	943	77%	21,869	85%	21,952	85%	22,566	86%
Absent	13	1%	7	1%	8	1%	753	3%	749	3%	822	3%
Deferred	268	23%	286	24%	270	22%	3,150	12%	3,206	12%	2,923	11%
Exempted	32		37		39		1,379		1,390		1,252	

OSSLT - PE

	TCDSB						Province					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 21,881		2015 - 2016 N = 22,033		2016 - 2017 N = 22,624	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	3,325	35%	3,158	34%	3,014	34%
Not Successful	311	65%	372	73%	321	68%	6,045	65%	6,009	66%	5,832	66%
Fully Participating	481	57%	507	52%	471	49%	9,369	43%	9,167	42%	8,846	39%
Absent	50	6%	81	8%	75	8%	1,846	8%	1,895	9%	1,869	8%
Deferred	66	8%	67	7%	59	6%	2,202	10%	2,238	10%	2,320	10%
Exempted	25		8		23		1,860		1,660		1,542	
OSSLC	251	30%	321	33%	366	38%	8,464	39%	8,733	40%	9,589	42%

Note: Successful and Not Successful percentages are based on those Fully Participating. Number of students Exempted is from those Deferred.



REPORT TO

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

TCDSB BOARD LEARNING AND IMPROVEMENT PLAN-ANNUAL REPORT

"Let the wise hear and increase in learning, and the one who understands obtain guidance."
Proverbs 1:5

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success
Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Nick D'Avella, Superintendent of Equity, Diversity and Indigenous Education
Marina Vanayan, Senior Coordinator, Educational Research

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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning and Improvement Plan K-12 is a commitment to improve success for each student in our care. This annual report on the Board Learning and Improvement Plan reports on our progress to date.

The cumulative staff time required to prepare this report was 18 hours.

B. PURPOSE

This is an annual report on the Board Learning and Improvement Plan 2017-2018 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. The Toronto Catholic District School Board Learning and Improvement Plan K-12 spans 4 years: 2014-2018. It is a commitment to improve the success of each student entrusted to our care. The plan has 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*
 - vi. *Curriculum, Teaching and Learning*
 - vii. *Pathways, Planning and Programming*
 - viii. *Home, Parish, School, and Community Partnerships*

3. When effective strategies are implemented in these 8 areas, optimal learning conditions for all our students are created.
4. In 2017-2018, items were added to student surveys in the area of Student Engagement that address student mental health and well-being. This information will be incorporated in the annual report of 2018.
5. At the Toronto Catholic District School Board, ***fostering student achievement and well-being*** is one of six strategic directions in the Multi-Year Strategic Plan. As stated in the MYSP, the priority is to *support our students in achieving academic excellence and meeting the Ontario Catholic school graduate expectations, to support our students' ability to apply critical and innovative thinking in all subjects, to create welcoming, healthy and equitable learning environments* and to achieve the following specific goals:
 - Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.
 - Students will exceed the provincial average in credit accumulation and graduation rate.
6. There are several foundational documents that have informed the Board Learning Improvement Plan K-12:
 - Catholic Social Teaching
 - Ontario Catholic School Graduate Expectations
 - TCDSB
 - Multi-Year Strategic Plan
 - Annual Report of the Director of Education
 - Three Year Pastoral Plan
 - Ontario Catholic Leadership Framework
 - Ontario Ministry of Education
 - School Effectiveness Framework
 - Achieving Excellence: A Renewed Vision for Education in Ontario
 - Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
 - Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
 - Open Minds, Healthy Minds

- Ontario's Renewed Mathematics Strategy and Achieving Excellence in Applied Courses

7. The Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is being implemented with a focus on further supporting students to gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board, differentiated on the basis of need, as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:

Secondary Schools Initiatives

- a. Implementation of the Achieving Excellence in Applied Classrooms (AEAC) learning cycle initiative for secondary schools;
- b. Fall and Spring Regional Professional Development Sessions with a focus on Numeracy across the curriculum in secondary schools;
- c. Professional Learning Sessions for grade 9 and 10 mathematics teachers;
- d. Two EQAO sessions in preparation for grade 9 EQAO Assessment of Mathematics including unpacking Item Information Reports;
- e. Additional staffing to support mathematics;
- f. Grade 9 mathematics iPad initiative;

Cross Panel Initiatives

- g. Numeracy-focused Student Success Learning Networks (SSLN) for teachers in Grades 7 to 9;
- h. Professional development to refine Assessment FOR/AS/OF learning practices based on the Ontario Ministry of Education's document *Growing Success*;
- i. Numeracy across the curriculum and aligning literacy and numeracy strategies;

Elementary Schools

- j. Mathematics Teacher Facilitators supporting elementary schools in the Intensive Support category;
 - k. Implementation of the PRIME Mathematics program;
 - l. Identification of Lead mathematics teachers in each school to further facilitate professional learning in mathematics;
 - m. Grade 6 Mathematics iPad initiative;
 - n. Numeracy across the curriculum and aligning of literacy and numeracy initiatives.
8. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, indicators of success (measures), aligned to inform the goals and the achievement of excellence. The complete Board Learning Improvement Plan may be accessed on the TCDSB website. (<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

- 1. Throughout the year using a variety of survey tools and quantifiable data sources, the board continues to monitor progress against BLIP goals.
- 2. In this report, components were evaluated using a method outlined in the Ontario Ministry of Education Multi-Year Strategic Planning Guide of 2017. Specifically, for each area the status was determined as being ‘on target’, ‘slightly below target’ or ‘below target’.
- 3. The following data sources are quantifiable achievement indicators by which progress is monitored: Graduation rate, credit accumulation and literacy scores indicate much growth and success; mathematics scores remain an area of need, particularly in Grade 6 and Grade 9 Applied.

QUANTIFIABLE ACHIEVEMENT INDICATORS

a. Graduation Rate

The Province published graduation rates for each Board for the first time in the Spring of 2015.

In the Spring of 2017, the 5-year graduation rate for TCDSB was 90% for the 2010-2011 Grade 9 cohort. In Ontario, 5-year graduation rate for the 2010-2011 Grade 9 cohort was 87%.

Status: On Target

b. Credit Accumulation

The TCDSB focus on improving student achievement is evident in the growth from 2011-2012 to 2015-2016 in both Grade 9 and Grade 10 Credit Accumulation.

- Grade 9 (8 or more credits) – in TCDSB, the percentage of students completing 8 or more credits by the end of Grade 9 increased from 83% to 86% over five years. In Ontario, there was an increase of 1% (from 85% to 86%).

Status: On Target

- Grade 10 (16 or more credits) – in TCDSB, the percentage of students completing 16 or more credits by the end of Grade 10 increased from 72% to 79% over five years. In Ontario, there was an increase of 3% (from 76% to 79%).

Status: Slightly below target

c. EQAO Grade 3 and Grade 6

In 2016-2017, all reading and writing scores exceeded the provincial goal of 75% at the Provincial standard (Level 3 / 4).

Status: On Target

In 2016-2017, mathematics scores remained low at 63% for Grade 3 and 48% for Grade 6.

Status: Below Target

d. OSSLT and Grade 9 Mathematics

Scores in literacy and Grade 9 Academic mathematics remain consistently high (80% and 83% respectively).

Status: On Target

Scores in Grade 9 Applied mathematics remain low at 46%.

Status: Below Target

SURVEY SOURCE DATA

1. The metrics in the chart below are derived from a variety of annual Student Surveys and the annual Teacher Survey.
2. Student Surveys include:
Student Transition Survey (secondary) (End of October)
Safe Schools Survey (secondary) (November)
Safe and Caring Catholic School Climate Survey (elementary) (February)
My School My Voice Survey (secondary) (April)
3. Teacher Survey: (May-June)
Historically, perceptual data were collected from teachers through two system-wide surveys: *The Student Success Year-End Survey* (since 2008) and the *BLIP/SEF School Staff Survey* (since 2015). In 2016-2017 key items from these two surveys were amalgamated to form the *Student Success BLIP/SEF Teacher Survey*. Teachers in all elementary and secondary schools were invited to complete this annual survey. The survey is based on the School Effectiveness Framework Indicators and additional areas of focus in the BLIP.
4. Evidence is based on metrics from the Student Surveys and Teacher Survey expressed in two dimensions (trend and criterion), where appropriate.
5. Two-year trend analysis using the following descriptors:

- a. Stable
 - b. Improving
 - c. Declining
6. Criterion based analysis: the criterion is met when 80% of respondents express a positive response to survey questions relative to BLIP/SEF components. The following assessment descriptors are used:
- a. Meeting criterion – 80% or above
 - b. Approaching criterion – 70% to 79%
 - c. Not yet meeting criterion – below 70%
7. The following chart summarizes the goals, evidence of progress and next steps for each BLIP area of focus:

BLIP Area of Focus	Goal	Evidence	Action required
Nurturing our Catholic Community	All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	<p>Student surveys indicate the board is <i>improving and meeting the criterion</i> at the elementary level. The board is <i>stable and meeting the criterion</i> at the secondary level.</p> <p>Teacher surveys indicate that the board is <i>approaching the criterion</i> at both the elementary level and the secondary level.</p>	<p>The board will continue the implementation of the 3-year Pastoral Plan.</p> <p>The board through the Catholic Social Justice Committee will continue its efforts to mitigate the effects of poverty. Schools will continue to incorporate Catholic Social Teachings, Ontario Catholic Schools Graduate Expectations and virtues of the month into the religious education</p> <p>Additional support:</p> <ul style="list-style-type: none"> • IGNITE – Gr 6 students are invited to a day of pastoral leadership • Indigenous Education Week suggested by CSLIT

BLIP Area of Focus	Goal	Evidence	Action required
Staff Engagement and Well-being	All Schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support well-being.	In both elementary and secondary panels the Teacher surveys indicates the board is <i>not yet meeting the criterion.</i>	<p>The board will continue support for local school days of reflection and PD focused on Health and Safety.</p> <p>Additional support:</p> <ul style="list-style-type: none"> • Staff Wellness Advisory Committee is in the process of being established. • Board Equity Action Plan is in the process of being established. • Focus groups: Principals and Teachers

BLIP Area of Focus	Goal	Evidence	Action required
Assessment for, as, and of Learning	All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.	<p>Student surveys indicate that the board is <i>improving and meeting the criterion</i> at elementary level. The board <i>is stable and not yet meeting the criterion</i> at secondary level.</p> <p>Teacher surveys indicate that the board is <i>meeting the criterion</i> at the elementary level and <i>approaching the criterion</i> at the secondary level.</p>	<p>The board will continue to provide Assessment-specific professional learning opportunities through its K-12 PD Plan <u>with a specific focus on assessment for learning.</u></p> <p>There will be a focus on adherence to the principles of assessment articulated in <i>Growing Success</i> in order to ensure equity and fairness in assessment practices.</p> <p>Additional Support:</p> <ul style="list-style-type: none"> • The Board Equity Action Plan is being established and will address the wider adoption of Culturally Responsive assessment. • Greater focus on assessment for learning in order to plan math intervention strategies

<p>School and Classroom Leadership</p>	<p>All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.</p>	<p>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</p>	<p>The board will continue to support principals as instructional leaders with professional learning as they respond to their school's locally determined professional learning needs.</p> <p>Additional support:</p> <ul style="list-style-type: none"> • Expand our focus on Numeracy Across the Curriculum and Assessment for Learning. We will increase monitoring of School Learning Improvement Plans by including more checkpoints for schools and dialogue among staff and superintendents to plan next steps for the system. • Greater alignment among Student Success Learning Networks (SSLN), with Elementary and Secondary educators focusing on student transition to high school. • Consultation with Catholic Student Leadership Impact Team (CSLIT) to include student voice.
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BLIP Area of Focus	Goal	Evidence	Action required
Student Engagement	All schools will ensure the school learning improvement plan reflects student voice regarding, the needs, diversity and interests of the student population and informs all classroom planning.	<p>Student surveys indicate the board is <i>stable and approaching the criterion</i> at the elementary level and is <i>stable but not yet meeting the criterion</i> at the secondary level.</p> <p>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</p>	<p>Through analysis of data from student surveys the board will monitor and apply strategies to ensure student voice informs curriculum and School Learning Improvement planning.</p> <p>Staff will continue to implement board approved Catholic School Leadership Impact Team (Secondary Student Ambassadors), recommendations as presented in the annual CSLIT Report.</p> <p>Staff will continue to work with CSLIT to deliver leadership opportunities to elementary students through ECSLIT.</p> <p>Additional support: Student focus group discussions will deal with meeting the diverse needs of our student population to ensure equity.</p>

BLIP Area of Focus	Goal	Evidence	Action required
Curriculum, Teaching and Learning	All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.	<p>Student surveys indicate the board is <i>improving and meeting the criterion</i> at elementary level. The Board is <i>stable and meeting the criterion</i> at secondary level.</p> <p>Teacher surveys indicate that the Board is <i>approaching the criterion</i> at the elementary and secondary level.</p>	<p>The board will continue to provide professional learning opportunities to meet students' urgent critical learning needs, specifically promoting Numeracy across the curriculum.</p> <p>Staff will continue to implement the Renewed Mathematics Strategy in order to improve student achievement in Mathematics.</p> <p>The Ministry's <i>Achieving Excellence in Applied Courses</i> Initiative continues to be implemented.</p> <p>Additional support: Greater focus on Assessment for Learning and working across curriculum areas to promote Numeracy. Consultation with CSLIT to reflect student voice.</p>

BLIP Area of Focus	Goal	Evidence	Action required
Pathways Planning and Programming	All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.	<p>Student surveys indicate the board is <i>stable and approaching the criterion</i> at the elementary and secondary level.</p> <p>Teacher surveys indicate the board is <i>approaching the criterion</i> in both panels.</p>	<p>The Board will continue to embed student voice into Regional PD sessions and promote experiential learning programs (Co-op, SHSM, and OYAP).</p> <p>The board will continue to promote 21C competencies and the use of education and career planning tools <i>All About Me</i> (Elementary) and <i>myBluePrint</i> (Secondary) <i>Transition Guide for Parents</i></p> <p>Additional Support:</p> <ul style="list-style-type: none"> • Additional funds to support SHSM programs in schools across the board. • Guidance teachers to work with Math Resource Teachers to develop PD for grade 7 & 8 teachers to support transition to secondary school. • Parent information meetings for grade 8 transition to high school.

BLIP Area of Focus	Goal	Evidence	Action required
Home, Parish, School and Community	All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	Teacher surveys indicate that the board is <i>approaching</i> the criterion in the elementary panel and <i>not yet meeting the criterion</i> in the secondary panel.	<p>The board will continue to foster home, school and parish engagement opportunities through the implementation of the 3-year Pastoral Plan, (Year of the School).</p> <p>Additional support:</p> <ul style="list-style-type: none"> • This year being The Year of the School, there will be a focus on supporting schools in strengthening and nurturing home/school /parish relationships. Schools will highlight partnerships between students, teachers, administrators, trustees, parents, and parishes. • Parent survey on Home, Parish, School and Community initiative to support student learning and well-being.

8. The board will continue to monitor its progress against BLIP goals and expand its efforts in those areas of focus where the criterion is not yet being met.

E. METRICS AND ACCOUNTABILITY

1. The TCDSB has a solid foundation from which to reflect on the past year and upon which to build for the next cycle of the Board Learning Improvement Plan and refine it on an annual basis.
2. For the 2017-2018 school year, the board will continue to monitor its progress against the goals of the Board Learning Improvement Plan.
 - a) At this time, *The TCDSB K-12 Professional Development Plan* is being presented to the Board. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in this report.
 - b) Feedback from the Ministry informs revisions to the Board Learning Improvement Plan which is also reviewed and vetted by Resource Teachers. For example, further refinement was needed in addressing requirements that flow from *Ontario's Well-being Strategy for Education* and this is reflected in the current student surveys and will be reported in the Fall of 2018.
 - c) Ministry priorities are incorporated in our practice and these are reflected the current Board Learning and Improvement Plan and in revisions. Specifically, the priorities are the Ministry of Education's direction to review and modernize Ontario's curriculum, the promotion of well-being in Ontario's education system, ensuring equity, and enhancing public confidence.
 - d) Refinements to the Board Learning Improvement Plan in the areas of targeted evidence-based strategies, professional learning opportunities, resources and indicators of success (measures) are communicated by Superintendents through the School Learning Improvement Plan process and inform school visits which take place twice per year. There is now a commitment to engage Student Success Learning Networks twice per year.
 - e) The School Learning Improvement Plan is reflected in the annual Professional Learning Form. In 2017-2018, the Professional Learning Form was revised and updated to reflect the priorities above and to support greater precision in addressing student learning needs.

- f) There has been intentional realignment of the Ministry of Education's Student Achievement Officers with Mathematics and Literacy Coaches and Resource Teachers to create greater focus. Student Achievement Officers are liaising with Superintendents, Principals and Teachers to discuss strategies and plan next steps based on analysis of the data to increase precision and effectiveness.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Ontario Launching Pilot Program to Support Students with Autism in Schools

Program Aims to Improve Learning Experience of Students with Autism

October 25, 2017 12:15 P.M.

Ontario is improving school-based supports for students with Autism Spectrum Disorder (ASD) by launching a new pilot project for the 2017-18 school year.

The pilot program will:

- Provide dedicated spaces for external practitioners of Applied Behaviour Analysis (ABA) to deliver on-site autism services.
- Provide education assistants with access to voluntary 40-hour online targeted training and professional learning sessions.
- Provide funding to hire an ABA expertise professional with Board Certified Behaviour Analyst (BCBA) certification/qualification or equivalent qualification.

The pilot is available in 18 school boards and aims to improve the experience of students with ASD by reducing the number of transitions for students during the school day between home, school and community-based supports and services. Through training and professional expertise, the pilot will also work to improve the capacity of school teams to provide skilled support to students with ASD.

The pilots will be reviewed by an external researcher to monitor and evaluate the success of the project, including the evaluation of the inclusive practices developed by the participating schools. The researcher's findings, along with recommendations from a Provincial Advisory Team, will inform the future direction of in school supports for students with ASD.

Enabling more students to achieve success in school and beyond is part of our plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

" Ontario is taking action to ensure that all students have access to the supports they need to succeed in school, and in their lives. This pilot project is a critical first step toward greater integration of ASD supports across the province."

- Mitzie Hunter

Minister of Education

" We have heard from families that services for children and youth with Autism Spectrum Disorder (ASD) must be consistent from home, to school to the community. We are committed to moving ahead with regulation of ABA providers, and to working closely with our partners across government to deliver better quality, more integrated services for young people with ASD and their families."

- Michael Coteau

Minister of Children and Youth Services

" The OAC has been advocating since 2005 for the rights of students to access meaningful ABA in the classroom to help them learn. While this announcement is a long-awaited first step, it is a step in the right direction. The OAC looks forward to seeing a continued commitment by the Ministry of Education to ensure that all students with ASD have access to appropriate ABA services and ABA trained staff at school, to give students with autism the support and education they are entitled to."

- Bruce McIntosh

Ontario Autism Coalition

QUICK FACTS

- Ontario is committing approximately \$5 million to the one-year pilot project.
- Schools from English and French public and English and French Catholic schools systems are represented in the pilot and are located across the province.
- More than 20,000 students identified with ASD are currently being supported in Ontario's publicly funded school system.
- Ontario is making an unprecedented investment to create new services and supports across Ontario for children and youth with Autism Spectrum Disorder and their families. This includes the creation of the new Ontario Autism Program, which is providing an expanded and more individualized program of supports for children, youth and their families.

LEARN MORE

- [Supporting Students with Autism Spectrum Disorder in Schools – about the pilot program](#)
- [Special Education – information for parents](#)
- [Ontario Transforming Autism Services for Children and Their Families](#)
- [Achieving Excellence: A Renewed Vision for Education in Ontario](#)
- [2017-18 Grants for Student Needs](#)

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Supporting Students with Autism Spectrum Disorder in Schools

The Ministry of Education and the Ministry of Children and Youth Services are partnering on a one-year Pilot to Improve School-Based Supports for Students with Autism Spectrum Disorder (ASD).

The pilot will take place during the 2017-18 school year and has two approaches:

- **Targeted Education Assistant (EA) Training**
 - This approach will explore a targeted 40-hour online training module for EAs designed by Board Certified Behaviour Analysts (BCBA) and based on the Behaviour Analyst Certification Board (BACB) Registered Behaviour Technician (RBT) task list.
- **Dedicated Space for Autism Services**
 - This approach will explore the provision of dedicated space on school site in a select number of schools for external ABA practitioners to provide direct service to students with ASD.
 - Students with ASD enrolled in a pilot school who are receiving ABA services from an external ABA practitioner are eligible to receive services in the dedicated space.

A total of eighteen boards will be participating in the pilot. Eleven pilot boards will be participating in both approaches while the remaining seven will participate in the Targeted EA Training approach only (see list below).

Participating boards have also been provided with funding to hire an additional BCBA to support teachers and EAs to improve supports for students with ASD.

This pilot is a measured approach as a first step towards greater integration of autism supports in schools. Piloting in 18 school boards across the province will allow us to closely monitor and evaluate the outcomes of the pilot approaches over the 2017-18 school year and will inform future direction.

Families with a child enrolled in a pilot school board requesting additional information should contact the school board directly for more information (see contact information below).

Questions regarding other school boards can be directed to the Ministry of Education at: information.met@ontario.ca

District School Boards (DSB)	Pilot Approaches	Public Contact Information	School Site for Dedicated Space*
CS de district catholique de l'Est ontarien	Dedicated space & EA training	pierre.a.morin@csdceo.org	For more details please contact the school board Ecole élémentaire publique Marie-Curie 837 Quinlan Rd, Ottawa, ON
CS des écoles publiques de l'Est de l'Ontario	Dedicated space & EA training	carole.marcoux@cepeo.on.ca	
Hamilton-Wentworth Catholic DSB	Dedicated space & EA training	asd-pilot@hwcdsb.ca	For more details please contact the school board
Hamilton-Wentworth DSB	Dedicated Space & EA training	ASDPilot@hwdsb.on.ca	For more details please contact the school board
Kawartha Pine Ridge DSB	Dedicated space & EA training	lloyd_schoenmaker@kprdsb.ca	Newcastle Public School Newcastle, ON
Ottawa-Carleton DSB	Dedicated space & EA training	ASDPilot@ocdsb.ca	First Avenue Public School Ottawa, ON
St. Clair Catholic DSB	Dedicated space & EA training	cathy.calvert@st-clair.net	St. Matthew Catholic School Sarnia, ON
Thunder Bay Catholic DSB	Dedicated space & EA training	asargent@tbcschools.ca	For more details please contact the school board
Toronto Catholic DSB	Dedicated Space & EA training	emmy.szekeresmilne@tcdsb.org	For more details please contact the school board
Toronto DSB	Dedicated space & EA training	Lydia.Tisma@tdsb.on.ca	West Glen Junior School Etobicoke, ON
Algoma DSB	Dedicated space & EA training	phillic@adsb.on.ca	Parkland Public School Sault Ste. Marie, ON
Algonquin & Lakeshore Catholic DSB	EA training	info@alcdsb.on.ca	EA training only

CS catholique de district des Grandes Rivières	EA training	richard.loiselle@cscdgr.education	EA training only
Durham Catholic DSB	EA training	AutismPilot@dcdsb.ca	EA training only
Northeastern Catholic DSB	EA training	amarks@ncdsb.on.ca	EA training only
Rainy River DSB	EA training	charlayne.bliss@mail.rrdsb.com	EA training only
Thames Valley DSB	EA training	(519) 452-2000	EA training only
Wellington-Catholic DSB	EA training	eileen.clinton@wellingtoncdsb.ca brian.capovilla@wellingtoncdsb.ca	EA training only

*School sites subject to change at the discretion of the school board

Frequently Asked Questions

Q. How were pilot schools chosen?

A. Pilot boards represent the province in terms of rural/urban, French/English, Catholic/public and large/small.

Each of the 11 pilot boards implementing dedicated space selected one site for the dedicated space pilot based on local context/need.

There is no dedicated space at the other 7 boards.

Q. Which students are eligible for the pilot?

A. Students with Autism Spectrum Disorder (ASD) enrolled in a pilot school who are receiving applied behavioural analysis (ABA) services from an external ABA practitioner are eligible to access the dedicated space. All students with ASD in pilot boards will benefit from the increased expertise as a result of the targeted EA training and additional ABA Expertise Professional with Board Certified Behaviour Analyst certification.

Q. Who will be able to access the dedicated space to deliver ABA services?

A. Subject to school board policies, external ABA practitioners will be able to access the dedicated space in pilot schools to deliver ABA services.

This includes MCYS-funded ABA practitioners (Direct Funding Option (DFO) and Direct Service Option (DSO) and privately purchased ABA practitioners.

Q. What supports and services are available for students with autism spectrum disorder who are not taking part in the pilots?

A. Our government is committed to ensuring that every student has access to the supports they need to succeed in school, including students with ASD. We are making changes to be more responsive to the needs of all students and to increase our focus on supporting their achievement and well-being.

The Special Education Grant is projected to increase to approximately \$2.856 billion in 2017-18. This represents an increase of approximately \$69.2 million or 2.5 percent over 2016-17; and \$359.6 million or 14.4 percent since 2012-13. SEG funding is enveloped for special education programs, services and equipment. Any unspent special education funding must be treated as deferred revenue for special education.

In addition, as a result of the education sector labour negotiations and discussions, the ministry has agreed to establish a Local Priorities Fund (LPF) of \$223.2 million province-wide in 2017-18. The LPF will allow boards to address a range of local priorities and needs. This may include more special education staffing to support children in need, "at -risk" students and adult education.

We are supporting the transition to the Ontario Autism Program (OAP) which is the MCYS plan to transform children's autism services and to work across government to improve supports for Ontarians with autism throughout their lives. The OAP will provide families with more flexible and individualized services at varying levels of intensity based on their children's specific needs. In June 2016, we announced \$39 million in one-time funding to support school boards as the province transitions to the OAP.

Q. What happens after the pilot ends? Will the Ministry consider further expansion?

A. The one year pilot will take place during the 2017-18 school year. We have secured an external researcher to monitor and evaluate the pilot.

The researcher's findings, along with recommendations from the Provincial Advisory Team (PAT), will inform future direction.

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Ontario Boosting Support for Children and Youth in Care
Province Investing in Transportation, Educational Liaisons to Provide Stability for Students

October 23, 2017 2:30 P.M.

Ontario is boosting support for children and youth in care with new funding for student transportation and educational liaisons, to provide more stability and assistance at school so students can reach their full potential.

Mitzie Hunter, Minister of Education, alongside Michael Coteau, Minister of Children and Youth Services, made the announcement in Hamilton today.

The province will be providing school boards with funding for transportation services for children and youth in care, which will provide more stability by allowing students to stay in their current school when they experience changes in their place of residence.

Funding will also be provided to Ontario's children's aid societies, including Indigenous societies, to connect children and youth in care with an educational liaison. The liaisons will assist students in navigating the school system and developing educational plans and goals, and coordinate available supports within the school and the community to help students reach their full potential.

Boosting the success of students inside and outside the classroom is part of our plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

" Ontario is committed to providing the best possible learning opportunities and supports for all students. This funding will bring stability to students at a critical time that will enable them to focus on their education. Students will also be able to maintain important relationships in school with friends, staff and educators, from Kindergarten to Grade 12 and beyond."

- Mitzie Hunter

Minister of Education

" There is no doubt school can be a daunting, challenging time for young people as they learn to navigate new social experiences and learning opportunities. Ontario is ensuring all kids face as few barriers as possible, so they can learn, grow and reach their full potential."

- Michael Coteau

Minister of Children and Youth Services

QUICK FACTS

- Ontario is providing \$21 million over three years to improve transportation services for children and youth in care, and connect them with educational liaisons.
- In 2016, Ontario's five-year graduation rate increased to 86.5 per cent - up more than 18 percentage points compared to the 2004 rate of 68 per cent.
- There are 38 children's aid societies and 10 Indigenous societies in Ontario.
- In 2016-17, the average number of children and youth in care was 13,980.

LEARN MORE

- [Ontario Student Assistance Program](#)
- [Highly Skilled Workforce](#)
- [Ontario's Renewed Vision for Education](#)
- [The Child, Youth and Family Services Act](#)
- [Supports for Youth Leaving Care](#)
- [Blueprint for Fundamental Change to Ontario's Child Welfare System](#)

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Ontario Making Schools Safer for Students with Prevalent Medical Conditions

New Policy Requires Care Plan to Support Students

October 24, 2017 2:00 P.M.

Ontario is making schools safer for students with prevalent medical conditions, by requiring school boards to provide individual care plans for these students to manage their daily medical needs.

Mitzie Hunter, Minister of Education, made the announcement today at Holy Name Catholic School in Toronto.

By next school year, all school boards across Ontario will be required to have policies in place to improve the safety of students with anaphylaxis, asthma, diabetes and epilepsy. Boards will be required to provide students that have medical conditions with a plan of care, which outlines contacts and procedures tailored to the individual needs of the student.

The province has worked in collaboration with education partners and health-based organizations, including The Lung Association - Ontario, Asthma Canada, Food Allergy Canada, Epilepsy Ontario, the Canadian Paediatric Society, and Diabetes Canada. These partners have also assisted in developing educational resources that will support training for educators and help raise awareness about medical conditions in schools.

Supporting the physical health and well-being of students, educators and staff is part of our plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

" This is an important first step in supporting the well-being of students with medical conditions. This collaborative approach will bring all partners together — including The Lung Association – Ontario, Asthma Canada, Food Allergy Canada, Epilepsy Ontario and Diabetes Canada, the Ministries of Education and Health and Long-Term Care — so that student safety is prioritized."

- Mitzie Hunter

Minister of Education

" The Prevalent Medical Conditions Policy Program Memorandum will support consistent implementation of Ryan's Law in all schools across Ontario, saving lives and providing parents

with assurance their children will be safe in school."

- Vanessa Foran

President and CEO, Asthma Canada

" Having policies, individualized care plans and training for staff will help improve the situation for many students and their families. At the same time, there's still more work to be done to ensure equitable support across Ontario, which is why Diabetes Canada will continue its advocacy role for children with diabetes."

- Russell Williams

Vice President of Government Relations and Public Policy of Diabetes Canada

" The new PPM provides a means to review and enhance key measures already in place through Sabrina's Law for students at risk for anaphylaxis. It is an important step forward to further support the 138,000 students in Ontario with food allergies."

- Laurie Harada

Executive Director of Food Allergy Canada

" With approximately 1 in 5 kids living with asthma, we too easily forget that it can be a very dangerous disease, particularly for kids who don't have ready access to their inhalers. Ryan's Law was introduced to eliminate those gaps in support. Today's announcement is an important step further. By ensuring consistent school board policies across Ontario, including individual Plans of Care for students with asthma, we're making the aims of Ryan's Law a reality...raising awareness, strengthening supports for students, and saving lives."

- Peter Glazier

Vice President, Marketing, Development and Public Affairs, The Lung Association - Ontario

QUICK FACTS

- The policy is known as PPM 161- *Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools*.
- The ministry has also been consulting with teacher federations, education worker unions, principal associations, and school board leadership on the development of this PPM.
- The ministry has supported Ophea, the Ontario Education Services Corporation, and health-based organizations to develop new, and adapt existing, resources to support school boards in implementing this PPM.
- The Ministry of Education will continue to work with education partners, health organizations and the Ministry of Health and Long-Term Care to build on this work and continue to strengthen supports for students with medical conditions in schools.

LEARN MORE

- [PPM 161 – Supporting Children and Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)
- [Medical Conditions – Fact Sheets](#)
- [Promoting Well-Being in Ontario's Education System](#)
- [Ontario's renewed vision for education](#)

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FOR IMMEDIATE RELEASE

Toronto, Ontario, October 25, 2017

The Ministry of Education Announces Pilot to Improve School-Based Supports for Students with Autism

Program that aims at improving capacity to support students with Autism Spectrum Disorder in classrooms is a step in the right direction for families looking for the best educational outcomes for their children

One of the most significant issues about ABA programming in Ontario is the challenge of access to excellence in ABA-based supports in Ontario's publicly funded schools. This announcement is welcomed news for families impacted by the gap that remains when coordinating ABA services between school and the community.

During this 2017-18 school year, the Ministry of Education, as part of a pilot project in 18 school boards across the province, is committing to improving school-based ASD supports through the hiring of Board Certified Behaviour Analysts (BCBA) to aid in the seamless transition of ASD students across home, school and community service environments.

Furthermore, the focus on training Educational Assistants (EAs) in best practice around ABA supports while also researching and comparing with alternative training and delivery models is welcome news. Educational Assistants and other support staff play a large and important role in school life so it is imperative they have access to professional training and development.

Also encouraging is the commitment from the Ministry of Education in asking for accountability from participating school boards to report on their equity-based inclusive practices. For too long, parents have felt a sense of deep mistrust, frustration, and despair when having to "fight" for what is right in their school board. This pilot contains a built-in reporting system, helping to improve communication between ministry and school board administration and an external researcher to evaluate all components of the pilot with the goal of to inform future program directions.

According to our recent Autism Ontario province-wide survey, families from across the province highlight a lack of resources and adequate supports, and specifically a lack of knowledge about ASD within the school system.

“This pilot is wonderful news for families who have been asking for improved school-based ABA supports when autism services and supports are evolving as part of the new Ontario Autism Program. Well-planned, collaborative transitions across community programs and into school environments mean parents and caregivers can trust in best practices that focus on learning outcomes.

Janet Culliton, President, Autism Ontario

Although there has been progress in ASD awareness and understanding in Boards of Education, and the PPM-140, Autism Ontario knows that school issues remain one of the top concerns expressed by parents of students on the autism spectrum. Although this pilot is a step in the right direction, emphasis must remain on the creation of supportive school environments and well-planned transitions to services that provide optimal participation, inclusion and success of the child or adult on the autism spectrum. Moreover schools need, more ASD-trained educators, behaviour and communication therapists, mental health practitioners with access to ongoing ASD training so they may better understand, intervene and support people with ASD at all ages and stages of development and life. This pilot is a step in the right direction if parents are to have confidence that their children will be able to achieve their full potential.

About Autism Ontario: Autism Ontario has a 44 year history of representing thousands of families and people with ASD across Ontario. We are the only organization in Ontario that has formal parent representation in all areas of the province through our 25 Chapters. We advocate on behalf of all people with ASD and their families – at all ages and stages of life, reflecting a wide range of expression and abilities. To connect with us, visit www.autismontario.com

To access Autism Ontario’s **Education Position Statement and Education Advocacy Supports**, please click [here](#).

New to Autism? Find help for navigating the system after a diagnosis, school issues, and other ASD information, please contact your local **Family Support Coordinator** [here](#).

CONTACT:

Jeff Bomben, Communications Coordinator
416-246-9592 ext. 232
jeff at autismontario dot com



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:

Indigenous Advisory Committee

Application
Position:

☐

Parent Representative

☒

Community Representative

Surname:	Montreuil	First Name:	Diane
Home Phone:		Cell Phone:	
E-mail address:			
Child(ren)'s School(s):	no		
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. I am a Metis from the East Coast and I am a Board Member of the "Council of the First Metis People of Canada" and in the position of Director of Education in our Association. My role is to work with Colleges & Universities to have our Metis youth from the East be recognized so they eventually have bursaries for their Education. www.FirstMetisPeople.ca I am a French Indigenous Docent at the ROM during the Exhibition: Anishinaabe Art & Power and will remain a Docent on the Outreach department.			
3. Briefly outline the reasons why you are interested in being a member of this committee: As an Indigenous woman I see the importance to represent our Indigenous youth so there can be a better understanding of our culture and help to identify the needs so that it can be integrated into the school curriculum at the TCDSB			



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:	
<input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES
Respect and Integrity is where I stand	
Please Explain	
5. Have you been selected to be part of another TCDSB Committee within the past 12 months?	
<input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES
I was invited to be part of the Indigenous Advisory	
Please specify the Committee	
6. Provide any additional comments to be considered in regards to your participation on this committee.	
I am catholic myself and do present in different schools, Colleges & Universities regarding our Metis Culture as Indigenous. I believe in diversity	
7. Do you support the Catholic Mission/Vision of TCDSB?	
I do respect the Mission & Vision of the TCDSB	

Submit Form



REPORT TO

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

TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2017-2018

*I can do everything through Him who gives me strength.
Philippians 4:13*

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

G. Iuliano Marrello, Superintendent of Student Success

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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This Information Report, for the consideration of the Board, provides an overview of the key K-12 professional development (PD) plan for teachers to support student achievement. The plan outlines the use of Ministry resources to support professional learning in the TCDSB. The teacher PD initiatives reflect and support the Multi-Year Strategic Plan (MYSP) priorities and the Board Learning Improvement Plan (BLIP) goals.

The cumulative staff time dedicated to developing this report was 72 hours.

B. PURPOSE

This report is intended to outline the key professional development initiatives undertaken by staff to support the Board Learning Improvement Plan.

C. BACKGROUND

1. **Spring 2017** – Professional development planning begins for the 2017-2018 school year.
2. **Fall 2017** – Plans are revised as per any new ministry announcements, and then implemented.
3. **Consultation** occurs with federation partners at joint professional development committees.
4. At the Corporate Services, Strategic Planning & Property Committee meeting of the Board on Thursday October 12, 2017 there was a motion by the board:
 - a. That the Professional Development report that is coming back in November include a breakdown of major strands for Grades 3, 6, and 9 mathematics and a plan for how we are seeking to increase the percentage of students that have an understanding of the learning expectations
 - b. That we include a breakdown of students at all levels on a cohort basis from the past 5 years
 - c. That the report include how trustees could assist to improve math scores.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The plan is informed by input from students, parents, teachers, federations, principals, superintendents and trustees.
2. In response to the question of how Trustees can assist to improve math scores:
 - i. In all public meetings and conversations, it is important that we (all adults, not just trustees or staff) have a positive response to mathematics. An example would be rather than saying I was never good at mathematics, make a comment about how math is important and relevant to everyday life.
 - ii. Advocate to the Ministry for continued and additional support (human resources) to facilitate focused intervention at the classroom level.
 - iii. Trustees will receive a toolkit with information that can be used in meetings, conversation and newsletters to emphasize the importance for parents to:
 - a) be positive role models and show that you value Math
 - b) learn along with your child (having your child explain their learning to you helps them to deepen their understanding)
 - c) talk about Math in the world around you (during meals and when shopping read nutrition labels and discuss; when cooking/baking from a recipe measure quantities; when shopping estimate total cost before getting to the cash register, etc.)
 - d) focus on vocabulary words related to math (eg. Greater than, simplify, evaluate, etc.)
 - e) read charts, tables and. schedules with your child
 - f) select reading material that includes math vocabulary
 - g) use Ministry provided online resources (Math Homework Help <https://homeworkhelp.ilc.org/>, Edugains Math Tips for Parents www.edugains.com, *Doing Mathematics with your Child*, <http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf> etc.)

- h) use online applications or tablet applications that reinforce math skills (eg. Prodigy, etc.)
- 3. Each year central staff reviews board data with Research staff to determine the progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP. In addition, the professional development plan incorporates professional learning support for key Ministry Initiatives. For the 2017-2018 school year, PD plans also reflect professional learning required to support Ontario's Renewed Mathematics Strategy. The data that is being used to inform Professional Learning Plans in the TCDSB can be found in **Appendix M**.
- 4. Based on the patterns, trends and needs identified in the data, professional development and learning sessions are developed to support improved student achievement and well-being.

From **Appendix M, section 1**: the EQAO Item Information Report (IIR) analysis reveals the following with regard to achievement chart categories and the mathematical strands:

Primary – Open response questions continue to be an area of need, as do the categories of Thinking and Application. Strong performance in the category of Knowledge and Understanding.

Junior – Strand of greatest strength is Number Sense and Numeration. The following strands continue to be areas of need: 1. Geometry and Spatial Sense; 2. Patterning and Algebra; and 3. Data Management and Probability. Strong performance in the category of Knowledge and Understanding while Thinking and Application continue to be categories for improvement.

Grade 9 (Academic) – Strands requiring further improvement 1. Measurement and Geometry; and 2. Linear Relations. Thinking presented as the category in which students struggled the most.

Grade 9 (Applied) – Students had difficulty with both multiple choice and open response questions. Better performance in the category of Knowledge and Understanding. Thinking continues to be a category requiring considerable improvement. Application is also a category requiring further improvement to a slightly lesser degree than Thinking.

5. From **Appendix M, section 2**: The breakdown of students in each of the levels of achievement over 5 years shows the following:

Primary Math

- Percentage of students at Level 4 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 and Level 1 has increased

Junior Math

- Percentage of student at Level 4 and Level 2 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 1 has increased

Grade 9 Academic

- The percentage distribution across levels has remained consistent for all levels

Grade 9 Applied

- Percentage of students at Level 1 and Level 3 has remained stable
- Percentage of students at Level 2 has decreased
- Percentage of students at Level 4 has increased.

6. Cohort data is a collection of data for a group of students for which you have data for more than one year of assessment for the purpose of comparison (eg. data available for a group of students when they were in Gr 3 and then in Gr 6, etc.) Cohort Data from the last five years can be viewed in **Appendix M, Section 2**.
7. The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understanding of powerful and precise instruction for students. Central staff support local school professional learning.
8. All schools are required to complete a Professional Learning Form (**Appendix A**) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address this particular

student learning need. A key focus for the 2017-2018 school year will be numeracy across the curriculum.

9. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need to support the schools in attaining their student learning goals for the 2017-2018 school year (**Appendix B**). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the leadership of the principal. Networks based on similar student needs may be formed to allow for greater collaboration amongst staff. Resource staff will be available as supports to these schools and also to any established learning networks.
10. Schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (**Appendix C**). Area Superintendents will monitor the achievement of the learning goals and schools will provide evidence of student improvement to the Superintendent during their annual school learning improvement plan visits.
11. Superintendent school visits to monitor progress of School Learning Improvement Plans. Superintendents to report back to Education council, to inform dialogue for next steps for the system in terms of supporting student needs.
12. Numeracy-focused Student Success Learning Networks (SSLN) will promote collaboration between panels and improve teacher efficacy through cross-panel, numeracy-focused professional learning (grade 7-10 teachers).
13. **New this year:** To ensure equity of outcomes, Culturally Responsive Teaching and Learning is a focus of all centrally delivered professional learning. It is important to improve student engagement by ensuring that all resources used in our schools and work reflect the identities of our diverse population of students.
14. **New this year:** Assessment for Learning strategies will be reinforced through all centrally provided professional learning to ensure that all student needs are met. Gathered information from these strategies will be used to inform next steps in instruction.

15. **Renewed Math Strategy-Specific PD Initiatives (Elementary)**

- Schools identified as requiring intensive support (9) receive the support of a Math Facilitator to assist in identifying learning needs and to work with teachers to implement evidence-based strategies
- Schools identified as requiring increased support (31) and intensive support (9) have of a Numeracy and Literacy Coach assigned to work in Grade 6-8 classes to assist with focused intervention strategies in math and literacy
- Each school has identified 1-3 mathematics lead teachers (depending on school size). Each math lead has 5 release days to plan and support the urgent critical learning needs of the school.

New this year:

- Principal Math Instructional Coach to assist Principals in identifying areas of need in mathematics and to plan strategies and professional learning sessions for the staff.
- Fifth Block Primary Literacy Intervention Program (42 schools, increased significantly from last year) was rewritten in the summer to include text and vocabulary to assist with understanding of mathematics and numeracy.
- Small school support (for 33 schools that were too small to receive a Fifth Block Allocation). These schools receive the support of resource teachers to introduce strategies from the Fifth Block program into primary classrooms for students who require literacy and numeracy intervention.
- JUMP math sessions will be planned for Gr 3 and 6 teachers, Principals and Superintendents from the JUMP math pilot schools (14) to unpack EQAO data and identify gaps that need to be addressed in the area of thinking and application mathematics questions.
- Increased and intensive support schools will be receiving Mathology resources to use in Grade 1 and other primary classes

as necessary. Workshops will be offered to support the implementation of this resource.

- Professional learning sessions for Gr 7-8 teachers focusing on refining literacy skills while solving EQAO mathematical questions and
- Professional learning sessions for Gr 7-8 teachers focusing on intervention strategies in mathematics
- Special Services Assessment and Planning Teachers (APTs) will be trained in the use of PRIME. PRIME is a diagnostic tool that helps to identify the phases of development that students go through while learning key math skills, in order to plan next steps. By introducing this to the APTs, they will be able to reinforce the use of this resource with the staff and students with whom they work. This resource was supplied to all schools last year and all math leads were trained in the utilization of this program.

16. **Renewed Math Strategy-Specific PD Initiatives (Secondary)**

The Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board differentiated on the basis of need as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:

- Release days for the Implementation of the learning cycle – Achieving Excellence in Applied Classrooms (AEAC)
- Fall Regional Professional Development Sessions: School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers, technological education teachers) focus on strategies for promoting numeracy across the curriculum and assessment for learning strategies.
- Professional Learning Sessions for grade 9 and 10 Math teachers: Teachers will work collaboratively, on the effective assessment and

analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies.

- Two EQAO sessions in October with focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.
- In-depth analysis of EQAO School Item Information Report (IIR) results takes place (e.g., EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Tracking a Cohort's Achievement, etc.) Schools will address the overall and specific mathematics curriculum expectations identified as critical learning needs of students.

New this year:

- Redistribution of AEAC release days to give more central support to intensive support schools (4) and increased support schools (21) to focus on intervention strategies
- Technological Education teachers will be offered a workshop on numeracy across their specific curriculum area (construction, automotive, communications technology, hospitality, etc.)
- Introduction of Ontario College Math Test Diagnostic and Remediation Online Tool, as part of an Ontario Centres of Excellence \$250 000 grant in partnership between Humber College, TCDSB and Vretta Inc.
- Expansion of the implementation of Numeracy Across the Curriculum for all disciplines (Guidance and numeracy, Pathways and numeracy, etc.)
- The Annual Department Heads Symposium will focus on Culturally Responsive Pedagogy and Assessment for Learning.
- Expansion of grade 9 Applied Math initiative where students have the option to enrol in MAT1L (Locally Developed Math Course) in

Semester One and then MFM1P (Applied Level Math Course) in Semester Two.

17. The K-12 PD plan for 2017-2018 is multi-faceted and has the following components:
- a) PD for teachers in the Early Years Program (**Appendix D**).
 - b) PD for Teachers K-6 in Literacy (**Appendix E**) and Numeracy (**Appendix F**).
 - c) PD for Teachers 7-12 in Literacy (**Appendix G**) and Numeracy (**Appendix H**).
 - d) PD for cross panel professional learning (Student Success Learning Networks) (**Appendix I**).
 - e) PD for School Administrators – Leading Student Achievement (LSA) K-8, Secondary Schools Principals’ meetings 9-12.
 - f) PD for Secondary Schools’ Department Heads and Principals.
 - g) The former Student Success Initiative (SSI) has been replaced with the Ministry of Education’s initiative, “Achieving Excellence in Applied Courses” (AEAC).
 - h) PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care.
 - i) PD for Pathways Planning (7-12) (**Appendix J**).
 - j) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix K**).
 - k) PD for Safe and Caring Schools (**Appendix L**).

18. TCDSB21C will continue to offer professional development through the 21C Innovators program, New Teacher Induction Program, and through the work of various central academic resource departments (such as literacy and numeracy). Regular workshops continue to be offered to support the use of the Growing Success Elementary Report Card and Webmarks for Secondary Teachers. Google Apps for Education will be promoted through departmental and cross departmental Professional Development work. Other areas of focus will include: robotics, coding activities, maker, experiential learning, and Science-Technology-Engineering-Arts-Mathematics (STEAM) related programming.
19. Professional Development will be offered through the Special Education Amount Assistive Technology Team to support staff who work directly with students who receive technology through the SEA grant process.
20. In addition to the above, schools are supported through the School Effectiveness Framework (SEF) - District Review Process.

CONCLUDING STATEMENT

This report is for the consideration of the Board.

TCDSB K to 12 Professional Learning Form 2017-2018 Appendix A

SCHOOL - Prin - Sup	
----------------------------	--

Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	
From the data, what learning conditions will support increased achievement?	

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
If... Then... Statement:	
Learning Goals (related to urgent critical learning need)	
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	
Actions/Interactions (What will we do to meet our goals?)	

TCDSB K to 12 Professional Learning Form 2017-2018 Appendix A

What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	
Strategies to address the needs of students who have an IEP or are ELL	
PD Required for Staff	
Measures/Evidence of Success to be used	
Resources Required (human, material, #code days)	

Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?
- How are all stakeholders involved in the Professional Learning Plan?
- Does the plan build capacity amongst our staff related to student need?
- Are we using high yield instructional strategies? What does research say about this student learning problem?
- Have we increased the amount and quality of learning related to our student need?

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
F. Cifelli	All Saints			15	6		21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.00	133,875.00
F. Cifelli	Father Serra			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.00	
F. Cifelli	Holy Child		11		6	12	29	7,395	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,395.00	
F. Cifelli	Msgr J Corrigan			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.00	
F. Cifelli	Msgr P Johnson					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.00	
F. Cifelli	St Andre	41			6		47	11,985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,985.00	
F. Cifelli	St Andrew	51			6		57	14,535	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,535.00	
F. Cifelli	St Angela	37			6		43	10,965	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,965.00	
F. Cifelli	St Benedict			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.00	
F. Cifelli	St Bernard	48			6		54	13,770	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,770.00	
F. Cifelli	St Dorothy	25			6		31	7,905	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,905.00	
F. Cifelli	St Eugene		13		6		19	4,845	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,845.00	
F. Cifelli	St John The Evan			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.00	
F. Cifelli	St John Vianney			6	6	12	24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.00	
F. Cifelli	St Jude			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.00	
F. Cifelli	St Maurice		10		6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.00	
F. Cifelli	St Roch		12		6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.00	
F. Cifelli	St Simon			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.00	
F. Cifelli	St Stephen		14		6	12	32	8,160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,160.00	
F. Cifelli	Transfiguration			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.00	
F. Cifelli	V John Merlini			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.00	
TOTAL		202	60	83	120	60	525	133,875	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	133,875.00	133,875.0

		<u>RMS - FEW</u> INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME</u> INCREASED SUPPORT 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS -</u> SUPPORTS FOR ALL 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> REVIEW SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
D. Yack	Bishop Allen					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.00	84,660.0
D. Yack	Holy Angels			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.00	
D. Yack	J Card Slipy			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
D. Yack	Mother Cabrini			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	Nativity Of Lord			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
D. Yack	OL Of Peace			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	
D. Yack	OL Of Sorrows			12	6	12	30	7,650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,650.0	
D. Yack	OL Of Victory		22		6		28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
D. Yack	Santa Maria	16			6		22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
D. Yack	St Ambrose			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
D. Yack	St Clement			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
D. Yack	St Demetrius			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
D. Yack	St Elizabeth			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	St Gregory			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
D. Yack	St Josaphat			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	St Leo			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
D. Yack	St Louis			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
D. Yack	St Marcellus		14		6		20	5,100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,100.0	
D. Yack	St Mark			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
D. Yack	the Holy Trinity			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
TOTAL		16	36	106	114	60	332	84,660	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	84,660.0	84,660.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
M. Caccamo	Bl C Di Castello			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	130,050.0
M. Caccamo	D'Arcy Mcgee		10		6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	Imm Conception		17		6		23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
M. Caccamo	JC McGuigan					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	OL Of Assumption		13		6		19	4,845	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,845.0	
M. Caccamo	Regina Mundi			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	St Augustine		17		6	12	35	8,925	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,925.0	
M. Caccamo	St C Garnier				6	12	18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
M. Caccamo	St Charles	31		5	6		42	10,710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,710.0	
M. Caccamo	St Conrad			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	St F De Sales		15		6		21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
M. Caccamo	St Fidelis			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	St Fr Xavier		17		6		23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
M. Caccamo	St Jane Frances		23		6	12	41	10,455	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,455.0	
M. Caccamo	St Jerome			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
M. Caccamo	St Martha		8		6	12	26	6,630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,630.0	
M. Caccamo	St Matthew	41			6		47	11,985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,985.0	
M. Caccamo	St Norbert			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	St Raphael			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
M. Caccamo	St Robert			10	6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
M. Caccamo	St Thom Aquinas		18		6		24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.0	
M. Caccamo	St Wilfrid		22		6		28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
M. Caccamo	Sts Cosmas And D			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
TOTAL		72	160	74	132	72	510	130,050	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	130,050.0	130,050.0

		<u>RMS - FEW</u> INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME</u> INCREASED SUPPORT 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS -</u> SUPPORTS FOR ALL 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> REVIEW SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
P. Aguiar	Bl Sacrament			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	76,245.0
P. Aguiar	Blessed Trinity			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
P. Aguiar	Brebeuf					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	Cardinal Carter Jr				6		6	1,530	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,530.0	
P. Aguiar	OL Of Guadalupe			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
P. Aguiar	OL Of Wisdom			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	Precious Blood			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
P. Aguiar	St A Daniel			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
P. Aguiar	St Agnes			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
P. Aguiar	St Bonaventure			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
P. Aguiar	St Cyril			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	St Edward			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
P. Aguiar	St Gabriel		9		6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
P. Aguiar	St Gerald			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Kateri Tekakwitha			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Kevin		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
P. Aguiar	St Margaret			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	
P. Aguiar	St Matthias			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Monica			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
P. Aguiar	St P Baylon			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
P. Aguiar	St Timothy			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
TOTAL		0	16	115	120	48	299	76,245	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	76,245.0	76,245.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
J. Wujek	Bl Pope Paul		11		6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	78,540.0
J. Wujek	Holy Family			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	James Culnan			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
J. Wujek	Lorretto College					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Wujek	Pope Francis			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Alphonsus			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Anthony			6	6	12	24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.0	
J. Wujek	St Bruno/St Raymond			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Cecilia			11	6	12	29	7,395	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,395.0	
J. Wujek	St Clare			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Wujek	St Helen			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Wujek	St James	13			6	12	31	7,905	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,905.0	
J. Wujek	St John Bosco			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	St Luigi		5		6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	St M Of Angel			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St N Of Bari		21		6		27	6,885	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,885.0	
J. Wujek	St Pius X			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
J. Wujek	St Rita		3		6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Wujek	St Sebastian			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Wujek	St V De Paul			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	Stella Maris			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
TOTAL		13	40	87	120	48	308	78,540	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	78,540.0	78,540.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
J. Shanahan	Annunciation			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	73,440.0
J. Shanahan	Canadian Martyrs			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Holy Cross			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	Holy Name			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Holy Rosary			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Notre Dame					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	OL Of Lourdes			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
J. Shanahan	OL Of P Help			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St Anselm			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St Brigid			10	6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
J. Shanahan	St Catherine			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Denis			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	St Fr Of Assisi		5		6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
J. Shanahan	St Isaac Jogues			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St John (Tor)			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Shanahan	St John XXIII		14		6	12	32	8,160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,160.0	
J. Shanahan	St Joseph		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Shanahan	St Mary			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	St Michael			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Michael C Jr			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Paul			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
TOTAL		0	26	94	120	48	288	73,440	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73,440.0	73,440.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
K. Malcolm	Bl Pier Giorgio Frassati			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	73,185.0
K. Malcolm	Divine Infant			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	Ep.of OL C.Acad			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
K. Malcolm	Holy Spirit			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	Mary Ward					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
K. Malcolm	Our L Of Grace			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
K. Malcolm	Prince Of Peace			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	Sacred Heart			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
K. Malcolm	St Aidan			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Albert			7	6	12	25	6,375	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,375.0	
K. Malcolm	St Barnabas			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Bartholomew			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Bede			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Columba		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	St E Seton		5		6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Florence			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St G Lalemant			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Henry			4	6	12	22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
K. Malcolm	St I Of Loyola			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Lawrence			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	St M Bourgeoys			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Rene Goupil			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Sylvester			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
TOTAL		0	12	83	132	60	287	73,185	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73,185.0	73,185.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
S. Campbell	Cardinal Leger			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	83,895.0
S. Campbell	Im Heart of Mary			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
S. Campbell	OL Of Fatima			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
S. Campbell	St Agatha			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
S. Campbell	St Barbara		10		6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
S. Campbell	St Boniface			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
S. Campbell	St Brendan			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
S. Campbell	St Dominic Savio			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St Dunstan			4	6	12	22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
S. Campbell	St E Campion			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St J De Brebeuf			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St Joachim			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St M De Porres			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Malachy			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Maria Goretti			16	6		22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
S. Campbell	St Nicholas		12		6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
S. Campbell	St Richard			7	6	12	25	6,375	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,375.0	
S. Campbell	St Rose Of Lima			8	6	12	26	6,630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,630.0	
S. Campbell	St Th Shrine			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
S. Campbell	St Thomas More			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Ursula		8		6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
S. Campbell	St Victor			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
TOTAL		0	30	119	132	48	329	83,895	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83,895.0	83,895.0
COMPLETE TOTAL		303	380	761	990	444	2,878	733,890	0	0	0	0	0	0	0	0	0	733,890	733,890

Professional Learning (PL) Reconciliation Form

2017–2018

SCHOOL NAME		Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name:
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The Ministry of Education requires a report back on funds allocated to schools for professional learning activities. This form is a monitoring tool that central staff will use for describing the evidence of learning in our schools. Please complete the form to describe the professional learning you provided to your staff to address your student learning needs.

Professional Learning (PL) Session Date:

Name of teachers participating in the PD session	Grade for each teacher	Code used	Occasional Teacher provided (yes/no)
1.			
2.			
3.			
4.			
5.			
6.			

URGENT CRITICAL NEED	<i>Explain ...what are the student learning problems we need to solve?</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
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If... Then... Statement:	
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Focus of this particular PL session for staff (attach agenda)	
How will the PL provided support your school's urgent critical learning need?	
Next steps	

Please send the completed copy to your Area Superintendent with a copy to G. Iuliano Marrello (Secondary) & L. DiMarco (Elementary)

TCDSB Early Years Professional Learning Plan 2017-2018

BLIP Area of Focus	Initiative/Subject	Details	Grade	# Schools	# Teachers	# Days	Responsibility	Time Lines
Curriculum, Teaching and Learning	Mindsets and Mathematics Across the Grades K-3 Curriculum Leadership and Innovation Funding	In this PLC, educators will develop their understanding of math concepts and explore strategies to support numeracy learning across the grades. Educators will deepen their understanding of play-based pedagogy to support the learning trajectory in mathematics and the developmental continuum of learning across the grades. This year we will expand the group to include new members as we continue to build capacity.	K-3	12	17 Teachers 7 DECES	3	Early Years Lead Teacher/Numeracy and Literacy Resource Teachers	January-May 2018
Curriculum, Teaching and Learning and School and Classroom Leadership	New to SK/1 Early Years as per Ministry Transfer Payment Agreement with Curriculum Leadership and Innovation	In partnership with the French Department, this PLC series will support French Immersion and English SK/1 teachers. Teachers will focus on learning through inquiry in a play-based environment for both grades. We will explore pedagogical approaches that support learning across the developmental continuum.	SK/1	30	30 teachers	3	Early Years Lead Teacher/French/Literacy/Numeracy	Oct 2017-Jan/April 2018

Early Years Professional Plan 2017-2018

Nurturing Our Catholic Community and Student Engagement, Mental Health and Well-Being and Curriculum, Teaching and Learning	EDI - Using Data to Plan Next Steps (Funding already provided by Ministry)	Using a CI approach, 12 EDI focus schools will explore their EDI transition data) as well as the contextual data of their schools. We will consider the question: How are we ready for our students? Schools will consider next steps to support their vulnerable students. Community partner involvement includes Child Care, PFLC, and OEYC.	K,1,2,3	12	Up to 60 Teachers 24 DECEs	3	Early Years Lead Teacher/Literacy	Oct/Nov/Dec 2017
Nurturing Our Catholic Community and Student Engagement, Mental Health and Well-Being and Curriculum, Teaching and Learning	EDI - Collection Cycle Ministry to fund	This professional learning will provide guidance as teachers enter an EDI collection cycle.	K	168	Approx. 400-450 Teachers	1 day or online (TBA)	Early Years Lead Teacher/Literacy	Feb/Mar. 2018
Curriculum, Teaching and Learning	Pedagogical Leadership Series Early Years as per Ministry Transfer Agreement	This Year 1 PLC series will delve deeper into what it means to be a reflective learner/educator. Taking a learning/inquiry stance educators will explore through documentation and research on inquiry and play-based learning, how do we transition this learning to Grade 1 and 2 educators. Using the new Mathology resource, we will engage in a Collaborative Inquiry	1-2	5 schools	6 Teachers	3 days	Early Years Lead Teacher/Literacy / Numeracy	December 2017- May 2018

Early Years Professional Plan 2017-2018

		looking at numeracy through the lens of play. We'll explore how we can engage families and colleagues in understanding that play is developmentally appropriate for K-3 students? And importantly, how might we build capacity for play-based pedagogy across the Early Years?						
Curriculum, Teaching and Learning	New to Kindergarten Curriculum Leadership and Innovation	Teachers new to Kindergarten will explore the four frames of the Kindergarten Program 2016, develop their understanding of play-based pedagogy , the role of pedagogical documentation and the new Communication of Learning reports.	K	Up to 30	30	1 day	Early Years Lead Teacher/Literacy / Numeracy	November 2017

TCDSB K-6 LITERACY PROFESSIONAL LEARNING PLAN 2017-2018									
Initiative Goal BLIP Goal	Initiative/ Goals	Initiative/ Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility/Cost	Time Lines
Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Support schools in the implementation of literacy strategies and structures to address numeracy goals, as identified by schools	Support for individual schools as requested by principal and SIT teams	<ul style="list-style-type: none"> Meet with local school improvement teams to assess literacy needs to address numeracy goals Work with teams to create and implement a plan for improving numeracy skills through literacy strategies and structures 	1-8	As required	As required	Up to 12 per school	Area Literacy Resource teachers	Ongoing
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Support teachers in the implementation of literacy strategies & structures to address numeracy goals	Supporting Numeracy through Literacy	<ul style="list-style-type: none"> 2 day workshop for teachers 	K-8	As required/requested	30 teachers per session x 2 sessions per group- 4 total sessions (1 east location, 1 west location)	120 days	Literacy Resource Team, Math Resource Team	January 2018

Curriculum Teaching & Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Self-selected PD opportunities	Reading for the Love of It	<ul style="list-style-type: none"> Provide release day for one teacher from each elementary school 	7-8	All schools	One teacher per school - Funded by Student Success	Voluntary	Funded by Student Success	February 2018
Curriculum Teaching & Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Self-Directed PD	Building Professional Learning Communities Educator initiated PD	<ul style="list-style-type: none"> Provide 2 release days per teacher for self-identified professional learning with Resource team teachers apply for codes 	K-12	All schools	As required	As required	Literacy Resource Team	Ongoing
Curriculum Teaching & Learning/ Student Engagement/ Assessment for/as/of learning	Curriculum & assessment support	Supporting identified small schools that did not qualify for 5th Block	<ul style="list-style-type: none"> Supporting interested primary educators in reading workshop and evidence informed strategies, on a voluntary basis 	K-3	33 Identified schools	voluntary participation	8 - 10 sessions per school	Literacy Resource Team, 5th Block Mentors	Oct 2017 - Jan2018 and Feb. 2018 -June 2018
Curriculum Teaching & Learning/ Assessment for/as/of learning	Bi-monthly communication to educators	E-news update on Literacy	<ul style="list-style-type: none"> Supporting TCDSB educators with monthly communications on Twitter and email to share information and news 	K-12	all	all	all	Literacy Resource Team	Beginning January

Curriculum Teaching & Learning/ Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	LitCamp: <i>Literacy is more than reading!</i>	Exploring new literacies	Ed camp format <ul style="list-style-type: none"> keynote speaker various breakout rooms - ignite talks to introduce topics - teachers choose based on interest parking lot system will allow for feedback and new topics/interests to be recorded 	K-12	all	all	2 days x 6 teacher presenters= total 12 code days	Literacy Resource Team and Volunteer support from other departments	One Saturday in February
Curriculum Teaching & Learning/ Staff Engagement & Well-being	Literacy Professional Learning Communities	voluntary after school sessions, based on need	<ul style="list-style-type: none"> after school sessions to be offered - topics will be based on need (input from teachers) groupings of Areas 1-4 and Areas 5-8 Possible Topics: assessment, literacy framework, collaborative learning group, small group instruction 	K-8	all	all	N/A	Literacy Resource Team	Ongoing
Curriculum Teaching & Learning/ Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	Refocusing Literacy	Provide literacy based professional learning	<ul style="list-style-type: none"> 3 full-day sessions 1 each for Kindergarten, Primary, Junior and Intermediate voluntary consideration given to RMS schools identified by the ministry 	k-8	all	voluntary participation	30 teachers at each session	Literacy Resource Team	November 2017 - February 2018

Curriculum Teaching & Learning/ Staff Engagement & Well-being Assessment for/as/of learning	Building Capacity with Literacy Reps	Provide literacy based professional learning	<ul style="list-style-type: none"> 1 full day PD for literacy reps (4 sessions - area $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$ reps) building capacity with elementary Literacy Reps to bring information back to staff and build capacity literacy reps for each school are voluntary 	K-8	all	1 per school	1 - 2 per school 170 elementary schools	Literacy Resource Team	January - March 2018
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TCDSB K - 6 NUMERACY PROFESSIONAL LEARNING PLAN 2017-2018

Goals	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Time Lines
Mathology Implementation Introduction to the Pearson resource – Grade 1 Activity Kit and Grade K-3 mini-books.	Grade1 and other primary teacher(s) (increased and intensive support schools)	2 Sessions – Day 1 in October and Day 2 in November	Primary only	40	120	120x2 = 240	Math Resource	Oct-Nov 2017
JUMP Pilot Follow-up Review and unpack research data collected	Grade 3 and Grade 6 teacher (1 of each from each Pilot school)	One session in November	Grade 3 and 6 Teachers only	14	2	14x2 = 28	Math Resource	Nov 2017
Co-constructing PD opportunities with principals to meet the urgent critical needs cited in the PLP	Schools' PD Plan	TBD	As determined by school	168	N/A	0	Math Resource	Oct 2017

TCDSB K - 6 Mathematics Professional Learning Plan 2017 - 2018

APPENDIX F

Support during implementation of Schools' PD plan	Schools' PD Plan	TBD	As determined by school	168	TBD	0	Math Resource	Nov 2017 – May 2018
Develop math content and pedagogical knowledge	After School Learning Sessions/Online	Learning focus identified by host school	K to 6	As requested by staff	TBD	NA	Math Resource	Dec 2017 to April 2018
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership for Principals and Vice Principals	Focused learning session on topics addressed in PLP	N/A	K-8 meetings as requested by superintendents	n/a	n/a	Math Resource	Sept 2017 to June 2018
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math PD for Math Leads of the Intensive Support Schools	OAME2018 Annual Conference - Humber College North Campus	K-8	9 schools	25 elementary teachers	25 x 2 = 50 days	Math Resource	May 2018
Develop knowledge of PRIME with APT's	Encourage use of PRIME within schools particularly for Spec Ed students	use of the diagnostics to identify student levels and develop IEP's	APT's			n/a	Math Resource	October/November 2017

LITERACY 7-12 2017-2018
TCDSB PROFESSIONAL LEARNING PLAN

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# of Schools	# of Teachers	# of days	Responsibility	Timeline
School and Classroom Leadership/ Assessment for/as/of learning	Support schools develop literacy plan	Data Review for Literacy Teams <ul style="list-style-type: none"> Schools select one of the two days to attend Literacy Leads, Special Education Department Heads, one other staff and an Administrator Schools submit Literacy Plan via e-mail to Literacy Resource Teachers Continue work on goals through Student Success Regional meetings Survey of Literacy needs to determine future PD foci 	9– 12	32	150	150	Secondary Literacy and Research Teams	Sept
School and Classroom Leadership/ Curriculum Teaching and Learning/ Assessment for/as/of learning	Days to help schools implement literacy plan as outlined in PLP	Support for local Literacy Teams <ul style="list-style-type: none"> Meet with local school Literacy Teams to provide support that is targeted to local needs Work with teams to create and implement a plan for literacy 	9-12	32	As required	Up to 12 per school 12x33 =396	Secondary Literacy team	Ongoing
School and Classroom Leadership	Support Administration of OSSLT	Teachers supporting OSSLT administration <ul style="list-style-type: none"> Release days to support local school communities 	9-12	32	As required	Up to 4 per school 4 x 33 = 132	Local School Principal & Secondary Literacy	March
Curriculum Teaching and Learning/ Student Engagement	Provide literacy based professional learning	Literacy Professional Development for Secondary Teachers <ul style="list-style-type: none"> Possible topics: Reading-Writing Workshop, Culturally Responsive Pedagogy, Understanding Implicit information in Multiple Choice Questions 	9-12	32	40 X4 sessions	4 x 40= 160	Secondary Literacy team	Ongoing Throughout the year

Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Develop cross panel learning conversations through educator inquiry	Grade 7 – 9 Literacy Learning Series, focus on Collaborative Inquiry <ul style="list-style-type: none"> Teachers sign up for three part series to engage in job embedded Professional Learning Topics developed based on needs identified by our teachers last year (exit slips, feedback forms) 	7-9	various	150	30 teachers x 3 days = 90 90 X 5 sessions = 450 release days	Secondary and Elementary Literacy	Oct-Dec
Staff Engagement and Well Being/ Student Engagement	Self-Selected PD	Reading for the Love of It <ul style="list-style-type: none"> Provide release day for one teacher from each elementary and two teachers from each secondary school to attend Conference cost also covered (Secondary) 	7-12	All	250	66 secondary + 176 elementary = 242	School Principal	Feb
Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Professional Development for teachers new to Secondary English	Supporting teachers of Secondary English <ul style="list-style-type: none"> Unpacking English curriculum 1 full day session 	9-12	32	40	40	Secondary Literacy	Sept
Curriculum Teaching & Learning/Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	LitCamp: <i>Literacy is more than reading!</i>	Ed Camp format <ul style="list-style-type: none"> keynote speaker various breakout rooms - ignite talks to introduce topics - teachers choose based on interest parking lot system will allow for feedback and new topics/interests to be recorded 	K-12	all	all	2 days x 6 teacher presenters - total 12 code days	Literacy Resource Team and Volunteer support from other departments - Teacher Presenters	One Saturday in February

Curriculum Teaching and Learning/ Assessment for/as/of learning	Literacy Leads PLC	<ul style="list-style-type: none"> ● Literacy Leads invited to participate in discussion/PD around targeted feedback from literacy leads and identified areas of need ● Work with literacy leads to create and implement a cross curricular plan for literacy ● 4 meetings per year 2:00- 4:00pm 	9-12	32	64	n/a	Secondary Literacy team	Oct Dec Feb. May
Curriculum Teaching and Learning/ Assessment for/as/of learning	English Department Heads PLC	<ul style="list-style-type: none"> ● English Department Heads invited to collaborate on best practices, curriculum, resources, etc. - topics based on feedback from participating EDHs ● 4 meetings per year 2:00 - 4:00 pm 	9-12	32	32	n/a	Secondary Literacy team	Oct Dec Feb. May
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Supporting Numeracy Through Literacy	Support for Secondary teachers How does improved literacy in all subject areas improve achievement in Numeracy? Example: If math teachers understand and use literacy strategies in their mathematics classrooms, then mathematics achievement will improve. (2 sessions: one East, one West)	9-12	32	64	128	Literacy & Math Teams	March
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Supporting Numeracy Through Literacy	Support for Grade 7 - 8 teachers How does improved literacy in all subject areas improve achievement in Numeracy? Teachers will be given strategies to understand and use literacy strategies in their mathematics classrooms, then mathematics achievement will improve.	7-8			Reflected in Numeracy Plan	Literacy & Math teams	November
Staff Engagement and Well Being/ Student Engagement	TinLids Visit English Department Heads and Teacher Librarians	Visit to Tinlids (<i>official vendor of Forest of Reading</i>) with book-talk - 2:00 - 4:00pm <ul style="list-style-type: none"> ● 1 team of EDH & TL from each school may sign-up for one of 2 sessions 	9-12	32	32	n/a	Secondary Literacy Team	October

School and Classroom Leadership	Teacher Librarian Meeting	Teacher Librarians organize meetings, set an agenda, and facilitate discussion	9-12	32	32	n/a	Teacher Librarians	TBD by Teacher Librarians
Staff Engagement and Well Being/ Student Engagement		Literacy Resource Teacher to attend						

NUMERACY 7-12 2017-2018
TCD SB PROFESSIONAL LEARNING PLAN

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# of schools	# of teachers	# of Days	Responsibility	Timeline
<p>Initiative: Renewed Mathematics Strategy: A Targeted Approach to Supporting Mathematics Learning, Teaching and Leading.</p> <p>Goal:</p> <ul style="list-style-type: none"> - Reducing the learning gaps in grade 9/10 Applied Mathematics and creating a culture of high expectations that supports the belief that all students can learn, progress and achieve excellence. - Develop, promote and implement engaging effective professional learning sessions to address needs of students with learning disabilities and students taking compulsory courses in grade 9 and 10 Applied Mathematics - Transforming culture; optimizing conditions for teaching, leading and learning; and investing in and building upon professional capacity <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Curriculum Teaching and Learning - Student Engagement - Mental Health and Well-Being - School and Classroom Leadership - Assessment for, as, and of learning 	<p>Initiative: Renewed Mathematics Strategy</p> <ul style="list-style-type: none"> - Intensive support for FEW Schools (4) - Increased Support for SOME Schools (21) - Support for ALL Schools (32) <p>Through the use of differentiated instruction and collaborative inquiry, the math department will provide meaningful, focused support and professional development for Numeracy Teams to build capacity with school teams by:</p> <ul style="list-style-type: none"> - Diagnostic and formative assessment practices that address the needs of grade 7-10 students - Interventions to support the learning styles of applied level learners - Implementation of precise, timely descriptive feedback that informs the learning goals aligned to curriculum expectations - Varied and frequent opportunities to refine students learning skills while engaged in rich problem solving tasks. 	<ul style="list-style-type: none"> - The focus will be on the strengths and needs of students with learning disabilities and students taking compulsory courses in grade 9 and 10 Applied Mathematics. - Professional learning sessions will be with Numeracy School Teams receiving Intensive and Increased Support from Ministry of Education in 2017/2018 - In these professional learning sessions, working collaboratively, teachers will focus on the effective assessment and analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies. Increased and Intensive Support Schools will be invited to participate in two sessions. Intensive Support Schools will be invited to attend an additional session focusing on intervention strategies in response to identified student needs. <p>Intensive Support for FEW Schools (4): $(4 \text{ schools}) \times (4 \text{ teachers}) \times (3 \text{ days}) = 48 \text{ days}$</p> <p>Increased Support for SOME Schools (21): $(21 \text{ schools}) \times (4 \text{ teachers}) \times (2 \text{ days}) = 42 \text{ days}$</p> <p>Ministry RMS Sessions (In person and virtual sessions) for Intensive and Increased Schools.</p>	<p>9/10</p> <p>9/10</p> <p>9/10</p>	<p>4</p> <p>21</p> <p>25</p>	<p>16</p> <p>84</p> <p>100</p>	<p>48</p> <p>168</p> <p>Days will be taken from other allocation (code 94)</p>	<p>Numeracy Team</p>	<p>Sept. 2017 to June 2018</p>

<p>Initiative: EQAO Grade 9 Assessment Analysis and Teaching Strategies</p> <p>Goal: Develop an understanding of the mathematics program, and planning instruction in relation to: Ontario Mathematics Curriculum, EQAO Grade 9 Assessment, practices and board improvement goals (i.e., LG, SC, DF, assessment for, as and of learning)</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Assessment for, as, and of learning - Increasing Student Engagement - Curriculum Teaching and Learning - Staff Engagement and Well-Being 	<p>Initiative: EQAO Grade 9</p> <ul style="list-style-type: none"> - Provide support in collecting and analyzing data to improve student achievement - Identify with precision the learning needs of students. <ul style="list-style-type: none"> - The Numeracy Team will provide a “Grade 9 EQAO Analysis by Strands & Specific Expectations” that is created on the basis that all EQAO questions are written to specific curriculum expectations, and that in any three-consecutive years, 85% of specific expectations are covered - Assist teachers in understanding how gathering student information and analyzing it can be used as part of the school improvement learning plan (SLIP), school's transition planning, and narrowing students' confidence and achievement gaps. - Understanding how the assessment process is integral to gathering information about what students already know and can do, so that the unique learning needs of students at any level and grade can be met. - Ensuring that the teaching and learning environment is inclusive and reflects individual student needs, strengths and learning styles. - Support teachers in using a variety of diagnostic assessment tools to identify students at risk. 	<ul style="list-style-type: none"> -Two day EQAO sessions focused on organization, planning, teaching and assessment strategies in preparation for grade 9 EQAO Assessment of Mathematics. - 4 sessions with 20 to 25 teachers per session, who are currently teaching grade 9 Applied or Academic Math. <p>(32 schools)x(2 teachers)x(2 days) = 128</p> <ul style="list-style-type: none"> - An in-depth analysis of EQAO school results (e.g. EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Item Information Reports, Tracking a Cohort's Achievement, etc.) -Using EQAO Data Information Items (DII) and Item Information Reports (IIR), the Numeracy Team identifies the questions with the lowest score, together with the overall expectation, in every strand for all schools. This resource also shows the trend by the average rate of change per year. - The “Grade 9 Applied EQAO Analysis by Strand & Specific Expectations” will assist schools in planning teaching and assessment strategies to help prepare students for grade 9 EQAO Assessment. -Teachers identify the specific expectation of questions and anticipate possible students' solutions and possible errors/misconceptions. Teachers pinpoint what students need to know and do mathematically to achieve that specific expectation. - A critical analysis of incorrect multiple choice answers is facilitated to identify the student strengths and areas for improvement. Teachers use this information to reflect and refine their instructional teaching practices. - Teachers examine how the results inform their instructional strategies and how they 	9	32	64	128	Numeracy Team	Oct 2017, Feb 2018
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		link with their School Improvement Learning Plan (SLIP) and share their learning with their school communities.						
<p>Initiative: Collaborative Inquiry in Mathematics</p> <p>Goal: Develop and implement productive classroom discourse using Professional Learning Processes</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Staff Engagement and Well-Being - School and Classroom Leadership - Curriculum Teaching and Learning - Nurturing our Catholic Community - Assessment for, as, and of learning 	<p>Initiative: Collaborative Inquiry in Mathematics</p> <ul style="list-style-type: none"> - Support teachers in designing their own local inquiry based learning with the use of “If and Then” statements - Support teachers in using problem solving as the central approach to teaching/learning mathematics - Support teachers in developing a growth mindset - Encourage teachers to focus on creating a positive classroom environment for discussions that motivate students' thinking and clarify their reasoning 	<p>- Collaborative inquiry/study sessions involving groups of teachers from grade 7-12</p> <ul style="list-style-type: none"> – Sessions could be local school level (math teachers from the same school), board level (math teachers or groups from different schools), or cross-panel (math teachers from grades 7-10) - Sessions will be facilitated by the Numeracy Team in collaboration with Numeracy Leads and/or Math Department Heads - 3 days per group, 30 teachers x 4 groups = 360 <p>Collaborative Inquires will focus on the following:</p> <ul style="list-style-type: none"> - MAT1L to MFM1P pre-applied pathway (Gr. 9) (5 schools)x(4 teachers)x(3 days) = 60 - Supporting Numeracy in Technology (Gr. 9-12) (32 schools)x(1 teachers)x (3 days) - Providing enrichment opportunities for STEM Schools (Gr. 9-12) (4 schools)x(2 teachers) x (3 days) =12 - Focused interventional strategies in response to schools' urgent critical needs as identified through classroom achievement and EQAO IIR Data (Gr. 7-8 Intense Schools) (9 schools)x(2 teachers)x(3 days) =54 	<p>9</p> <p>9-12</p> <p>9-12</p> <p>7/8</p>	<p>5</p> <p>32</p> <p>4</p> <p>9</p>	<p>20</p> <p>32</p> <p>8</p> <p>18</p>	<p>60</p> <p>96</p> <p>32</p> <p>54</p>	Numeracy Team	Oct 2017 to May 2018
<p>Initiative: AEAC – Achieving Excellence in Applied Courses</p> <p>Goal: Support development of on-going assessment opportunities that are clearly aligned with curriculum</p>	<p>Initiative: AEAC – Achieving Excellence in Applied Courses</p> <ul style="list-style-type: none"> - Support building a common understanding and implementing balanced mathematics instruction by 	<p>- The professional learning is focused and precise in building capacity as well as being closely aligned with other Student Success and Ministry initiatives (The School Effectiveness Framework, Growing Success, Differentiated Instruction (DI), The Professional Learning Cycle for Collaborative Inquiry, The Leadership</p>	<p>9/10 Applied Math</p>	<p>33</p>	<p>33</p>	<p>Days will be taken from other banks (code 94)</p>	Numeracy Team	Ongoing Sept 2017 to May 2018

<p>expectations, and gap closing strategies that are identified and implemented in Applied courses</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Assessment for, as, and of learning - Increasing Student Engagement - Staff Engagement and Well-Being - Curriculum Teaching and Learning - Nurturing our Catholic Community 	<p>focusing on mathematics concepts to narrow the gap in student achievement</p> <ul style="list-style-type: none"> - Support connecting Big Ideas, Curriculum Expectations, Success Criteria and Descriptive Feedback in mathematics classes - Focus on co-teaching strategies to support school improvement efforts to build capacity and reduce achievement gaps 	<p>Framework – Core Leadership Capacities, LSA, SIM)</p> <ul style="list-style-type: none"> - Ongoing local and schools group sessions to enhance instructional practices in the classroom to raise the level of student achievement - Sessions focus on addressing the needs of students in the applied math program - Teachers will make use of resources (e.g., Ontario Numeracy Assessment Package (ONAP 9), Gap Closing, etc.,) to create pre and post assessments 						
<p>Initiative: Cultivate and Develop Math Leadership (Dept. Heads/Numeracy Leads)</p> <p>Goal: Cultivate and continuously develop strong leadership and a high-quality of teaching professionalism in mathematics</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - School and Classroom Leadership - Increasing Student Engagement - Staff Engagement and Well-Being - Curriculum Teaching and Learning 	<p>Initiative: Cultivate and Develop Math Leadership</p> <ul style="list-style-type: none"> - Through differentiated instruction, develop math content and pedagogical knowledge within the context of school and regional leadership. 	<ul style="list-style-type: none"> - Learning session focused on math leadership strategies that include: analyzing data (school achievement and EQAO Data) to identify student needs and to inform school planning, assessment for learning, culturally responsive pedagogy and monitoring student achievement - Support differentiated professional learning with math heads and numeracy leads that includes co-planning, co-learning co-teaching and the collaborative analysis of student work to inform next steps and improve student engagement and achievement <p>33 schools x 2 teachers x 3 days = 198 days</p>	9-12	33	66	198	Numeracy Team	Sept 2017 Feb 2018 May 2018
<p>Initiative: Focused Learning Sessions</p> <p>Goal: Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using focused learning sessions.</p>	<p>Initiative: Focused Learning Sessions</p>	<ul style="list-style-type: none"> - Teachers will sign-up to attend these learning sessions. <p>Sessions will be focused on various topics:</p> <ol style="list-style-type: none"> 1. Supporting Numeracy through Literacy (2 part session, East and West) 25 teachers x 2 sessions x 2 areas = 100 2. Supporting Special Education Students 	<p>7/8</p> <p>7-10</p>	<p>N/A</p> <p>N/A</p>	<p>25</p> <p>25</p>	<p>100</p> <p>100</p>	Numeracy Team	Oct 2017 to May 2018

BLIP Goals - Assessment for, as, and of learning. - Staff Engagement and Well-Being - Curriculum Teaching and Learning - Increasing Student Engagement		in Mathematics (2 day session, East and West) 25 x 2 sessions x 2 areas = 100 3. Promoting well-being in mathematics (1 session, East and West) 25 teachers x 1 sessions x 2 areas	7/10	N/A	25	50		
Initiative: SSLN-Student Success Learning Network Goal: Promote cross-panel learning through collaboration between teachers, professional development pertaining to Numeracy and 21 st Century Learning, as well as student engagement and achievement. BLIP Goals - Assessment for, as, and of learning - School and Classroom Leadership - Curriculum Teaching and Learning - Nurturing our Catholic Community	Initiative: SSLN-Student Success Learning Network - Sessions may include the following topics: Developing a growth mindset in mathematics classes, analyzing data (EQAO, CAT4 scores), implementing high quality math instruction, assessment and evaluation, trajectory of math content, cross-panel co-planning of math lessons	- If students, teachers, and principals understand and actively participate in their cross-panel SSLN learning sessions, then improvement in student achievement in mathematics will be ongoing and lasting through elementary, high school, and beyond. 32 SSLN groups x 20 teachers x 3 sessions = 1920	7-10	198	640	1920	Secondary and Elementary School Principals Numeracy Team	Oct 2017- May 2018
Initiative: Math Technology Learning Sessions Goal: Develop strategies to utilize technology to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement BLIP Goals: - Increasing Student Engagement - Curriculum Teaching and	Initiative: Math Technology Learning Sessions - Integrating technology with pedagogy - Alignment of technology use with school goals - Establishing/sharing promising practices with the use of technology through teacher collaboration	Through a culture of learning, teachers will: - Use different technology to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement. - Develop precision in using instructional strategies (e.g., three-part lesson, questioning, exit survey, etc) and mathematics resource materials to improve students' conceptual understanding and strategic competence of mathematics. - Develop a better understanding of					Numeracy Team	Oct 2017- May 2018

Learning - Staff Engagement and Well-Being - School and Classroom Leadership		assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement - Develop strategies for using technology, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement - 30 teachers per session x 2 sessions per group x 4 groups = 240 days and 120 teachers	7-10	33	120	240		
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2017-2018 SSLN ALLOCATION - CODE 83

SUPERINTENDENT	SCHOOL	SECONDARY ENROLMENT	ELEMENTARY ENROLMENT	NUMBER OF ELEMENTARY SCHOOLS IN SSLN	SSLN DAYS ALLOCATION	DAYS USED	BALANCE	SUPERINTENDENT ALLOCATION
FLORA CIFELLI	Father Henry Carr	897	2,440	6	68		68	50
	Msgr. P. Johnson	983	3,230	7	70		70	
	St. Basil	1,300	3,222	6	94		94	
DOUG YACK	Bishop Allen Academy	1,622	2,538	6	95		95	55
	Michael Power/St. Jos	1,949	3,052	7	130		130	
	Father John Redmond	1,192	1,315	4	75		75	
	Archbishop Romero	745	1,546	3	50		50	
MICHAEL CACCAMO	Chaminade College	907	2,358	4	65		65	45
	JC McGuigan	813	2,573	5	65		65	
	Dante Alighieri	916	2,805	7	95		95	
	Madonna	727	2,609	6	65		65	
PETER AGUIAR	Brebeuf College	962	684	4	65		65	45
	St. Joseph Morrow Park	473	684	7	40		40	
	Cardinal Carter	661	2,234	7	70		70	
	Loretto Abbey	964	2,442	5	70		70	
	Marshall McLuhan	1,073	1,492	4	75		75	
J. WUJEK	Bishop Marrocco	817	2,432	11	90		90	30
	St. Mary's Secondary	622	1,699	5	50		50	
	Loretto College	465	2,515	6	70		70	
J. SHANAHAN	Notre Dame	663	1,414	5	55		55	40
	St. Joseph College	808	1,737	5	60		60	
	St. Patrick	768	1,532	5	50		50	
	Senator O'Connor	1,415	1,526	5	80		80	
	St. Michael's Choir	90	171	1	15.0		15	
K. MALCOLM	Francis Libermann	917	1,206	6	65		65	40
	Mary Ward	1,065	1,472	7	75		75	
	St. Mother Teresa	446	1,699	8	60		60	

	Jean Vanier	923	2,062	5	75		75	
SHAWNA CAMPBELL	B. Cardinal Newman	1,104	2,601	7	90		90	40
	St. John Paul 11	1,352	1,909	5	95		95	
	Neil McNeil	825	2,052	5	75		75	
V. BURZOTTA	Msgr. Fraser	1,110		-	70		70	10
		29,574.00	61,251.00	174.00	2,267.0		2,267	356

TCDSB PATHWAYS: PROFESSIONAL LEARNING PLAN 2017-2018

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# Schools	# Teachers	# of Days	Responsibility	Timeline
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Support for potential new SHSM applications	Meet with school teams to increase capacity for preparing a school application for a new SHSM program including local coaching meetings	11, 12	10	3 per school	30	SHSM team	Sept-December
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM planning day for newly approved programs	School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for following year	11, 12	8	4 per school	32	SHSM team	May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) New lead teachers symposia	Generally ministry-run and supported -	11, 12	10	2 per school	20	SHSM team	May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM symposium for all existing programs	Full day learning session; sharing of best practices; Capacity building co-learning activities; Team-building opportunities to support cohesion within school teams	11, 12	29	4 per school (multi programs in some schools)	110	SHSM team	September
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) SHSM: Ongoing, school based team meetings	School-embedded review and support meetings aimed at building capacity and sustainability	11, 12	12	4	48	SHSM team	Sept-June

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) SHSM myBlueprint planner teacher in-service	SHSM school teams will be supported through professional learning sessions regarding tracking and monitoring of SHSM students through to graduation using myBlueprint as a tool.	11,12	15	15	15	SHSM team	Oct-April
Home, Parish, School and Community Partnerships Ensure that processes are in place to establish community partnerships	4) SHSM: SPCC SHSM New Policy	Program leads working through SPCC new policy with SHSM school Teams YEAR 1 implementation Professional Learning Ministry SHSM - 3 year plan Visioning Leadership Conference	11,12	28	56	112	SHSM team	September – May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) Dual Credit Sessions for SS Teacher	Meet with Secondary School teachers to increase capacity for identifying potential dual credit and SWAC students in their school communities	11-12	32	65-70	32	SHSM team and Dual Credit Teacher	Sept - May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Guidance Professional Learning/Trillium Training for teachers new to guidance	Joint efforts with Pathways and Trillium team to help build capacity in teachers new to the guidance role	9-12	Varies	15	30	Guidance Resource Teacher	Sept/Oct
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) On-going learning with Guidance Department Heads	Areas of focus; issues of concern; Trillium compliance; co-development of implementation plans for CPS	9-12	32 with Fraser Guidance leads/Sec + International	1 per school	8 meetings	Guidance Resource teacher	October-June

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Perspectives on Pathways 1-day Conference for counselors /co-op teachers/ student success teachers interested in building capacity in the role – Pathways and Student Success Professional Learning	Areas of focus: aspects of the guidance role-transcript review; Credit Counselling Summaries; credit substitutions; SHSM, OYAP, Dual Credits, Co-op coding, scheduling, OnSIS related topics etc...	9-12	32	100	100	Pathways / Trillium Teams	September
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<p>All schools will have a common understanding of assessment for, of, and as learning so that within each classroom learning goals, co-constructing of success criteria and descriptive feedback will be used to support student learning.</p> <p>Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning</p>	1) Pathways - Gr 10	Professional learning and sharing day for teachers of Career Studies (GLC20)	10	32	60	60	Guidance Resource and Pathways team	Spring
<p>Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning</p>	2a) Pathways- Grades K-6	<p>Half-day sessions for grades K-6 teachers:</p> <p>Continuation of CPS Policy and the Implementation All About Me Portfolio; Using the AAM TCDSB Resource and myBlueprint training</p>	K-6	167	100	50	Guidance Resource and Pathways Team	Oct - Feb

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Elementary Guidance Professional Learning Meetings		K-8	0	12 counsellors	0	Guidance Resource (No Teacher release required)	Sept-June
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) My Blueprint learning sessions for new school staff in preparation of on-line course selection for grade 8 to 9	School counselors, administrators, and other staff to build capacity in supporting students with online course selections and educational plans Concentration on myBlueprint counselling tools	7-12	Open to all Elementary and Secondary	75	75	Guidance Resource teacher	Feb – May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) CPS Policy and CCEL Policy - from plan to action	K-12 Implementing new CCEL policy in connection to CPS Policy	K-12	ALL	ALL	100	Pathways Team	Sept-April
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Cooperative Education Sessions – opening year workshops	One-day conference; sessions sharing best practices and ministry and sector updates including OSBIE, Ministry of Labour	11, 12	32	40-60	40	Co-op and OYAP Resource Teachers	September
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	2) Support for use of Cardinal Management system	Cardinal Management system updates Software used for Personalized Placement Learning Planning	11, 12	32	40-60	20	Co-op resource teacher	November

School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	3) Co-op writer work sessions	Support workshops aimed at increasing teacher capacity and fluency with Co-op Writer	11, 12	32	20 x 2 days	40	Co-op resource teacher	October-March
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Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) OYAP Lunch and Learn (professional learning sessions)	Raising awareness about reach-ahead and apprenticeship opportunities within co-op, guidance and technological education teachers	11, 12	32	50	10	OYAP resource teacher	November-May
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	5) On-going learning with cooperative education teachers	Areas of focus; issues of concern; sharing practices about implementation of 6 necessary elements of cooperative education programs	11, 12	32	50	256	Co-op resource teacher	Sept-May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	6) On-going learning with elementary teachers and guidance counselors	College Experience days – career and post secondary exploration available for intermediate teachers to assist with implementation of the Creating Pathways to Success policy document/Community Connected Experiential Learning	7 - 8	15 Offered to all schools	30	30	Experiential Learning Resource Teacher	Sept-June
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Pathways Teachers Forum - Stepping Stones to College	Professional learning about pathways to college	9-12	Offered to all schools	25	5	Pathways Team	October
	Professional learning within provincial conference: OSCA	Conference registration for one teacher/counselor or from each secondary school and all elementary counsellors	7-12	50	1 per school and 12 elementary counsellors	64	Guidance Resource	November

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Professional learning within provincial conference: OCEA	Conference registration for one co-operative education teacher from each secondary school	11-12	32	32	25	Co-op Resource	April
All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support staff well-being.	Professional learning within provincial conference: OCTE	Affiliation with OCTE allows for participation of Technological Educators at provincial conference and Leadership Conference	9-12	8	1 per tech area	16	Technological Education Resource Teacher	Fall and Spring
All schools will have a common understanding of assessment for, as and of learning so that within each classroom learning goals, co-constructing of success criteria and descriptive feedback will be used to support student learning.	On-going Professional Learning Sessions for teachers of Technological education.	Areas of focus will be assessment (as, for and of), numeracy, collaborative inquiry and implementation of Tech Safety for Technological Educators. Experiential learning and pathway opportunities will continue to be explored. On-going support and sharing of best practices.	9-12	32	2	75	Technological education resource teacher	October-May (3 days)

**CCCC 2017-2018
TCDSB PROFESSIONAL LEARNING PLAN**

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Timeline
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma - onboarding training day for new Elementary schools	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	20	40	40	Mental Health Lead & Student Success Resource Teacher	October 2017
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Secondary Symposium	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	9-12	32	64	64	Mental Health Lead & Student Success Resource Teacher	December 2017
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Elementary Symposium	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	40	80	80	Mental Health Lead & Student Success Resource Teacher	January 2018

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Elementary Training Days (two days)	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	20	40	40	Mental Health Lead & Student Success Resource Teacher	March 2018 (two days)
BLIP Goal: “All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.”	Suicide Risk Awareness	Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students. (SAFEtalk evidence-based program)	7-12	TBD	60	60	P. Marra-Stapleton	Sept. 2017- May 2018
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”; All schools will demonstrate a clear emphasis on high levels of achievement within each classroom”	Building prosocial and self-regulation skills (FRIENDS)	Support for professional learning and student activities aimed at, eg: building prosocial and self-regulation skills (FRIENDS)	7-11	TBD	60	60	I. Kaczmarzyk-Kozlowski	2017-18

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative A : MAC Facilitator Training	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative A : MAC Facilitator Training	9-12	TBD	45	90	D.Banasco R. Mammone	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative B:On Line Access to “ Re-Think” Digital Tool	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative B: On Line Access to “ Re-Think” Digital Tool	9-12	TBD	45	0	D.Banasco R. Mammone	2017-18 School Year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative C : Facilitator Skill Development	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative C : Facilitator Skill Development	9-12	TBD	30	60	D.Banasco R. Mammone	2017-18 School Year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative D : MAC Program Fidelity and Facilitator Coaching	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative D	9-12	TBD	45	0	D.Banasco R. Mammone	2017-18 School Year

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Christian Meditation and Contemplation	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (Christian Meditation and Contemplation)	7-8	TBD	30	60	S. HooKong-Taylor, , M. Peres (Religion Resource)	2017-18 school year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Christian Meditation and Contemplation	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (Christian Meditation and Contemplation)	9-12	TBD	30	30	S. HooKong-Taylor, , M. Peres (Religion Resource)	2017-18 school year
All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.	Nurturing our Catholic Community	Nurturing our Catholic community; supporting chaplains in their role (SAFEtalk with Chaplains)	9-12	32	TBD	40	P. Marra-Stapleton	2017-18

“All schools will demonstrate a clear emphasis on high levels of achievement within each classroom”	Supporting the implementation of the mental health content of the PHE curriculum	Professional Learning for building mentally healthy and engaging classroom environments through supporting the implementation of the mental health content of the PHE curriculum.	7-8	168	168	168	N. Domingues P. Marra-Stapleton	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Syrian newcomers support	Professional Learning series for building safe, inclusive and engaging classroom environments, including supporting Syrian newcomer students	7-12	TBD	50	50	P. Marra-Stapleton Catherine Connors	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Student Leadership Initiatives	Support for student-led leadership and engagement initiatives aimed at building engaging, inclusive, safe and affirming school environments, and for student-teacher partnerships and activities that allow for student voice to inform school culture and assist students in realizing the Ontario Catholic Graduate expectations.	7-12	764	1,116	650	M. Consul	2017-2018

Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

The Safe Schools Department will provide professional learning on a variety of Safe Schools topics to different professionals in the TCDSB. Each module is a single unit and not part of a sequential series. Certificates will be issued to participants after the completion of each module.

Please note the following conditions:

- Registration will take place using PAL, with a maximum enrolment of 40 participants per module including 25 teacher participants and remaining 15 participants open to administration and non-teaching staff groups.
- Occasional Teacher coverage will be provided to Teacher registrants for the first 25 teachers to register.
- Staff may register for a maximum of 3 modules in the year and cannot register for the same session twice.
- Modules will begin at 9:00 a.m. and end at 3:00 p.m. at Safe Schools, 55 Salisbury Avenue
- In the event that an alternate location is required, participants will be notified.
- Please see PAL for further information about each module, registration and staff coverage information.
- Refreshments and light lunch will be provided.

MODULE TOPIC	DATES	TARGET AUDIENCE
Understanding and Responding to Elementary Student Behaviour	September 27, 2017 January 17, 2018	<ul style="list-style-type: none"> ▪ Elementary Teachers ▪ Elementary Admin ▪ Elementary Support Staff
Safe Schools Interventions	September 28, 2017	<ul style="list-style-type: none"> ▪ All Teachers ▪ Administration ▪ Non-Teaching/Support Staff
Bullying Awareness, Prevention, Intervention & Supports	October 4, 2017 January 31, 2018	<ul style="list-style-type: none"> ▪ Elementary & Secondary Administrators, Educators and Support Staff
Domestic Human Trafficking	October 5, 2017 January 30, 2018	<ul style="list-style-type: none"> ▪ All Administrators ▪ All Teachers ▪ Non-Teaching/Support Staff
Effective Classroom Management – Elementary	October 11, 2017 January 24, 2018	<ul style="list-style-type: none"> ▪ All Elementary Teachers and Support Staff ▪ Prerequisite: Understanding and Responding to Elementary Student Behaviour

Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

Strategies to Promote Healthy Relationships and a Positive School Climate	October 16, 2017 April 25, 2018	•Elementary and Secondary Teachers
Mean Girls and Cliques	October 25, 2017 April 11, 2018	•Elementary & Secondary Administrators •All Teachers •Non-Teaching/Support Staff
Stand Up to Social Cruelty, Bullying, and Injustice	November 8, 2017 April 13, 2018	•Intermediate and Secondary Teachers, Support Staff, Administrators
Empathy, The Social Emotion	November 30, 2017 March 7, 2018	•Elementary Administrators •Elementary Teachers •Elementary NonTeaching/Support Staff
Cyber Bullying and Internet Safety	December 6, 2017 April 4, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Threatening, Worrisome Behaviours and Interventions	December 7, 2017 May 17, 2018	•All Teachers • Administration • Non-Teaching/Support Staff
The Class Meeting: an effective means of scaffolding your positive classroom climate	December 13, 2017 March 1, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Safe Schools Transition Planning	January 18, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Gang Awareness and Hate Motivated Behaviour in Schools	February 7, 2018 May 9, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Addressing Challenging Behaviour in Secondary Schools	February 23, 2018	• Secondary Teachers • Secondary Admin • Secondary Support Staff
Understanding Progressive Discipline & Safe and Accepting Schools Teams	March 2, 2018	• All Teachers • Administration • Support Staff
Trauma: Impact and Interventions	March 27, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Practical Tools to Enhance Students' Social and Emotional Skills	April 18, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Understanding and Addressing Aggressive Relationships	May 2, 2018	• Administration • All Teachers • Non-Teaching/Support Staff



Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

Digital Footprint Navigation	May 10, 2018	<ul style="list-style-type: none"> ▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Mindfulness, Meditation & Contemplation	May 16, 2018	<ul style="list-style-type: none"> ▪ Administrators ▪ All Teachers ▪ Non-Teaching/Support Staff
Self-Regulation	May 24, 2018	<ul style="list-style-type: none"> ▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff

OTHER TRAINING 2017-2018

THREAT ASSESSMENT

Threat Assessment Training Part I

November 2, 2017

March 6, 2018

Threat Assessment Practical Application

Part II

November 21, 2017

April 24, 2018

RCMC TRAINING

Facilitator **Part 1** Training

November 9, 2017

February 13, 2018

Coordinator **Part 2** Training

April 10, 2018

Refresher

October 17, 2017

SHADOWBOX

Training & Refresher

October 24, 2017 – OLMC – Room 204

February 20, 2018 – Norfinch – Room 203

Safe Schools Student Ambassador - Secondary

November 23, 2017

Bullying Awareness and Prevention

Launch

February 27, 2018

Symposium

May 8, 2018

Symposium

BOARD NAME AND BSID: Toronto CDSB (B67059)
BOARD LEAD: Vince Burzotta

SCHOOL NAME	MIDENT	CODE	CODE 94 Teacher Release Days
Archbishop Romero Catholic SS	685550	RMS 2	35
Bishop Allen Academy	689360	RMS 2	35
Bishop Marracco/Thomas Merton CSS	691798	RMS 1	35
Blessed Cardinal Newman CS	694193	RMS 2	35
Blessed Mother Teresa CSS	733024	RMS 2	35
Brebeuf College School	690961	RMS 2	35
Cardinal Carter	694550	AEAC	15
Chaminade College	695947	RMS 2	35
Dante Alighieri Academy	702935	RMS 2	35
Father Henry Carr CSS	707589	RMS 1	35
Francis Libermann Catholic HS	707708	RMS 2	35
Frather John Redmond	731951	AEAC	15
James Cardinal McGuigan CHS	723096	RMS 2	35
Jean Vanier Catholic SS	723428	RMS 2	35
Loretto Abbey	728055	RMS 2	35
Loretto College S	728063	RMS 1	35
Madonna CSS	729019	RMS 2	35
Marshall McLuhan Catholic SS	730653	RMS 2	35
Mary Ward Catholic SS	730882	RMS 2	35
Michael Power/St Joseph HS	731820	RMS 2	35
Monsignor Percy Johnson Catholic HS	732443	RMS 2	35
Msgr. Fraser AEAC No Grade 9	680354	AEAC	15
Neil McNeil	734080	AEAC	15
Notre Dame Catholic SS	738115	RMS 2	35
Pope John Paul II CSS	751537	RMS 1	35
Senator O'Connor College School	763772	RMS 2	35
St. Basil The Great College	776360	RMS 2	35
St. Josephs College SS	814954	RMS 2	35
St. Joseph's Morrow Park HS	815160	RMS 2	35
St. Mary's	689831	AEAC	15
St. Patrick College SS	838268	AEAC	15

EQAO Detailed Analysis: A Focus on Mathematics

Item Information Reports and Cohort Reports

1. Mathematics 2016-2017: Item information Report (IIR) Analyses

- Item Information Reports are provided to all schools to analyze school and individual student performance on EQAO assessments. Data include achievement of individual students, students in the school, students in the Board, and all students in the province.
- Questions are broken down by:
 - Mathematics strand (Number Sense & Numeration, Measurement, Geometry & Spatial Sense, Patterning & Algebra, Data Management & Probability)
 - Achievement Chart Categories (Knowledge and Understanding, Thinking, and Application)
 - Question type (Multiple Choice or Open Response)

Grade 3 Mathematics:

- Students performed better on multiple choice items than on open response questions.
- No strand stood out as particularly strong.
- Strong performance in the achievement chart category of Knowledge and Understanding across strands.
- Thinking and Application from the achievement chart categories are both areas in need of further improvement.

Table 1: Grade 3 IIR Mathematics Strand and Skill

Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Numeration	7	3	4	2	2	0
Measurement	8	5	3	1	1	0
Geometry & Spatial Sense	4	2	2	2	2	0
Patterning & Algebra	6	3	3	1	0	1
Data Management & Probability	3	2	1	2	2	0

Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	12	2	10
Thinking	8	8	0
Application	16	12	4

Grade 6 Mathematics:

- Greatest strength was in the strands of Number Sense and Numeration, and Measurement.
- Questions related to Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability presented the greatest challenge for students.
- Strong performance in the achievement chart category of Knowledge and Understanding across strands.
- Thinking and Application Skills are categories in need of further improvement.
- Patterns on open response and multiple choice are similar and in need of further improvement.

Table 2: Grade 6 IIR Mathematics Strand and Skill

Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Numeration	6	3	3	2	1	1
Measurement	7	4	3	1	1	0
Geometry & Spatial Sense	4	3	1	2	1	1
Patterning & Algebra	6	5	1	1	0	1
Data Management & Probability	6	5	1	1	0	1

Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	2	6
Thinking	12	8	4
Application	16	13	3

Grade 9 Mathematics: Applied

- The performance of Grade 9 students in the applied course in multiple choice and open response questions across all strands was low.
- Performance was somewhat better on Knowledge and Understanding, and on Application
- Students in the applied course struggled in the category of Thinking.

Table 3: Grade 9 Applied IIR Mathematics Strand and Skill

Winter - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	7	5	2	2	0	2
Linear Relations	11	9	2	3	3	0
Measurement & Geometry	7	6	1	2	2	0

Spring - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	7	4	3	2	1	1
Linear Relations	11	9	2	3	2	1
Measurement & Geometry	6	5	1	2	2	0

Winter - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	4	4
Thinking	10	9	1
Application	13	11	2

Spring - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	5	3
Thinking	10	10	0
Application	13	8	5

Grade 9 Mathematics: Academic

- Measurement and Geometry, and Linear Relations presented the greatest challenge for Grade 9 students in the academic course.
- Students in the academic course struggled in the category of Thinking.

Table 4: Grade 9 Academic IIR Mathematics Strand and Skill

Winter - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	5	2	3	1	1	0
Linear Relations	6	3	3	2	0	2
Analytic Geometry	6	4	2	2	1	1
Measurement & Geometry	6	4	2	2	1	1

Spring - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	5	3	2	1	0	1
Linear Relations	6	3	3	2	1	1
Analytic Geometry	7	3	4	2	1	1
Measurement & Geometry	6	4	2	2	2	0

Winter - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	2	6
Thinking	10	8	2
Application	13	4	9

Spring - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	3	5
Thinking	10	8	2
Application	13	4	9

2. All Levels of Achievement over Time

Mathematics: Grade 3 and Grade 6

GRADE 3	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	2%	28%	54%	13%
2013 – 2014	<1%	4%	27%	54%	12%
2014 – 2015	1%	4%	30%	51%	13%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	4%	30%	49%	14%

GRADE 6	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	12%	30%	42%	13%
2013 – 2014	<1%	13%	31%	42%	12%
2014 – 2015	<1%	15%	31%	37%	15%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	18%	31%	37%	12%

- In Primary Math, the percentage of students at Level 4 has remained relatively stable; the percentage of students at Level 3 decreased; the percentage of students at Level 2 and Level 1 has increased.
- In Junior Math the percentage of students at Level 4 and Level 2 has remained relatively consistent; the percentage of students at Level 3 decreased and the percentage at Level 1 increased.

Mathematics: Grade 9 Academic and Applied

GRADE 9 Academic	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	4%	11%	73%	11%
2013 – 2014	<1%	4%	12%	73%	10%
2014 – 2015	<1%	5%	11%	71%	12%
2015 – 2016	<1%	5%	11%	75%	9%
2016 – 2017	<1%	5%	11%	72%	11%

GRADE 9 Applied	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	5%	15%	39%	33%	8%
2013 – 2014	5%	14%	36%	37%	9%
2014 – 2015	4%	14%	36%	34%	10%
2015 – 2016	4%	14%	36%	36%	10%
2016 – 2017	3%	15%	35%	35%	12%

NP = “Non-participating” indicates did not participate.

- In Academic Mathematics, the percentage distribution across levels is consistent across years.
- In Applied Mathematics, there is a decrease in the percentage of students at Level 2 and an increase in the percentage at Level 4.

3. Tracking a cohort in the Board Mathematics

Intersection by Level - Grade 3 (2013-2014) and Grade 6 (2016-2017)

Mathematics			Grade 6 in 2016-2017						
Number of Students in the Cohort = 5578*			Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt
Grade 3 in 2013-2014	Level 4	661	49%	45%	5%	1%	0%	<1%	0%
	Level 3	3028	12%	52%	30%	5%	<1%	<1%	<1%
	Level 2	1518	1%	14%	46%	38%	1%	1%	<1%
	Level 1	211	0%	3%	17%	76%	<1%	1%	2%
	NE1	14	0%	0%	7%	64%	7%	0%	21%
	No Data	20	0%	10%	45%	35%	10%	0%	0%
	Exempt	126	1%	3%	13%	36%	2%	3%	42%

Level 4: 45% moved to Level 3; 5% moved to Level 2

Level 3: 30% moved to Level 2; 12% moved to Level 4

Level 2: 38% moved to Level 1; 14% moved to Level 3

Level 1: 17% moved to Level 2; 3% moved to Level 3

Intersection by Level - Grade 6 (2013-2014) and Grade 9 (2016-2017)

Applied Course			Grade 9 in 2016-2017					
Number of Students in the Cohort = 1299*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2013-2014	Level 4	3	67%	33%	0%	0%	0%	0%
	Level 3	164	27%	51%	16%	2%	2%	1%
	Level 2	642	13%	44%	32%	8%	1%	1%
	Level 1	472	4%	22%	43%	22%	7%	1%
	NE1	5	0%	40%	20%	40%	0%	0%
	No Data	6	17%	33%	33%	17%	0%	0%
	Exempt	7	0%	29%	29%	29%	0%	14%

Applied Mathematics

The majority of students taking Applied Mathematics performed at Level 1 or 2 in Grade 6.

Level 3: 27% moved to Level 4; 16% moved to Level 2

Level 2: 44% moved to Level 3; 13% moved to Level 4; 8% moved to Level 1

Level 1: 43% moved to Level 2; 22% moved to Level 3; 4% moved to Level 4; 7% moved Below Level 1

Academic Mathematics

Academic Course			Grade 9 in 2016-2017					
Number of Students in the Cohort = 3979*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2013-2014	Level 4	662	38%	61%	<1%	<1%	0%	<1%
	Level 3	2134	9%	80%	7%	2%	<1%	1%
	Level 2	1035	1%	67%	21%	10%	1%	1%
	Level 1	128	0%	45%	29%	22%	3%	1%
	NE1	1	0%	0%	0%	100%	0%	0%
	No Data	13	15%	62%	23%	0%	0%	0%
	Exempt	6	0%	50%	33%	17%	0%	0%

Academic Mathematics

The majority of students taking Academic Mathematics performed at Level 3 or Level 4 in Grade 6.

Level 4: 61% moved to Level 3

Level 3: 9% moved to Level 4

Level 2: 67% moved to Level 3; 10% moved to Level 1

Level 1: 29% moved to Level 2; 45% moved to Level 3; 3% moved Below Level 1

Note: A review of the Intersection Reports for previous cohorts showed relatively consistent patterns.

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 NOVEMBER 15, 2017

1. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016).
2. Staff to 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).