

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA DECEMBER 6, 2017

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Tyler Munro
Integration Action for Inclusion Representative

Gizelle Paine
LD Toronto Chapter Representative

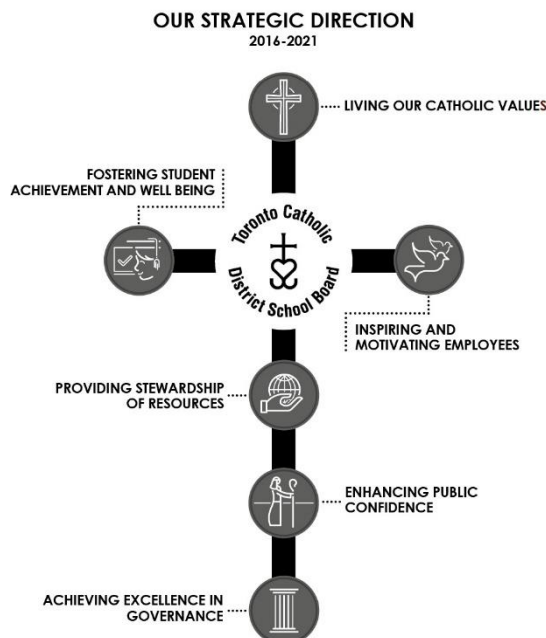
Mary Pugh
VOICE for Hearing Impaired

Giselle Romanino
Community Representative

Raul Vomisesco
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

Barbara Poplawski
Chair of the Board

OUR MISSION

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

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, December 6, 2017

6:00 P.M.

Pages

1. Celebration of the Eucharist by Fr. Obinna Ifeanyi
2. Secretary calls the Meeting to Order
3. Roll Call & Apologies
4. Approval of the Agenda
5. Election of Chair
6. Election of Vice-Chair
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held November 15, 2017
for Public Session 1 - 13
9. Delegations
10. Presentations
11. Unfinished Business
12. Notices of Matters and Trustee Matters: (for which seventy-two hours'
notice has been given)

| | | |
|------------|--|---------|
| 13. | Consideration of Motions for which previous notice has been given | |
| 13.a | From Sandra Mastronardi regarding Teacher Qualifications | 14 |
| 14. | Communications | |
| 14.a | SEAC Monthly Calendar Review | 15 - 19 |
| 14.b | Special Services Superintendent Update - December 2017 | 20 - 21 |
| 14.c | Multi-Year Accessibility Plan | 22 - 52 |
| 14.d | Report on Update to Special Education Programs (S.P.01) | 53 - 55 |
| 14.e | Special Education Programs (S.P.01) | 56 - 58 |
| 14.f | Independent Review of Assessment and Reporting in Ontario | 59 - 60 |
| 15. | Matters Referred/Deferred to the Committee by the Board and Other Committees | |
| 15.a | Verbal Update from Tyler Munro regarding Safe Schools Committee | |
| 15.b | Verbal Update from Glenn Webster regarding Mental Health Committee | |
| 16. | Reports of Officials, and Special and Permanent Committees Requiring Action | |
| 17. | Reports of Officials for Information | |
| 18. | Inquiries and Miscellaneous | |
| 19. | Association Reports | |
| 20. | Update from Trustees on resolutions recommended to the Board by the Committee | |
| 21. | Pending List | 61 |
| 22. | Adjournment for Christmas Celebration | |

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

HELD WEDNESDAY, NOVEMBER 15, 2017

PUBLIC SESSION

PRESENT:

External Marilyn Taylor – Chair
Members: Ashleigh Molloy – Vice-Chair
John MacKenzie
Sandra Mastronardi
Tyler Munro
Gizelle Paine
Giselle Romanino
Glenn Webster

Trustees: A. Andrachuk
A. Kennedy
G. Tanuan

Staff: D. Koenig
C. Fernandes
A. Coke
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 Rosanna Del Grosso, Dario Imbrogno Mary Pugh and Raul Vomisescu.

Prayers were offered for the families of Trustees D'Amico and Andrachuk, whose brother Sammy, and husband's cousin passed away respectively, Marilyn Taylor's husband, Peter Stachiw's father and the family of a ten-year old boy who recently passed away from leukemia.

2. Approval of the Agenda

MOVED by Ashleigh Molloy, seconded by Trustee Andrachuk, that the Agenda be approved.

The Motion was declared

CARRIED

4. Approval and Signing of the Minutes

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that the Minutes of the Regular Meeting held on October 18, 2017 for PUBLIC Session be approved.

The Motion was declared

CARRIED

6. Presentations

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 6a) be adopted as follows:

6a) Student Trustee Presentation received

The Motion was declared

CARRIED

8. Notices of Matters and Trustee Matters

MOVED by Gizelle Paine, seconded by John MacKenzie, that Item 8a) be adopted as follows:

8a) Notice of Motion from Sandra Mastronardi regarding Teacher Qualification received

The Motion was declared

CARRIED

9. Communications

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

9a) SEAC Monthly Calendar Review received

The Motion was declared

CARRIED

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

9b) Special Services Superintendent Update – November 2017 received.

The Motion was declared

CARRIED

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

9c) Engagement on Governance Supports Discussion Guide Survey received

The Motion was declared

CARRIED

The meeting was advised that the response date to complete the survey has been extended to November 30, 2017.

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

9d) Response to SEAC regarding Autism Ontario Presentation received

The Motion was declared

CARRIED

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

9e) Special Education Plan – Model for Special Education received.

The Motion was declared

CARRIED

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

9f) Glossary extracted from Special Education in Ontario, Kindergarten to Grade 12 Policy received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that Item 9g) be adopted as follows:

9g) Special Education Plan – Transportation for Students with Special Education Needs received.

The Motion was declared

CARRIED

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

9h) Special Education Plan – Categories and Definitions of Exceptionalities received.

The Motion was declared.

CARRIED

MOVED b Ashleigh Molloy, seconded by Trustee Andrachuk, that Item 9i) be adopted as follows:

9i) Special Education Plan – Special Education Staff received.

The Motion was declared.

CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that Item 9j) be adopted as follows:

- 9j) Professional Learning Plan for Special Education 2017-18 Summary** received.

The Motion was declared.

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that Items 9k) and 13b) be adopted as follows:

- 9k) PPM 140 Survey** received.
&
13b) Inquiry from Sandra Mastronardi regarding Professional Development Opportunities related to Special Education and related Policy and Program Memorandum Legislation (PPM 140) received.

The Motion was declared.

CARRIED

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

- 9l) Review of Anaphylaxis Policy, Protocol and Guidelines** received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Tanuan, that SEAC recommend to the Board of Trustees that they refer the Anaphylaxis Policy to be updated by the Governance and Policy Committee to reflect part a) below.

Additionally, SEAC recommend to the Board of Trustees 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; and
- 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.

The Amendment was declared.

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that Item 9m) be adopted as follows:

9m) EQAO Results for Students with Special Needs received.

The Motion was declared.

CARRIED

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

9n) Toronto Catholic District School Board Learning and Improvement Plan Annual Report received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Tyler Munro, that SEAC recommend to the Board that future Board Learning and Improvement Plans include areas for reporting on Special Education goals.

The Amendment was declared.

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 9o) be adopted as follows:

- 9o) Ministry of Education Report – Ontario Launching Pilot Program to Support Students with Autism in Schools** received.

The Motion was declared.

CARRIED

MOVED by John MacKenzie, seconded by Gizelle Paine, that Item 9p) be adopted as follows:

- 9p) Ministry of Education Report – Ontario Boosting Support for Children and Youth in Care** received.

The Motion was declared.

CARRIED

MOVED by Ashleigh Molloy, seconded by Giselle Romanino, that Items 9q) and 13c) be adopted as follows:

- 9q) Ministry of Education Report – Ontario Making Schools Safer for Students with Prevalent Medical Conditions** received.

&

- 13c) Inquiry from Sandra Mastronardi regarding the recent Ministry of Education announcement relating to the Support for Students with Prevalent Medical Conditions** received.

The Motion was declared.

CARRIED

MOVED by Sandra Mastronardi, seconded by Gizelle Paine, that Item 9r) be adopted as follows:

- 9r) Autism Ontario responds to the Ministry of Education – October 25, 2017** received.

The Motion was declared.

CARRIED

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

- 9s) SEAC New Member Application – Diane Montreuil** received and that SEAC recommend to the Board that Diane Montreuil be appointed to the SEAC Committee as the Indigenous representative.

The Motion was declared.

CARRIED

MOVED by Glenn Webster, seconded by John MacKenzie, that Item 9t) be adopted as follows:

- 9t) Professional Development Plan for Student Achievement and Wellbeing 2017-2018** received.

The Motion was declared.

CARRIED

13. Inquiries and Miscellaneous

MOVED by John MacKenzie, seconded by Tyler Munro, that Item 13a) be adopted as follows:

- 13a) Inquiry from Marilyn Taylor regarding Transition from Secondary School to Post-Secondary School** received and that SEAC recommend to the Board that the principals, resource teachers and guidance counsellors ensure that parents receive the information from community colleges and universities regarding summer transition programs for the special needs students.

The Motion was declared

CARRIED

- 13d) Inquiry from Sandra Mastronardi regarding the Terms of Reference and Membership for the New Equity and Inclusion Committee** presentation to be made at an upcoming SEAC meeting.

The Motion was declared

CARRIED

14. Associations

- 14a) From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) SEAC Circular – September 2017** noted.

- 14b) From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) Response to Consultation on Accessibility Standard for Education** noted.

17. Adjournment

MOVED by John MacKenzie, seconded by Trustee Andrachuk, 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"> -Review of SEAC Calendar -Mental Health and Well Being Report 2015-16 -Share Multi-Year Strategic Plan Update -Consult on Special Education Programs and Services being considered for 2017-18 -TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016) - Special Education Plan: Review Program Specific Resources for Parents | <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 | 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 | 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 |

| | | | | |
|-----------|--|--|--|---|
| | | | 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> | <p>Nov. 2017 completed</p> <p>Nov. 2017 completed</p> <p>Nov. 2017 completed</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 | <ul style="list-style-type: none"> -SEAC Elections -SEAC Mass and Social -Policy review of Special Education Programs (S.P.01) -Multi-year Accessibility Plan | Independent review of assessment and reporting | | |



Special Education Superintendent Update

December 2017

Speech and Language

The SLP department developed and launched a new on-line learning experience, *Developing Communication Skills: A Self-Learning Module for Educators*. The self-learning module includes topics such as speech, oral language and communication skills; strategies to help develop students' language skills during regular classroom activities; and includes videos demonstrating best-practice strategies to support communication skills. The module is available on Google Classroom and can be accessed by educators at school or from home. Upon successful completion of the module and the Action Plan form, participants receive a Certificate of Completion.

Deaf and Hard of Hearing

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

Psychology/Learning Disabilities

As a joint project, members of the Psychology Department, Assessment and Programming Teachers and Mathematics Resource Teachers will jointly deliver a series of workshops to intermediate Mathematics and Special Education Teachers on Learning Disabilities, their impact on learning/teaching Math, and strategies for the classroom. The workshops will be in December and February.

ME/DD

All of the elementary ME/DD ISP teachers were recently invited to a one day workshop where they received professional development on the Adapted Sacramento Preparation kits and the evidence based literacy resource MEville to WEville.



Psychology/Gifted

On November 23, 2017, an Information evening was held by the Central Team for the Gifted Programs for parents/guardians interested in exploring a full time elementary Gifted Program for their child with the exceptionality of Giftedness. The meeting was hosted by St. Edward School. After being welcomed by the team and receiving general information about the full-time (congregated) Gifted Programs, the parents and students had a chance to listen to presentations by the teachers of the Gifted congregated classes from St. Francis of Assisi, Transfiguration of Our Lord and St. Bonaventure. It was a successful evening with attendance well over 200.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

Date Approved:

September 12, 2013

Date of Review:

December 2022

Dates of Amendment:

December 14, 2017

Cross Reference:

TCDSB Policy (A.35) Accessibility Standards

TCDSB Policy (A.36) Accessibility Standards for Services and Facilities

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standard for Customer Service, Ontario Regulation 429/07

Integrated Accessibility Standards, Ontario Regulation 191/11

Ontario Human Rights Code

Ontarians with Disabilities Act, 2001

TCDSB 2017 Accessibility Annual Status Report

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER ~~2012~~ **2017** TO DECEMBER ~~2017~~ **2022**



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

**December ~~2012~~ 2017 – May ~~2017~~ December
2022**

Prepared by

**Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December ~~2012~~ 2017

This publication is available through the Toronto Catholic District School Board's

- website (www.tcdsb.org → FOR COMMUNITY → Accessibility)
- Catholic Education Centre/Head Office
- Hard copies will be made available to all departments, schools and the Catholic School Advisory Councils.
- Accessible formats of the plan will be available upon contact with the Communications Department.



TABLE OF CONTENTS

| | Page |
|---|------|
| Cover Page | 1 |
| Plan Availability | 2 |
| Table of Contents | 3 |
| | |
| Section | |
| 1. Aim and Objectives | 4 |
| 2. Commitment to Accessibility Planning | 5 |
| 3. Description of Toronto Catholic District School Board | 6 |
| 4. Message from the Director of Education | 7 |
| 5. Members of Accessibility Working Group | 8 |
| 6. Strategy for prevention and removal of barriers | 10 |
| 7. Barrier-Identification Methodologies | 13 |
| 8. Recent Barrier Removal Achievements | 14 |
| 9. Barriers to be addressed under the Multi-Year Accessibility Plan | 15 |
| 10. Review and Monitoring Process | 22 |
| 11. Communication of the Plan | 22 |
| | |
| Appendices: | |
| Appendix 1: Definitions | 24 |
| Appendix 2: Trustees 2012/2013 2017/2018 | 26 |



1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 **2017-2022** to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1 Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Toronto Catholic District School Board will take in the period 2012-2017 **2017-2022** to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario headquartered in North York. We are one of the two English boards of education in the City of Toronto, serving the former municipalities of Scarborough, North York, York, East York, Toronto and Etobicoke.

With over 91,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards and 12 trustees and 2 student trustees (who are not entitled to vote). The Chair of the Board, the Vice-Chair and the Honourary Treasurer are elected at the inaugural meeting of the Board, and serve for one year.

Our Mission

In a school community formed by Catholic beliefs and traditions, our mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community;
- a safe and welcoming learning environment that is an example of Christian community;
- role models of Gospel values and Catholic doctrines, teachings and beliefs;
- guidance in what students need to learn;
- instruction in the learning process itself;
- religious, academic and technological instruction;
- integration of Catholic, Christian beliefs into the total learning experience; and
- feedback on students' proficiency and performance.



Vision of TCDSB

To provide students with the qualities they will require, our vision of TCDSB is a school system that:

- is Christ-centered;
- is student-focused;
- demonstrates a clear sense of purpose;
- is visibly and demonstrably Catholic;
- reflects empowering leadership;
- applies collaborative decision-making as appropriate;
- is innovative; and
- provides role models among all stakeholders for all these qualities.

4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

~~Angela Gautier~~ **Rory McGuckin**
Director of Education



5.0 Members of Accessibility Working Group

The Accessibility Working Group members consist of a core group of advisors. Other members will join the group depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for ~~December 2012–May 2017~~ **December 2017-December 2022**.



6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Toronto Catholic District School Board's programming, policies and practices have been assessed with a view to provide continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

There has been recognition and heightened awareness of the need to address concerns regarding accessibility. There have been a number of initiatives both formal and informal at the local level and system wide to address accessibility issues and hence identify, remove and prevent barriers to people with disabilities. The complexities of a large, diverse urban Board present challenges that need to be addressed in the TCDSB's accessibility planning process.

Accessibility initiatives have begun to be addressed through the various departments, mainly Planning and Facilities, Special Services, Health and Safety and Human Resources.



Planning & Facilities:

There have been a number of initiatives of the TCDSB to identify, remove and prevent barriers to people with disabilities.

~~The TCDSB is currently in the process of constructing two (2) new secondary schools and five (5) new elementary schools. One (1) new build elementary school is in the initial planning phase. In addition, twenty (20) elementary schools are planned to have additions to the existing school structure to accommodate the Full Day Kindergarten Program and one (1) secondary school will be receiving an addition. Forty (40) elementary schools will also have Full Day Kindergarten classrooms retrofitted to meet the needs of the program.~~

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase or any additions made to existing schools meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.

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

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



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible.

The following accessibility features have also been installed in some schools from a one-time accessibility grant several year ago:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

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

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.

Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.



Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

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

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Processes are in place to find placements for staff in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy.

Customer Service:

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

The TCDSB did not receive any customer feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
 - Providing information regarding the plan and conducted prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.

Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility.



Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

8.0 Recent Barrier Removal Achievements

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of



digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB IT Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB. Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

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

Architectural & Physical Barriers



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

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

Policies

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.

Training

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

~~The most recent Annual Accessibility Plan developed in accordance with the *Ontarians with Disabilities Act* (ODA) identified a range of barriers and appropriate strategies for their removal.~~

~~**Emergency Evacuation Plan** In accordance with the statutory requirements under the AODA, the TCDSB developed and delivered to the system an Emergency Evacuation Plan document for employees with disabilities and another document for students with disabilities.~~



~~The standardized Emergency Evacuation Plan documents are to be completed for every employee and student who has a disability and would experience a barrier in exiting the building in an emergency. Each individualized Emergency Evacuation Plan provides a detailed process for other employees and students to follow in the case of an emergency to assist the disabled employee or student in exiting the building.~~

~~New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.~~



9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period ~~2012-2017~~ **2017-2022**, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:



- large print
- electronic versions
- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library will need to:

- explain why it can't provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to your customers why you cannot convert the information
- provide a summary of the information



By January 1, 2021, the Board needs to:
Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

2012-2013

~~In its review, the Accessibility Working Group will identify potential barriers. The Accessibility Working Group will focus on strategies of prevention and removal of barriers. Under the AODA, School Boards will be required, by statutory deadlines outlined in the AODA, to implement specific accessibility standards for accessibility barrier areas including: communication tools (including websites), recruitment, educational training materials and libraries materials. All Ontario School Boards will also be obligated, under the AODA, to provide accessibility training to educators which is being completed and implemented by the Ontario Education Services Corporation.~~

~~The Accessibility Working group will prioritize barriers to be addressed and will present to Senior Staff for consideration as budget constraints may be a factor as the Board strives to meet its many obligations.~~

~~The Accessibility Working Group will examine the gaps between what is presently in place at the TCDSB for accessibility and what the Board would like to achieve over the next five (5) to ten (10) years. From this gap analysis, the Board will be able to develop short term and~~



~~long-term plans to address removal of accessibility barriers throughout its policies, procedures and practices in the school system.~~

Human Resources:

~~During the 2012/2013 calendar years, the hiring and recruitment practices will be reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board will be reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB. Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.~~

Architectural & Physical Barriers:

~~The TCDSB is currently in the process of building two (2) new replacement secondary schools which include: St. Joseph Morrow Park and Dante Aligheri. The TCDSB is also either building new schools or building replacement schools for the following elementary five (5) schools: St. Edward Catholic School (new), St. Andre Catholic School (new), Christ the King/St. Teresa (consolidation of two schools), St. John the Evangelist Catholic School, and St. Simon Catholic School. Additions are also being constructed for one (1) secondary school and twenty (20) elementary schools, primarily to accommodate new classrooms and gymnasiums for the Full-Day Kindergarten Program. The TCDSB is also either in the process or in the final planning/approval stages to retrofit and renovate forty (40) elementary site Full-Day Kindergarten classrooms. In addition, one (1) new elementary school is in the initial planning stages.~~

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



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

Policies:

~~The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.~~



2013-2014

~~**Physical Barriers-**~~ Capital Development will continue to classify the accessibility of each building. In addition, Capital Development will continue to develop a plan with the financial costing to address the removal of physical barriers in schools and administrative buildings.

~~**Human Rights Training-**~~ In accordance with AODA requirements, the Ontario School Education Corporation will continue to develop interactive training for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training on the Human Rights Code as it pertains to persons with disabilities. The training is required to be launched by January 1, 2014.

~~**Human Resource Recruitment, Assessment and Selection Process-**~~ By January 1, 2014 the TCDSB is required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.



2014-2015

| Type of Barrier | Location | Action | Effective Date |
|-------------------------------|------------------|---|---------------------------------------|
| Information and Communication | Board-wide | Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events) | January 1, 2015 |
| Information and Communication | School Libraries | Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request | January 1, 2015 |
| Information and Communication | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various schools | Installation of accessibility features | Ongoing 2014-2015 |



2015-2016

| Type of Barrier | Location | Action | Effective Date |
|-------------------------------|------------------|--|---------------------------------------|
| Systemic | Board-wide | Review status of accessibility awareness training to ensure new staff have been trained. | Ongoing |
| Information and Communication | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline | Ongoing preparation for 2020 deadline |
| Information and Communication | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various Schools | Installation of accessibility features | Ongoing 2015-2016 |



2016-2017

| Type of Barrier | Location | Action | Effective Date |
|-------------------------------|------------------|--|---------------------------------------|
| Systemic | Board-wide | Review status of accessibility awareness training to ensure new staff have been trained | Ongoing 2016-2017 |
| Systemic | Board-wide | Review status of Board accessibility policies and procedures and update as required | Ongoing 2016-2017 |
| Information and Communication | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request | Ongoing preparation for 2020 deadline |
| Information and Communication | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various Schools | Installation of accessibility features | Ongoing 2015-2016 |



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, an degree of paralysis,



amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan, or
- (f) A "handicap" established under the Workplace Safety and Insurance Act, 1997.



APPENDIX 2: TRUSTEES 2017-2018

Wards:

- ~~1. Mr. Peter Jakoveic~~
2. Ms. Ann Andrachuk, Chair
3. Mr. Sal Piccininni, Vice-Chair
4. Ms. Patrizia Bottoni
5. Ms. Maria Rizzo
6. Mr. Frank D'Amico
7. Mr. John Del Grande
8. Mr. Garry Tanuan
9. Ms. Jo-Ann Davis
10. Ms. Barbara Poplawski
11. Ms. Angela Kenndy
12. Ms. Nancy Crawford
- ~~13. Mr. Andrew Walker - Student Trustee~~
- ~~14. Student Trustee~~



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO SPECIAL EDUCATION PROGRAMS
POLICY (S.P.01)

May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth.

Deuteronomy 32:2

| Created, Draft | First Tabling | Review |
|-------------------|------------------|--------|
| November 20, 2017 | December 4, 2017 | |

Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development
Cristina Fernandes, Superintendent of Special Services

RECOMMENDATION REPORT

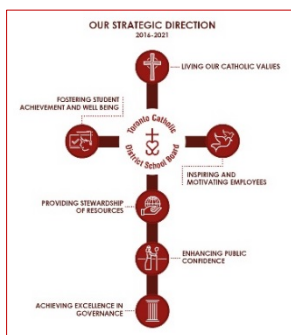
Vision:

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 recommends updates to the current Special Education Programs policy (S.P.01) to reflect current practices and to update the policy in meta format.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

This policy was first approved in January 1965. It was last updated on October 16, 1986.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Under the “Assessment” regulation, sociological is replaced by social work.
2. Psychiatric assessment has been removed as the board no longer provides direct access to psychiatric assessments which were once used in identifying the behavioural exceptionality.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff as well as the Special Services department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

**F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS
AND STAKEHOLDER ENGAGEMENT PLAN**

The updated policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommend that the Special Education Programs policy (S.P.01) provided in APPENDIX A be adopted.



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: SPECIAL EDUCATION PROGRAMS
POLICY NO: S.P. 01

| | | |
|---|---|--|
| Date Approved: January 1965 | Date of Next Review: May 2022 | Dates of Amendments: May 18, 2017 October 16, 1986 April 1968 December 1967 |
| Cross References: Education Act, 1990, s.170(7) O. Reg. 181/98, IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS | | |
| Appendix | | |

Purpose:

This policy ensures students receive access to special education services they require as per regulation.

Scope and Responsibility:

This policy applies to all students of the TCDSB requiring special education assistance. The Director is responsible for this policy with the support of the Special Services Department.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



| | |
|------------------------|-----------------------------------|
| POLICY SECTION: | STUDENTS |
| SUB-SECTION: | PROGRAMS |
| POLICY NAME: | SPECIAL EDUCATION PROGRAMS |
| POLICY NO: | S.P. 01 |

Policy:

The TCDSB shall provide education programs which will serve the spiritual, emotional, intellectual, physical, social and cultural needs of all its students. The Board of Trustees shall provide education programs which permit all students to achieve their potential. Each student requiring special education assistance shall be instructed in accordance with Regulation 181/98 and the programs and services outlined in the Board's Special Education Plan. An intervention model (which includes consultation, assessment, alternative programming and review) shall be the means to identify the special needs of students and determine the program which will best serve their needs. The programs shall be based on Catholic doctrine, values and principles.

Regulations:

1. Educators and support personnel shall develop administrative procedures for the delivery of special education services in keeping with the Education Act and regulations.

2. Assessment:

(a) The TCDSB shall provide an appropriate assessment service in order to determine learning needs and to assist the IPRC in the identification of students as exceptional.

(b) Assessments in the following areas may be requested by the Identification Placement and Review Committee:

- audiological



POLICY SECTION: STUDENTS
SUB-SECTION: PROGRAMS
POLICY NAME: SPECIAL EDUCATION PROGRAMS
POLICY NO: S.P. 01

- educational
- intellectual
- psychiatric
- psychological
- sociological **social work**
- speech and language
- medical

3. The TCDSB shall purchase special education programs/services for students for whom TCDSB is unable to establish a viable program.

4. Administrative procedures flowing from the policy and regulations should be reviewed and updated annually.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

An annual report, “Accountability Framework for Special Education” is brought to the Board of Trustees.

**Education Assessment
Secretariat**

Mowat Block, 12th floor
900 Bay St. Queen's Park
Toronto ON M7A 1L2

**Secrétariat de l'évaluation de
l'éducation**

Édifice Mowat, 12^e étage
900, rue Bay Queen's Park
Toronto ON M7A 1L2



MEMORANDUM TO: Directors of Education

FROM: Erica van Roosmalen
Director
Education Assessment Secretariat

DATE: November 9, 2017

SUBJECT: **Independent Review of Assessment and Reporting in
Ontario**

As the ministry begins the work to refresh curriculum and continues to focus on excellence, equity, well-being and confidence in Ontario's publicly funded education system, it is necessary to review assessment practices at the classroom, school, school board, provincial (i.e. EQAO), national and international levels.

Led by Dr. Carol Campbell, the Education Advisors to the Premier and Minister of Education have been asked to conduct an independent review of education assessment in Ontario. The Education Assessment Secretariat has been established to provide policy, research and administrative support to Dr. Campbell for this review.

Through the consultation process the Advisors' intention is to stimulate conversations to inform potential recommendations concerning future assessment and reporting practices in Ontario. Some of the questions the Advisors are asking include:

- What information about student learning do students, parents/caregivers, educators and the public need?
- What have we learned since Ontario started large scale student assessment more than 20 years ago?
- What changes should we make to ensure that any assessment we do helps to improve student learning?

A discussion paper, written by Dr. Carol Campbell and the Advisors, will help guide the conversations with parents/caregivers, trustees, school board and school leaders, teachers, students and community groups over the next couple of months.

Regional engagement sessions are planned across the province to engage a range of people with diverse perspectives. In each location, there will be an afternoon session targeted for area school boards and an evening session primarily for parents/caregivers and the public/broader community. There will be an opportunity for attendees to participate in English or French in all locations, however in Sudbury and Toronto, we will have French sessions separately.

| City | Date |
|------------------------------|------------------------|
| Ottawa | Wednesday, November 22 |
| Barrie | Monday, November 27 |
| Sudbury (English and French) | Thursday, November 30 |
| Windsor | Monday, December 4 |
| Hamilton | Tuesday, December 5 |
| Toronto (English and French) | Friday, December 8 |
| Thunder Bay | Tuesday, December 12 |

Each school board in a region will be asked to identify up to 12 representatives for the afternoon session nearest them. Because the Advisors want the discussion to include a diversity of perspectives and cultural backgrounds, please consider inviting a teacher/educator, trustee, student, parent/caregiver, principal, superintendent and board leads for equity, special education and/or Indigenous learning, and any other school board partners you think appropriate. The evening session will provide an additional opportunity for any interested individuals to participate.

More details about both afternoon and evening sessions, including registration information, will be shared with you by November 15th.

In addition to the regional consultations, there will be an opportunity to participate via online submissions. We will email you again as soon as our website and discussion paper are available.

The input gathered directly from parents, students, educators, officials and the broader community will be used along with a review of the current model of assessment and reporting and research on provincial, national and international best practices to develop actionable recommendations for improvement.

The Advisors and the Education Assessment Secretariat are committed to keeping you updated throughout the process. If you have any questions, please email educationassessment@ontario.ca.

Sincerely,

Original signed by

Erica van Roosmalen, PhD

C. Administrative Assistants to Directors of Education
Council of Ontario Directors of Education (CODE)
Deputy Minister of Education and Early Years and Child Care, Bruce Rodrigues
Education Advisor to the Premier and Minister of Education, Dr. Carol Campbell

SEAC PENDING LIST AS AT DECEMBER 6, 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).
6. 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.