



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

SPECIAL EDUCATION QUALIFICATIONS AMONG SUPERINTENDENTS AND PRINCIPALS OF SCHOOLS INCLUDING THOSE SCHOOLS WITH INTENSIVE SUPPORT PROGRAMS (ISP)

'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me (Mt 25:40)'

Created, Draft

October 12, 2018

First Tabling

October 17, 2018

Review

[Click here to enter a date.](#)

Linda Maselli-Jackman, Superintendent of Special Services
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INFORMATION REPORT

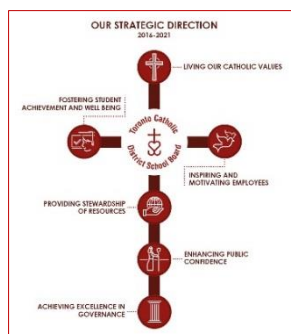
Vision:

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
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L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides information about the Special Education qualifications of Superintendents and Principals of schools, including schools with Intensive Support Programs (ISPs).

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. During the SEAC meeting of 13 June 2018, inquiries had been made about the following: how many schools have Intensive Support Programs (ISPs), and what, if any, Special Education qualifications have been earned by Senior Staff (Superintendents) and Principals, particularly those of schools with ISPs.

SEAC approved the following motions:

That SEAC recommend to the Board of Trustees that staff bring back a report on how many Principals and Superintendents have Special Education qualifications in terms of a formal certificate as of September 2018.

That SEAC recommend to the Board of Trustees that staff bring back a report on how many schools have Intensive Support Program (ISP) classes and whether those schools have Principals with Special Education qualifications as of September 2018.

C. BACKGROUND

1. **September 19, 2018** – at the SEAC meeting, the June 2018 minutes were approved.
2. **September 20, 2018** – at Regular Board, the board approved the SEAC recommendations, directing staff to develop the report.
3. For the consideration of SEAC is the following information: Superintendent and Principal Special Education qualifications, the various types of ISP programs in schools, whether or not the Principals of schools with ISPs have

formal Special Education qualifications, and the variety of other means in which staff in leadership positions acquire knowledge and professional skills in the area Special Education.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The number of Academic senior staff (Superintendents) with Special Education qualifications is 5/16 (31.25%).
2. The total number of Elementary School (ES) Principals is 163. Those holding Special Education qualifications are 118 in total (72.39%).
3. The total number of Elementary Schools (ES) with Intensive Support Programs (ISPs) is 99. ISP schools with Principals possessing Special Education qualifications total 74 (74.74%).
4. The total number of Secondary Schools (SS) is 31. The number of Principals holding Special Education qualifications is 13 (41.94%).
5. The total number of ISP schools with Principals possessing Special Education qualifications are 8 (36.36%).
6. Principals receive ongoing professional development regarding progressive discipline through the Safe Schools department's professional learning series and at Principals' meetings. Frequent review and consultation is provided to Principals and Superintendents whose role it is to guide school and district staff regarding mitigating and other factors to be considered when determining progressive discipline for all students, but particularly for those receiving Special Education programs/services.
7. Job-embedded learning opportunities for all Administrators and Superintendents regarding Exceptional students and those students with an IEP exist in the following areas:
 - Workshops for school professional learning communities and on professional activity days;
 - during co-curricular multi-session learning workshops specifically for current and potential administrators such as the Foundations, Transitions, and Issues, and Succession series.

8. Ongoing professional collaboration takes place between Superintendents, school Administrators, and Board-level Special Services professionals regarding the organization and implementation of the School Based Support Team (SBST) and Identification, Placement, and Review Committee (IPRC) process which Principals and Superintendents oversee.
9. One of the essential aspects of the interview process for potential school and district leadership candidates is a focus on Special Education case studies, policies, and procedures.

E. METRICS AND ACCOUNTABILITY

1. Although not all TCDSB Superintendents and Principals have formal qualifications in Special Education, it is understood that, within the scope of the various leadership courses taken in order to qualify for their current school or system leadership positions, they have amassed a set of skills and aptitudes designed to enhance student engagement and success. Academic Requirements to serve as a Principal at TCDSB include:
 - TCDSB Foundations: Catholic Leadership Discernment program
 - Additional Basic Qualifications (ABQ) in a third teaching division (ex. Primary, Junior, Intermediate, or Senior);
 - Additional professional Qualifications (AQ) courses in chosen areas of specialization,
 - a Master's degree,
 - the Principal Qualification Program (PQP), and the Qualifications required by Principals include all of the above up to and including the PQP.
2. Academic Superintendents must meet all of the above qualifications and must complete the provincial Supervisory Officer Qualification Program (SOQP) certificate.
3. Foundational in many of the basic and additional professional qualifications courses taken by Superintendents and Principals are modules of study regarding Special Education, including an in-depth study of the Education Act

and Ontario Regulations pertaining to Special Education, as well as the participation of course candidates in a variety of professional case studies designed to consolidate learning.

3. During this 2018-19 school year, the Catholic Principals Council of Ontario (CPCO) has partnered with the TCDSB to provide a new AQ course entitled, *Special Education for Administrators*. Senior administrative staff have supported Principals taking this program.

F. CONCLUDING STATEMENT

This report is for the consideration of the SEAC Committee.