

## **1. Notice of Motion: Special needs children's Participation rate in advanced programs – Report request**

To: SEAC

October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas the Ontario Human Rights Commission's (OHRC) policy on accessible education for students with disabilities prohibits systemic discrimination;

Whereas Ministry of Educations data indicates a disproportionality high number of gifted students are in some advanced programs and a disproportionally low number of students with other identification are not in advanced programs (St. Michaels Choir and Cardinal Carter Academy for the Arts, Appendix A);

Therefore be it resolved that

SEAC recommends to the board a report be prepared for the end of the 2018/19 school year and subsequent school years with the total enrolment in each type of advanced program and the number of Individualized Education Program (IEP) students enrolled and the percentage of students with IEPs in those programs which include, and are not limited to, Arts programs, Advanced programs, Cardinal Carter, French Immersion, French Extended, International Baccalaureate, International Language, Geography, English, Mathematics and Science (GEMS), School of Merchandising and Hospitality Management (SMHM), St. Michael's Choir and Science, Technology, Engineering, Art and Mathematics (STEAM) and similar programs to determine if the programs have a reasonably proportional mix of students who are gifted and have other exceptionalities to demonstrate the TCDSB practices are compliant with OHRC policy and the TCDSB mission statement.

Appendix A

School Name	School Level	Enrolment	Percentage of Students Receiving Special Education Services	Number of student receiving special education Services	Percentage of Students Identified as Gifted	Number of Students Identified as Gifted
Cardinal Carter Academy for the Arts	Elementary	124	SP		SP	
Cardinal Carter Academy for the Arts	Secondary	659	6.2%	41	6.9%	45
St Michael's Choir (Jr) School	Elementary	170	SP		23.5	40
St Michael's Choir (Sr) School	Secondary	90	SP		37.7%	34
Board wide	All	91,178	14.9%	13,584	2.1%	1,914

SP indicates less than 10 students and is omitted for privacy reasons.

Grey headers are Ministry numbers, Yellow are extrapolation based on ministry numbers and are subject to rounding.

Source file: "sif\_data\_table\_2017\_2018prelim\_endec4.xlsx" downloaded from the Ministry of Education.

## 2. Notice of Motion: Special Equipment Amount (SEA) processing time – Report Request

To: SEAC

October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas the Provincial Auditor, the Ontario Human Rights Commission and other organizations have reported concerns about significant delays in SEA claims at some boards;

Whereas the sooner a SEA claim is processed, and the equipment is being used in the classroom the smaller the education gap is for the special needs student and the easier it is for a teacher to maintain an Inclusive classroom;

Whereas a large majority of SEA claims are technology related and can be processed in a few days to a week;

Whereas SEAC is getting inconsistent reports on delivery of SEA computers from parents and staff;

Therefore be it resolved that

SEAC recommends to the Board that a report be created for the 2018/19 school year and presented to SEAC and the board annually thereafter a list of the number of SEA claims by type (Computer and other) and the averages days to process all completed claims by each type of claim using following points in time.

1. School identifies need for a claim,
2. SEA desk receives claim,
3. SEA equipment shipped to school,
4. Date student training is completed and they are actively using equipment in the classroom

And following the sample report laid out below.

Year 2018/19	Number of claims completed	Average days from need identified to claim accepted	Average days from accepted to shipped to school	Average days from shipped to school to actively in use.	Total Days*
Computer	1223	17	23	20	60
Other	35	19	35	5	59

Where “Number of claims completed” is the total completed claims during the school year.

The “Average days from need identified to claim accepted” is the total days between point 2 less point 1 for all claims of that type divided by the number of that type of claim completed.

The “Average days from accepted to ship to school” is the total days between point 3 less point 2 for all claims of that type divided by the number of that type of claim completed.

The “Average days from ship to school to actively in use” is the total days between point 4 less point 3 for all claims of that type divided by the number of that type of claim completed.

The “Total days” is the total days between point 4 less point 1 for all claims of that type divided by the number of that type of claim completed.

### **3. Notice of Motion: Gap in IEP process – New policy request**

To: SEAC

October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas current legislation and Ministry guidelines do not obligation school staff to create an IEP outside of the IPRC system in a timely manner and there is no obligation to update an IEP when new information is received by the board from the family or professionals in a timely manner.

Whereas delaying the creation or updating of an IEP for a special needs student can create a learning gap for the student, additional work for the teacher and behaviour problems in the classroom that can impact other students, the school as a whole and alienate the student from his community.

Therefore be it resolved that

SEAC recommends to the board for an IEP specific policy be created that will include instructions to staff to:

1. Create an IEP within 30 school days when
  - (a) It is agreed that the student would benefit from having an IEP and,
  - (b) the student has not been formally identified through the IPRC process.

2. Update any student's IEP within 15 school days when new information or recommendations are received from the parents, professionals within the board or outside professional that will help the student reach their potential.

#### **4. Notice of Motion: Special Education Graduation rate– Report Request**

To: SEAC

October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas the mission of the TCDSB is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

Whereas completing high school successfully is a critical component for a full and productive life beyond high school;

Whereas the Ministry of Education has reported a high incidence of students with IEP not completing high school across the province;

Whereas the Ontario Human Rights Commission has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system;

Therefore be it resolved that

SEAC recommends to the board that an annual "SENS Graduation report" be prepared for the board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following.

1. Total number of students who enrolled and attended.
2. Number of students who graduated with an OSSD
3. Number of students who graduated with an OSSC
4. Number of students who graduated with a Certificate of attendance.
5. Number of students who enrolled in the next school year. (5<sup>th</sup> year, 6<sup>th</sup> year, 7<sup>th</sup> year)
6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance.
7. Number of students who did not graduate and did not return for other reasons than above but completed the school year.
8. Number of students who did not complete the school year.

We ask the report to be prepared annually and include the 5 most recent years of accumulated history listed by school year going forward. (I.e. in the first years, report will only have 2018-19

results, the second year will have 2018-19 and 2019-20, etc...) and board wide results for all students and if possible provincial comparable.

## **5. Notice of Motion: New member recruitment for SEAC, community and association representatives.**

To: SEAC  
October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas Education Act Regulations 464/97 "Special Education Advisory Committees" (SEAC) allows the TCDSB to have 19 members composed of 3 Trustees, 12 association representatives and 4 community representatives;

Whereas TCDSB's current SEAC, as of the September 18, 2019 meeting has 12 members composed of 3 Trustees, 7 association representative and 2 community representatives.

Whereas there are currently vacancies for 5 association representatives and 2 community representatives on the TCDSB's SEAC.

Therefore be it resolved that  
SEAC recommends to the board the posting below go out in all board wide email blasts for the month of January and we request it be included in all the January 2020 monthly school newsletters to parents and placed prominently on the board's website with appropriate links to volunteer forms.

Do you have a child with Special Needs?

Are you interesting in learning more about Special Services at the TCDSB?

Do you want to contribute to the improvement of delivery of Special Services at the TCDSB?

## **Then the TCDSB's Special Education Advisory Committee (SEAC) wants YOU.**

### **Who we are:**

We are a legally required committee of Trustees, parent representatives for local disability focused organizations and parent representative from the community.

### **What we do:**

We are an advisory committee to the Trustees. We review reports, and policies presented by Board Staff. We receive presentations from internal departments about how Special Services are delivered and budget reports. External organizations make presentations to the committee for our review. We ask questions about programs and services. We make recommendations to the Trustees on how to address systemic problems and enhance services for our special needs students.

### **Time commitment required:**

We meet once a month during the school year, usually on Wednesdays, at the Catholic Education Centre near Yonge and Sheppard at 7:00 pm. Meetings last 2 to 4 hours. (Easy access to the Subway and Highway 401, free parking provided) Agendas for the meetings are delivered in advance.

### **Who is there?**

Voting members: Trustees, Local Associations representative and Community representatives.

Non-voting attendees: Senior Board administrators, key special services staff, the public and outside organizations.

The meetings are open to the public but not broadcasted live or recorded for rebroadcast.

### **Who can join?**

If you are a member of a parent association/organization that supports one or more groups of children with special needs, you can be nominated as an Association Representative. (Limit 12 members)

If you have a child in the TCDSB and are a resident of Toronto, you can be nominated as a Community Representative. (Limit 4 members)

Unfortunately, employees of the TCDSB are prohibited by legislation from joining.

If you are interested or would like more information please contact Tyler Munro at [gtmunro.seac@yahoo.com](mailto:gtmunro.seac@yahoo.com).

## **6. Notice of Motion: New member recruitment for SEAC, association representatives.**

To: SEAC

October 16, 2019

Moved By: Tyler Munro, SEAC Representative for Integrated Action for Inclusion.

Seconded by:

Whereas Education Act Regulations 464/97 "Special Education Advisory Committees" (SEAC) allows the TCDSB to have 19 members composed of 3 Trustees, 12 association representatives and 4 community representatives;

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Whereas there are currently vacancies for 5 association representatives and 2 community representatives on the TCDSB's SEAC.

Therefore be it resolved that

SEAC recommend to the board that the Chair of SEAC send a letter inviting the following organizations to nominate a parent representative to sit on the TCDSB's SEAC.

Association for Bright Children  
Brain Injury Society of Toronto  
CADDAC  
Canadian Mental Health Association  
Canadian National Institute for the Blind  
Community Living Toronto  
Down Syndrome Association  
Epilepsy Ontario  
First Nations Representative  
Fragile X Research Foundation of Canada  
Learning Disabilities Association Toronto  
Ontario Federation for Cerebral Palsy  
Ontario Parents Advocating for Children with  
Cancer  
Parents for Children's Mental Health  
Tourette Syndrome Association of Ontario  
VIEWS for Blind & Visually Impaired Children