

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO OCTOBER 16, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	February 21, 2018 SEAC	TBA	Regular Board	<p>Board to provide SEAC with a progress report on the <i>Auditor Report – Chapter 3, Section 3.12 – School Boards’ Management of Financial and Human Resources</i> four recommendations listed on page 109 of the February 21, 2018 agenda, that have not yet been acted on namely:</p> <ul style="list-style-type: none"> • <i>An attendance support program for school board employees;</i> • <i>A performance management plan for non-academic staff;</i> • <i>A centralized database for employee behavior complaints; and</i> • <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i> 	Associate Director- Academc Affairs

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2	November 14, 2018	TBA	Governance & Policy	<p>The following recommendations be referred to the Governance & Policy Committee:</p> <ul style="list-style-type: none"> i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; ii. That the Board’s Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document 	Superintendent of Governance & Policy

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#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3	February 20, 2019 SEAC	November 2019 TBC	Student Achievement	Physically Disabled Students Identified in the Accountability Framework that SEAC recommend to Board that the number of students with physical disability either as their primary or secondary exceptionality be identified. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director-Academic Affairs
4	March 27, 2019 SEAC	TBA	Regular Board	That staff be asked to provide SEAC with a copy of the template letter created for school principals to adapt and send to parents/guardians in cases where Section 265(1)(m) of the Education Act has been invoked (Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions)	Superintendent of Special Services (with Legal & Safe Schools Department)
5	March 27, 2019 SEAC	TBC	Regular Board	That the Board direct staff to provide a report with respect to the following Items and report back to Board: *Whether the exclusions listed were documented as "safety" exclusions or	Superintendent of Special Services

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			<p>"disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p>	
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			<p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police</p>	
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			<p>direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p>	
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