

Consideration of Motion

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

WHEREAS the TCDSB's Multi-Year Strategic Plan 2016-2021 pillar of Fostering Student Achievement and Well-Being supports and promotes the use of evidence-based teaching and learning strategies and the use of differentiated instruction to ensure that individual learning needs are accommodated in a way to engage students fully in their learning;

WHEREAS studies have shown that there is a direct correlation between reading disorders and language impairment and student risk of academic failure, psychosocial and social-environmental challenges along with an associated bidirectional rate increase in maladaptive behaviour related symptomatology;

WHEREAS parent engagement is one of the largest predictors of student success;

WHEREAS listening to students living with Autism and their parents fosters the accommodation of individual learning needs to engage students fully in their learning;

WHEREAS Applied Behaviour Analysis (ABA) is a scientifically recognized evidence-based intervention method of teaching which uses positive reinforcement to change behaviour and skill deficits in the areas of (and not limited to) communication, social initiation, self-care and life-skills, self-regulation and achieving academic goals and the Ministry of Education promotes policies and programs using ABA methods in schools, including without limitation PPM 140 - Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders (ASD);

WHEREAS the Behaviour Analyst Certification Board (BACB®) provides professional credentialing to assist behaviour analysts, governments, and consumers of behaviour analysis services and is recognized as the international “gold standard” in regulating those who deliver ABA;

WHEREAS the appropriate implementation of ABA is an ongoing process involving regular data collection, supervised evaluation of that data, and regular revision of programs and strategies to support the student;

BE IT RESOLVED THAT in an effort to implement meaningful ABA in all classrooms that SEAC recommend to Board that more extensive Autism and ABA-related training be provided for all EAs, teachers, administrators and support staff assigned to work with students with ASD, including EA training in ABA instruction in the form of the 40 hour RBT training module approved by the BACB;

BE BE IT FURTHER RESOLVED THAT SEAC recommend to Board that funding be allocated to hire more clinical psychologists who specialize in working with individuals with ASD and BCBA's and BCBA-D's to provide the necessary supervision for properly trained staff and to provide clinical recommendations based on the data collected in the classroom;

BE IT FURTHER RESOLVED THAT in order to work together in fulfilling the Board's obligations as defined in PPM 140, that SEAC recommend to Board that those who deliver ABA programming in schools collect regular data and receive appropriate training and supervision in doing so;

BE IT FURTHER RESOLVED THAT SEAC recommends to Board that staff shall consult with ASD students aged 6-21 to understand their concerns and ascertain their needs in an effort to continue to revise policies and programs, including and as part of the ongoing implementation of PPM 140. Schools must solicit input in writing from parents and any outside service agency or individual professional who is providing service to the child with ASD including without limitation ABA providers, Speech-Language Pathology and Occupational Therapy for programming development (such as IEPs);

BE IT FURTHER RESOLVED THAT SEAC recommend to Board that staff provide SEAC with a written description of the Board process used to track accessibility requests from students/their parents and the implementation of same – including a timeline from request to delivery and those denied on the basis of "undue hardship".