

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO February 19, 2020**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	March 27, 2019 SEAC	TBC	Regular Board	<p>That the Board direct staff to provide a report with respect to the following Items and report back to Board:</p> <p>*Whether the exclusions listed were documented as "safety" exclusions or "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</i></p>	Superintendent of Special Services

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			<p><i>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> <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</p>	
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				<p>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 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</p>	
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				<p>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> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	October 18, 2019	March 2020	Regular Board	That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for SEN students in joining STEM/STEAM extracurricular activities and what role and responsibilities befall on both Principal and teaching staff in this process (Staff Responses to Various SEAC Recommendations Pertaining to	The SO of student success and curriculum will create a report that outlines the supports/accommodations/modifications for exceptional students engaging in STEAM extracurricular

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				<p>Programming and Supports for Students with Special Education Needs);</p> <p><i>Motion recommended at September 18, 2019 SEAC meeting; carried at October 16, 2019 Board meeting.</i></p>	<p>activities in our schools.</p>
3	December 5, 2019	March 2020	<p>Student Achievement and Well-Being</p>	<p>That staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students <b>(Presentation: Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate);</b></p> <p><i>Motion recommended at October 16, 2019 SEAC meeting; carried at December 5, 2019 Student Achievement and Well-Being meeting.</i></p>	<p>Superintendent of Special Services</p>
4	December 12, 2019	TBC	<p>Regular Board</p>	<p>Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	<p>Superintendent of Special Services</p>

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5	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Special Education Graduation Rate:</p> <p>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;</p> <p>WHEREAS: Completing high school successfully is a critical component for a full and productive life beyond high school;</p> <p>WHEREAS: The Ministry of Education has reported a high incidence of students with IEP not completing high school across the province; and</p> <p>WHEREAS: The OHRC has raised concerns about the high level of people with disabilities who did not complete high school in the correctional system.</p> <p>BE IT RESOLVED: That SEAC recommend to the Board that an annual "Special Education Needs Students (SENS) Graduation report" be prepared for the Board and SEAC on Special Needs</p>	Superintendent of Special Services
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			<p>students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following:</p> <ol style="list-style-type: none"><li>1. Total number of students who enrolled and attended;</li><li>2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD);</li><li>3. Number of students who graduated with an Ontario Secondary School Certificate (OSSC);</li><li>4. Number of students who graduated with a Certificate of Attendance;</li><li>5. Number of students who enrolled in the next school year (fifth year, sixth year, seventh year);</li><li>6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;</li><li>7. Number of students who did not graduate and did not return for other</li></ol>	
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			<p>reasons than above but completed the school year; and</p> <p>8. Number of students who did not complete the school year.</p> <p>We ask that the report be prepared annually and include the five 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 (Item 11d).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	
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