



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### UPDATE TO SPECIAL EDUCATION PROGRAMS POLICY (S.P.01) (VERSION 2)

*May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth.*

*Deuteronomy 32:2*

Created, Draft	First Tabling	Review
January 9, 2018	January 16, 2018	

Caitlin Kavanagh, Coordinator of Employee Relations & Policy Development  
 Cristina Fernandes, Superintendent of Special Services

### RECOMMENDATION 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.*

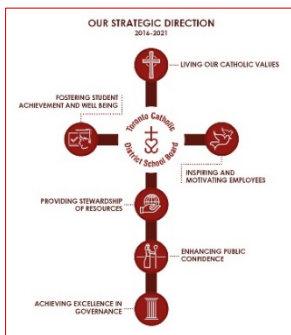
*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

Rory McGuckin  
 Director of Education

D. Koenig  
 Associate Director of Academic Affairs

A. Sangiorgio  
 Associate Director of Planning and Facilities

T.B.D.  
 Executive Superintendent of Business Services and Chief Financial Officer



## **A. EXECUTIVE SUMMARY**

This report recommends updates to the current Special Education Programs policy (S.P.01) as presented at the December 4, 2017 Governance and Policy Committee meeting and also includes a recommendation from the December 6, 2017 Special Education Advisory Committee (SEAC) meeting.

*The cumulative staff time required to prepare this report was 1 hour*

## **B. PURPOSE**

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.
2. Trustee request through approved motion at the December 6, 2017 Special Education Advisory Committee meeting:

*SEAC recommends to the Board of Trustees the following:*

### *3. Special Education Programs (S.P.01):*

- a. That the Special Education Programs (S.P.01) policy be renamed to Special Education Programs and Services; and*
- b. That an example of blind/low vision be included.*

## **C. BACKGROUND**

1. The recommendation from the December 4, 2017 Governance and Policy Committee meeting was on the December 14, 2017 Regular Board agenda.
2. The December 6, 2017 SEAC recommendations were also on the December 14, 2017 Regular Board agenda and the Board sent SEAC's recommendation to staff.
3. Staff have reviewed the December 6, 2017 SEAC recommendations and recommend that only the policy be renamed and that the "example of blind/low vision" is not appropriate to include.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

The SEAC recommendation to include an example of blind/low vision in the policy is not appropriate within the policy as blind/low vision falls under a medical assessment. Therefore, blind/low vision would not be appropriate to add to the list under Regulation 2(b).

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff as well as the Special Services department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

The updated policy as approved will be posted on the TCDSB policy register.

## **G. STAFF RECOMMENDATION**

Staff recommend that the Special Education Programs policy (S.P.01) provided in APPENDIX A be adopted.



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** PROGRAMS  
**POLICY NAME:** SPECIAL EDUCATION PROGRAMS AND SERVICES  
**POLICY NO:** S.P. 01

<b>Date Approved:</b> January 1965	<b>Date of Next Review:</b> January 2023	<b>Dates of Amendments:</b> January 25, 2017 October 16, 1986 April 1968 December 1967
<b>Cross References:</b> Education Act, 1990, s.170(7) O. Reg. 181/98, IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS		
Appendix		

**Purpose:**

This policy ensures students receive access to special education services they require as per regulation.

**Scope and Responsibility:**

This policy applies to all students of the TCDSB requiring special education assistance. The Director is responsible for this policy with the support of the Special Services Department.

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources



<b>POLICY SECTION:</b>	<b>STUDENTS</b>
<b>SUB-SECTION:</b>	<b>PROGRAMS</b>
<b>POLICY NAME:</b>	<b>SPECIAL EDUCATION PROGRAMS AND SERVICES</b>
<b>POLICY NO:</b>	<b>S.P. 01</b>

**Policy:**

The TCDSB shall provide education programs which will serve the spiritual, emotional, intellectual, physical, social and cultural needs of all its students. The Board of Trustees shall provide education programs which permit all students to achieve their potential. Each student requiring special education assistance shall be instructed in accordance with Regulation 181/98 and the programs and services outlined in the Board's Special Education Plan. An intervention model (which includes consultation, assessment, alternative programming and review) shall be the means to identify the special needs of students and determine the program which will best serve their needs. The programs shall be based on Catholic doctrine, values and principles.

**Regulations:**

1. Educators and support personnel shall develop administrative procedures for the delivery of special education services in keeping with the Education Act and regulations.

2. Assessment:

(a) The TCDSB shall provide an appropriate assessment service in order to determine learning needs and to assist the **Identification Placement and Review Committee (IPRC)** in the identification of students as exceptional.

(b) Assessments in the following areas may be requested by the Identification Placement and Review Committee:

- audiological



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- educational
- intellectual
- psychiatric
- psychological
- sociological **social work**
- speech and language
- medical

3. The TCDSB shall purchase special education programs/services for students for whom TCDSB is unable to establish a viable program.

4. Administrative procedures flowing from the policy and regulations should be reviewed and updated annually.

**Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

**An annual report, “Accountability Framework for Special Education” is brought to the Board of Trustees.**