



## Program and School Services Committee Agenda

PSSC:082A

Thursday, January 16, 2020

4:30 p.m.

Committee Room A, 5050 Yonge Street

### Trustee Members:

Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean,  
Yalini Rajakulasingam, Anu Sriskandarajah, Chris Tonks

Note: Please ensure all electronic devices are on silent mode.

### Pages

1. Call to Order and Acknowledgement of Traditional Lands
  2. Approval of the Agenda
  3. Declarations of Possible Conflict of Interest
  4. Delegations
- To be presented
5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees
- Timed Item at 5 p.m.
- |     |  |   |
|-----|--|---|
| 5.1 | Alternative Schools Community Advisory Committee Report,<br>November 25, 2019                                    | 1 |
|     | (For receipt)  |   |
| 5.2 | Black Student Achievement Community Advisory Committee<br>Report, December 2, 2019                               | 3 |
|     | 1. Consultation on Secondary Program and Optional<br>Attendance Policy Reviews                                   |   |
| 5.3 | Community Use of Schools Community Advisory Committee<br>Reports, September 10, October 10 and November 12, 2019 | 5 |
|     | (For receipt)  |   |

5.4	Environmental Sustainability Community Advisory Committee Report, December 3, 2019	13
	(For receipt)	
5.5	Equity Policy Community Advisory Committee Report, December 3, 2019	15
	(For receipt)	
5.6	French-as-a-Second-Language Community Advisory Committee Report, November 12, 2019	17
	(For receipt)	
5.7	Inner City Community Advisory Committee Report, December 12, 2019	21
	(For receipt)	
5.8	Parent Involvement Advisory Committee Report, November 19, 2019	23
	(For receipt)	
5.9	Special Education Advisory Committee Report, November 4, 2019	25
	1. SEAC Association Membership: Centre for ADHD Awareness Canada	
	2. New Representative for Easter Seals Ontario	
	3. New Alternate Representative for VOICE	
	4. New Community Representative for Learning Centre 4	
5.10	Urban Indigenous Community Advisory Committee Report, November 19, 2019	73
	(For receipt)	
6.	Mid-Year Update on the Implementation of the Multi-Year Strategic Action Plans: Inclusion [3814]	75
7.	Operation of the EarlyON Child and Family Programs [3813]	117
8.	Adjournment	



## Community Advisory Committees

**Name of Committee:** Alternative Schools Community Advisory Committee (ASCAC)

**Meeting Date:** 25 November 2019

A meeting of the Alternative Schools Community Advisory Committee (ASCAC) convened on November 25, 2019 from 7:00 p.m. to 9:00 p.m. in Committee Room A at 5050 Yonge St., with Boriana Karan, and Liam Rodrigues (Co-Chairs) presiding.

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**Attendance:** Diana Grimaldo (Mountview Parent), Boriana Karan (Elementary Parent Co-chair), Liam Rodrigues (SEED, Secondary Co-chair), Jackie Wylde (Hawthorne II Parent Council)

Also present were: Rizwana Jafri (Principal, Secondary Alternative Schools West), Michael Gurgol (Vice Principal, Secondary Alternative Schools West), Denis Lopes (Principal, Secondary Alternative Schools East), Uton Robinson (Executive Superintendent), Rachel Rosen (assistant CL, School Of Life Experience), Leigh Thornton (VP, Mountview Alternative School by phone)

The following participated by electronic means: Leigh Thornton (VP, Mountview Alternative School)

**Regrets:** Deborah Adelman (Elementary Teacher Co-Chair), Shelly Laskin (Trustee Chair), Manny Moura (Vice Principal, Secondary Alternative Schools East), Andrea Parise (VP, Secondary Alternative Schools West), Prafulla Prabhu (Parent Co-Chair)

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### Part A: Recommendations

N/A

### Part B: For Information Only

N/A

### Part C: Ongoing Matters

Quorum was not reached.

The following agenda items have been deferred to the January 13, 2020 meeting: *Staffing and Admissions Pattern; Towards Diversity and Equity: How Can the TDSB Support its Alternative Schools in this Process?; Climate Event*

**Report Submitted by:** Uton Robinson, System Superintendent; Learning Centre Central

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**Name of Committee:** Black Student Achievement Community Advisory Committee

**Meeting Date:** December 2, 2019

A meeting of the Black Student Achievement Community Advisory Committee convened on December 2, 2019 from 7:04p.m. to 9:16p.m. In Committee Room A at 5050 Yonge Street with Co-Chair Yolande Davidson and Trustee Chris Moise presiding

<b>Present:</b>	Yolande Davidson Co-Chair, Jamaican Canadian Association), Sharon Beason (Parent/ FSLAC Rep), Alexis Dawson (Unison Community Health), Tina Beason (Student), Sophia Ruddock (Parent Rep)  Trustees: Trustee Chris Moise (Co-Chair), Trustee David Smith  Staff Lead: Associate Director Colleen Russell-Rawlins, System Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya  Phone Participation: Samantha Peter, Dennis Keshinro (EPAC Rep)
<b>Staff:</b>	Rosalie Griffith, Karen Murray, Rosalie Griffith, Thando Hyman, Novelte Mitchell,
<b>Guests:</b>	Phil Johnson (TAIBU Community Health Centre), Ahmed Jams (TAIBU Community Health Centre), Mikhail Burke (University of Toronto), Raymond Guiste (Tropicana Community Centre), Osagyefo McGregor
<b>Observers</b>	Yolande Brandon
<b>Regrets:</b>	Nil

**Part A: Recommendations**

As noted in the Secondary Review Report “The Enhancing Equity Task Force made recommendations to support the TDSB as it strives to ensure that the framework of “equity for

all” infuses every aspect of the Board’s work including students and staff. Its approach to community engagement showed the importance of reaching out directly to marginalized communities and inviting those voices that we do not typically hear from and honouring their experiences, concerns, challenges, realities and goals.”

Therefore BSACAC makes the following recommendation:

An opportunity for consultation at the next BSACAC meeting on February 3, 2020 from the Secondary and Optional Attendance Policy Review Committee to make a presentation and seek BSACAC’s input on the potential impact on Black students.

### **Part B: For Information Only**

- Through acclamation, Alexis Dawson (Unison Community Health) was elected the new Community Co-Chair for a 2 year term, December 2019 – December 2021.
- Staff of TAIBU Community Health presented the PLUG program to BSACAC. TAIBU has an ongoing partnership with the board on this program.
- Staff of Equity, Anti-Racism, Anti-Oppression updated the committee on the various initiatives discussed at previous meetings: Partnerships, Student engagements activities, Equity, Anti-Racism and Anti-Oppression Report.
- Three members have resigned from the Committee due to other commitments

They are:

- Anthony Morgan (City of Toronto Anti-Black Racism Unit)
- Rhonelle Bruder (R.I.S.E Initiative)
- Alannah Johnson (Skill Market)

A nominations working group has been constituted to address these vacancies as per the Terms of Reference,

- A staff of the Engineering Department at the University of Toronto introduced two programs called ENGage Saturdays and Blueprint that could be of good value to students of the TDSB.

### **Part C: Ongoing Matters**

NIL

**Report Submitted by:** Colleen Russell-Rawlins



## **Community Advisory Committees**

**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** 10 September 2019

A meeting of the Community Use of Schools Community Advisory Committee convened on 10 September 2019 from 8:00 a.m. to 10:14 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

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**Attendance:** Michelle Aarts (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Mohamed Hassan (Muqdishu Football Club), Alan Hrabinski (Toronto Basketball Association), Dennis Keshinro (Belka Enrichment Centre), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Heather Mitchell (Toronto Sports Council), Patrick Rutledge (Big League Book Club), Alex Viliansky (Felix Swim School), Jonathan Wood (Toronto Accessible Sports Council)

Also present were TDSB Staff: Shirley Adderley (Manager Facility Issues & System Liaison), Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Ndaba Njobo (Acting Facility Permitting Coordinator), Chris Ricketts (Pool Support), Steve Shaw (Executive Officer), Tracy Vallant (Executive Assistant)

The following participated by electronic means: Dennis Keshinro (Belka Enrichment Centre)

**Regrets:** Abdirahim Ali Rage (Muqdishu Soccer Club), Doug Blair (North Toronto Soccer Club), Susanne Burkhardt (Applegrove Community Complex), John Long (Senior Manager, Plant Operations & Community Use), Dave McNee (Quantum Sports and Learning Association), Chris Moise (Trustee), Louie Papathanasakis (Superintendent), Zakir Patel (Trustee), Luetasha Watkins (The Learning Enrichment Foundation)

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### **Part A: Recommendations**

Nil

## **Part B: For Information Only**

The Community Use of Schools department has been closed due to the elimination of Provincial funding and staff have been reassigned. The Permit Unit is still in operation and continues to issue permits to community groups.

TDSB is looking for a way to support no cost permits in priority neighbourhoods but in order to reinforce that this is a TDSB program, this program will not be called Priority Schools Initiative (PSI). As per the Board approvals, the program will offer no cost permits to eligible groups, provided there are no additional costs to the TDSB. There will be support for former PSI programs to run Monday to Friday, from 6:00-10:00 p.m. as long as there is caretaking allocation at the school. No cost permits are not available on weekends as weekend permits incur additional costs.

Organizations who received PSI funding in the past would be able to have priority access to the school space they previously permitted. Staff confirmed that former PSI permit holders were offered first choice in being located once existing former PSI permit renewals were processed.

The Committee members discussed individual groups approaching the Province to advocate for restoration of funding from either the Province or the City.

Staff confirmed there has been no increase to permit fees other than the yearly cost of living increase.

CUSCAC Annual General Meeting will be on November 26, registration begins at 6:00 p.m. and meeting begins at 7:00 p.m.

The new Senior Team structure was shared with the membership.

Mary Hynes has resigned from the membership who was representing the Seniors in Category Year A; Gerry Lang who was the alternate has become the permanent member.

Membership has opted to continue not to have any refreshments at their monthly meetings due to the declining budget situation however the Annual General Meeting will have light refreshments only.

Federal Election Day is on October 21, 2019 any permit groups that are impacted have already been notified and accommodated elsewhere. The Federal Government pays the standard facility fee for their permits which is standard across the country and any caretaking overtime charges.

**Part C: Ongoing Matters**

Committee members are requesting the following information - permit (PSI) usage data for 2017-2018, 2018-2019, and current –October – Number of Permits, Number of Permit Hours, Number of Organizations.

Committee members also requested the number of permits Focus on Youth (FOY) Program; staff who sit on CUSCAC is not able to provide this data as this program responsibility of Continuing Education Department, however we will request staff who have this information to attend a future meeting to discuss.

**Report Submitted by:** Steve Shaw



## **Community Advisory Committees**

**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** 10 October 2019

A meeting of the Community Use of Schools Community Advisory Committee convened on 10 October 2019 from 8:06 a.m. to 9:37 a.m. in Boardroom at 5050 Yonge Street with Co-Chair Judy Gargaro presiding.

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**Attendance:** Judy Gargaro (Etobicoke Philharmonic Orchestra), Kevin Battaglia (TSAA), Susanne Burkhardt (Applegrove Community Complex), Denise De Paola (TSAA), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Mohamed Hassan (Muqdishu Football Club), Alan Hrabinski (Toronto Basketball Association), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Dave McNee (Quantum Sports and Learning Association)

Also present were TDSB Staff: Shirley Adderley (Manager Facility Issues & System Liaison), John Long (Senior Manager, Plant Operations & Community Use), Ndaba Njobo (Acting Facility Permitting Coordinator), Chris Ricketts (Pool Support), Steve Shaw (Executive Officer), Tracy Vallant (Executive Assistant)

The following participated by electronic means: Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Dave McNee (Quantum Sports and Learning Association)

**Regrets:** Michelle Aarts (Trustee), Abdirahim Ali Rage (Muqdishu Soccer Club), Doug Blair (North Toronto Soccer Club), Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Dennis Keshinro (Belka Enrichment Centre), Heather Mitchell (Toronto Sports Council), Chris Moise (Trustee), Louie Papathanasakis (Superintendent), Zakir Patel (Trustee), Patrick Rutledge (Big League Book Club), Alex Viliansky (Felix Swim School), Luetasha Watkins (The Learning Enrichment Foundation), Jonathan Wood (Toronto Accessible Sports Council)

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### **Part A: Recommendations**

Nil

## **Part B: For Information Only**

As the Priority Schools Initiative (PSI) no longer exists, the TDSB has committed to supporting no cost permits at 44 schools located in Priority Neighbourhoods under a new program called TDSB Local Neighbourhoods Support Program. These programs will run Monday-Friday only. Weekend programs cannot be supported as there are additional costs related to this use.

The Focus on Youth (FOY) report was received by the Program and School Services Committee on October 3. In spite of the late approval for the funding, the TDSB was able to hire the same number of students and the short notice for the FOY program did not seem to affect participation by community groups.

CUSCAC member Luetasha Watkins, has missed 3 consecutive meetings and has now resigned from the committee, this is now a vacancy under Year A – Additional Members.

SPACE Coalition is hosting Space Stories – What’s Happening to Community Use of Schools on Tuesday, November 5, 2019, 6:00-9:00 p.m. at Metro Hall.

### **Trustee Update:**

The PGA Tour - RBC Canadian Open will be held at St. George’s Golf and Country Club in Toronto in June 2020 and June 2024. The PGA Tour is looking to partner with Richview CI to enable them to host an outdoor concert. This event will bring approximately \$82M in tourism benefits to the City of Toronto.

The Board is excited about a new Advisory Committee – Lesbian, Gay, Bi-Sexual, Trans-Sexual, Queer, 2-Spirited (LGBTQ2S), the first meeting will be held on October 22. Trustee MacLean will be sitting on this committee.

The TDSB has submitted 10 Business Cases under the Ministry of Education Capital Priorities Program and is awaiting a response.

## **Part C: Ongoing Matters**

CUSCAC’s Annual General Meeting (AGM) to be held on November 26. AGM invite was sent out to all TDSB Permit Holders.

A revised draft CUSCAC Terms of Reference was shared with the membership for review and to be discussed at the November meeting.



## **Community Advisory Committees**

**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** 12 November 2019

A meeting of the Community Use of Schools Community Advisory Committee convened on 12 November 2019 from 8:02 a.m. to 10:15 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

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**Attendance:** Michelle Aarts (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Kevin Battaglia (TSAA), Susanne Burkhardt (Applegrove Community Complex), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Dennis Keshinro (Belka Enrichment Centre), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Heather Mitchell (Toronto Sports Council), Patrick Rutledge (Big League Book Club), Alex Viliansky (Felix Swim School), Jonathan Wood (Toronto Accessible Sports Council)

Also present were TDSB Staff: Shirley Adderley (Manager Facility Issues & System Liaison), Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), John Long (Senior Manager, Plant Operations & Community Use), Ndaba Njobo (Acting Facility Permitting Coordinator), Steve Shaw (Executive Officer), Tracy Vallant (Executive Assistant)

The following participated by electronic means: Susanne Burkhardt (Applegrove Community Complex), Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Dennis Keshinro (Belka Enrichment Centre), Dan MacLean (Trustee)

**Regrets:** Abdirahim Ali Rage (Muqdishu Soccer Club), Doug Blair (North Toronto Soccer Club), Denise De Paola (TSAA), Mohamed Hassan (Muqdishu Football Club), Dave McNee (Quantum Sports and Learning Association), Chris Moise (Trustee), Louie Papathanasakis (Superintendent), Zakir Patel (Trustee), Chris Ricketts (Pool Support)

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**Part A: Recommendations**

Nil

**Part B: For Information Only**

Review and discussion on the data provided to the membership for the Priority Schools Initiative (PSI) Local Neighbourhood Support Program (LNSP) for 2017-2018, and 2018-2019 – number of weekday permits vs. weekend permits, total number of permits/ number of permits, number of organizations using TDSB facilities for 2019-2020. Focus on Youth data was also requested and shared. The FOY information was reported by Continuing Education at the October Program and School Services Committee(PSSC).

The membership discussed how best to use this data that will be advantageous to this committee since the Ministry canceled the PSI funding and the Board decided to support no cost permits for eligible groups (Category 1A) in priority neighbourhoods.

**Trustee Update:**

An update from the SPACE Coalition Space Stories Forum was provided. A good discussion about having a more united voice on community use and it also started a deeper conversation with the TCDSB around advocacy work.

Full budget report will be provided in January at the Finance, Budget and Enrolment Committee (FBEC) meeting and then the Board will receive the Grant for Student Needs; some funding changed from the government were not available at the last finance meeting so the Board had to back track on some decisions, i.e., review of the reduction of French programs and bussing for students in optional French programs.

**Part C: Ongoing Matters**

Annual General Meeting is on November 26 and registration begins at 6:00 p.m. Candidates seeking election should be present in the room and have a 2 minute speech prepared.

Revisions to the draft CUSCAC Terms of Reference were shared and discussed with the membership, a few minor edits were required, changes will be made and brought back for review at the December meeting.

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## Community Advisory Committees

**Name of Committee:** Environmental Sustainability Community Advisory Committee

**Meeting Date:** December 3, 2019

A meeting of the Environment and Sustainability Community Advisory Committee convened on December 3, 2019 from 6:34 p.m. to 8:30 p.m. in Central Technical School, Room 208, with Sheila Cary-Meagher presiding.

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**Attendance:** Sheila Cary-Meagher (Community Co-Chair); Manna Wong (Trustee Co-Chair); Stephanie Donaldson (Trustee, Ward 9); Barbara Falby (For Our Grandchildren); Sunday Harrison (Green Thumbs); Hilary Inwood (OISE); Anne Keary (Parent); Lisa Milne (Parent); Linda Naccarato (Earth Day Canada); Peter Odle (Parent); Brenda Simon (Natural Curiosity); Bob Spencer (Parent).

Also present were: Richard Christie (Senior Manager, Sustainability); Esther Collier (Teacher); Kristen Evers (Green Projects Team Leader); Hongliang Hu (ECE); Naomi Quarcoopome (Teacher); Gigi Shanks (Teacher); Jenn Vetter (EcoSchools Certification Specialist).

**Regrets:** Leila Barati (EcoKids); David Hawker-Budlovsky (Centrally Assigned Principal); Stefan Sommer (CUPE 4400); Jennifer Story (Trustee, Ward 15);

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### Part A: Recommendations

No recommendations to report.

### Part B: For Information Only

Trustee Manna Wong was announced as ESCAC's Trustee Co-Chair for the 2019/20 school year.

Sunday Harrison presented on school garden projects that are underway at the TDSB through a partnership with Green Thumbs Growing Kids and highlighted some examples from other jurisdictions.

ESCAC is planning to prepare a letter that will recommend that the Board of Trustees write to the Federal Government, to follow up on the status of funding that was earmarked in the 2019 federal budget for school food programs.

Staff provided an update on energy initiatives:

- Staff from Facility Services will be invited to attend an ESCAC meeting in the new year to discuss the TDSB's solar projects.
- The TDSB's Climate Change Summit has expanded in scope and is now expected to take place over two days. February 20, 2020 will be a summit for youth, followed by a climate action summit on February 26, 2020.
- The TDSB plans to participate in the City's Green Will Initiative, which aims to accelerate greenhouse gas emission reductions by improving the energy efficiency of Toronto's public and privately-owned buildings.

Bob Spencer provided an update on the work of ESCAC's Energy Sub-Committee. The Committee met twice in fall 2019 and is working on a proposal that would aim to contribute to a reduction in the TDSB's greenhouse gas emissions.

Linda Naccarato from EcoKids shared the newly released *My City Too*. This report, developed by 8 80 Cities and EcoKids, describes existing barriers to outdoor free play and independent mobility for children and suggests best practices for addressing them.

Esther Collier shared details of Cummer Valley Middle School's Community Climate Action Night, which took place on November 28, 2019, and aimed to mobilize the broader school community to take action to address the climate crisis.

### **Part C: Ongoing Matters**

No ongoing matters to report.

**Report Submitted by:** Richard Christie



**Name of Committee:** Equity Policy Community Advisory Committee [EPCAC]

**Meeting Date:** Tuesday, December 3, 2019

A meeting of the Equity Policy Community Advisory Committee convened on Tuesday, December 3, 2019 from 6:52 pm to 8:30 pm in Committee Room B, with Parent Co-Chair Catherine Maloney presiding.

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**Members in Attendance:** Sharon Beason (Parent), Michael Kerr (Colour of Poverty-Colour of Change), Dennis Keshinro (Belka Enrichment Center); Catherine Maloney (Parent Co-Chair), Sharma Queiser (Social Planning Toronto), Sophia Ruddock (Parent)

**Trustees Present:** Trustee Yalini Rajakulasingam

**Resource Staff Present:** Remi Warner, Senior Manager, Human Rights Office  
Precious Sidambe, Administrative Assistant

**Regrets:** Trustee Alexander Brown, Trustee Harpreet Gill, Kristal Guthri (Parent), Tesfai Mengesha (Success Beyond Limits), Aleem Punja (Parent), Sue Winton (Parent)

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**Part A: Recommendations**

NIL

**Part B: For Information Only**

Discussion: Review of Terms of Reference and Established Practices

In lieu of the change in staff lead, the committee discussed how the committee has been functioning in the past and provided some clarity on a few sections of the terms of reference.

Vacancies: Community Co-Chair and Trustee Co-Chair

The staff lead advised the committee of the community co-chair vacancy following the departure of Racheal Lawrence. A notice of election was given to the committee along with the election process. The Jane and Finch Community/Family Centre provided a new representative for the organization.

Trustee Rajakulasingam advised the committee that she will be filling the role of Trustee co-chair.

Information: Secondary Program Review and Optional Attendance Policy Consultation

The staff lead presented information on the secondary program review and optional attendance policy consultations. Three representatives from the Equity Policy Community Advisory Committee will be attending the consultations led by TDSB staff on January 7, 2020.

Policy Review Schedule – Potential 2019/20 Items for Future EPCAC Discussion and Review

The committee discussed the policy review schedule for 2019/20 and members were asked to decide which policies might be of interest to them.

Black Student Achievement Community Advisory Committee: Update

The EPCAC representative at BSACAC provided an update on the meeting held on Monday December 3, 2019. He presented information on the TDSB parent guide for preventing and addressing issues of discrimination and the STEM program for black students from the University of Toronto.

**Part C: Ongoing Matters**

Nil

**Report Submitted by:** Remi Warner



**Community Advisory Committees**

**Name of Committee:** French as a Second Language Community Advisory Committee

**Meeting Date:** 12 November 2019

A meeting of the French As A Second Language Community Advisory Committee convened on 12 November 2019 from 7:16 to 9:08 pm in Committee Room A at 5050 Yonge Street with Parent Co-Chair Mandy Moore presiding.

<b>Attendance:</b>	<p>Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Rob Janes (W1/W2), Lisa McAvoy (W2 Alt), Deloris Williamson-Braham (W5), Polina Osmerkina (W10); Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Lisa McAvoy (W2 Alt)</p> <p>Also present were: Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French), Rosemary Sutherland (CPF Alt), Trustee Robin Pilkey (Trustee Co-Chair), Trustee Michelle Aarts (W16), Trustee Rachel Chernos Lin (W11); Manon Gardner (Associate Director); Angela Caccamo (Centrally Assigned Principal)</p> <p>The following participated by electronic means: Rosemary Sutherland (CPF Alt), Trustee Michelle Aarts (W16), Lisa McAvoy (W2 Alt)</p>
<b>Regrets:</b>	<p>Kirsten Johnston (PC), Sarah Smith (W15), Christie Dunbar (W16), Nalini Singh (W2 Alt), Laura Steele Gunter (W7 Alt), Nancy White (W16 Alt), Nadya Phelan (W8 Alt); Gail Miller (W22 Alt), Zeynab Kazi (Parent Vice-Co-Chair W22)</p>

**Part A: Recommendations**

Nil

**Part B: For Information**

**Committee of the Whole Update**

Of the \$67 million budget shortfall reported in June 2019, \$21 million must be made up in 2020-21. Parents requested clarification at the next meeting of the transportation shortfall-referencing the Committee of the Whole PowerPoint presentation, the difference between the FI Transportation \$8 million vs \$4.7 shortfall reported, vs \$1.5 million found, so that Transportation for SK-6 may be provided for 2020-21 and status of GR 7-8 TTC tickets.

FI Transportation

French Immersion and gifted transportation was originally to be cut next year, but now this will be extending at least 1 year, until transportation can be fully reviewed, thus allowing parents to register for French Immersion/Junior Extended French knowing that transportation is available in 2020-21. Note this change will be formalized once approved at Board at end of November. PR597 will be updated to include revisions to K-8 transportation once approved at the November board meeting and tracking to Governance for January 2020.

Bell Times

Staff will be undertaking a review of all school bell times in the TDSB. The bell time review will help support optimization of our transportation network. Bell time changes are likely to be recommended, allowing for buses to make multiple runs.

### LTPAS – Long Term Program and Accommodation Strategy, 2019-2028

The LTPAS includes a new potential FI secondary school in Etobicoke. Note, the LTPAS was completed in Spring 2019, so does not include elements of the French Review and subsequent approved FSL Recommendations. Anything regarding French is on hold, until the French Review implementation plan is completed. At this time, redirection of FSL students occurs if more students than projected arrive, as staffing changes cannot be accommodated. Starting in 2020-21, changes will be phased in over 5 years so that fewer students will be redirected.

### FSL Recommendations and Implementation Plan

Relocation of existing programs and transportation work hand in hand. At the June 2020 Committee of the Whole meeting, a proposed plan for the redistribution of programs is scheduled. Staff are working with the Research and Planning departments to determine the criteria for redistribution. The timelines for phase out of the Gr. 7 Extended French and Gr. 6 Intensive Extended French programs were approved by the Board. The lease agreement for Bannockburn property is expiring in June 2021 so it will be returning to the TDSB for use; it will be part of the considerations in the implementation plans. Lakeshore CI has been listed in the LTPAS document to be studied as possible secondary site for French Immersion, as Richview CI is full. This and other options will be explored in the implementation and redistribution of programs plan for FSL. Broad consultations with all stakeholders begin January 2020.

### Secondary Review

The Secondary Review action plan approved by the board of Trustees will look at programs and courses offered at every site, related policies and procedures and enrolment. If the Ministry moratorium is lifted, closure options may be considered. Enrolment report presented at FBEC shows that 25 secondary schools are significantly over/under projection. The Secondary Review online survey will be open until January 31<sup>st</sup>, 2020. <https://www.tdsb.on.ca/High-School/Secondary-Program-Review>

### **SK FI Application Process**

Currently we have 2564 applicants to French Immersion SK. Our first of two virtual sessions was well attended on November 11 from 7-8pm. Next virtual session is scheduled for November 19, 10-11am.

### **French Teacher Recruitment Events**

The FSL department is supporting Employee Services in the recruitment efforts at universities and visits with pre-service teachers, including: Apply to Education – Nov 8<sup>th</sup>, OISE – Dec 11<sup>th</sup>, Western Ontario – Jan 17<sup>th</sup>, Laurentian – Jan 24<sup>th</sup>, Ottawa – Feb 10<sup>th</sup>-13<sup>th</sup> and McGill – Feb 17<sup>th</sup>. Employee Services is tracking the success of our attendance at each session and how many FSL teachers are recruited.

### **Concours d'art Oratoire 2019-2020**

The Concours d'art Oratoire is an annual French public speaking event for Grade 9-12 FSL students. Information has been distributed to all administrators and teachers. This year, there is a change from past practice on the part of CPF. For students in Grades 4-8 Core French, French Immersion and Extended French, there will no longer be a provincial event. The FSL department is committed to the continuation of the event at the Board level for students in Grades 4-8. TDSB contests will run in March 2020.

**Part C: Ongoing Matters**

**Nil**

**Report Submitted by:** Linda Stockdale

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**Name of Committee:** Inner City Community Advisory Committee

**Meeting Date:** 12 December 2019

A meeting of the Inner City Community Advisory Committee convened on Thursday, December 12, 2019 from 7:00 p.m. – 9:30 p.m. at Charles Gordon P.S. (room 244) Co-Chairs Ingrid Palmer and Trustee Michelle Aarts presiding.

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**Attendance:** Ingrid Palmer Parent Co-Chair, Trustee Michelle Aarts, Co-Chair; Sheila Cary-Meagher, Community Member; David Clandfield, Community Member; Josette Holness, City of Toronto Martha Macdonald (in place of Shaila Krishna); Sejal Patel, Ryerson University ;Sharma Queiser Social Planning Toronto; Robert Spencer, Parent; Crystal Stewart, Parent

Also present were: Patrick Boland, Community Support Worker LC2; Brendan Browne, Executive Superintendent, LC2 & 3; Trustee Trixie Doyle; Denise Humphries Centrally Assigned Principal; Daniel Jeffers, Community Support Worker LC1; Ian Macpherson, Community Support Worker LC4; Karen Murray, Centrally Assigned Principal ;Lisa Podaras Wong, Executive Assistant, LC2 & 3; Jocelyn Smith, Community Support Worker LC3

The following participated by electronic means: Josette Holness, City of Toronto; Sejal Patel, Ryerson University; Crystal Stewart, Parent

**Regrets:** Kirby Davidson, Right to Play; Laurie Green, St. Michael's Hospital; Michael Kerr, Colour of Poverty-Colour of Change; Cherie Mordecai Steer, Parent; Peggy Thomas, Toronto Public Library; Tim Whalley, Prologue

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**Part A: Recommendations**

Nil

**Part B: For Information Only**

Trustee Aarts provided an overview of the community use of schools report.

Ingrid Palmer suggested the creation of promotional materials to promote ICCAC; proposed an annual event for the committee and bring more parents out to meetings; and the consideration of the inclusion of student voice on the committee.



## **Community Advisory Committees**

Committee discussed the location and timing of meetings with a focus on community accessibility to include schools and community centres to provide increased opportunities for community, parent, and student voice. The importance of schools as community hubs for programming before and after school was discussed in relation to the reduction of funding through the spring budget process.

### **Part C: Ongoing Matters**

Self-Evaluation Survey Results

ICCAC Annual Report

Defining Our Committees Work

Committee to continue to consider its mandate in support of poverty reduction and equitable opportunities within Model Schools and beyond. Community input and voices will continue to inform the committee's ability to provide advice to the Board.

**Report Submitted by:** Brendan Browne Executive Superintendent of Learning Centre 2 & 3



## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 19, November 2019

A meeting of the Parent Involvement Advisory Committee convened on 19 November 2019 from 7:05 p.m. to 9:18 p.m. in the Board Room at 5050 Yonge Street, with PIAC Co-Chairs Zena Shereck and D. Williams

**Attendance** Sharleen Ahmed (W15 Rep), Janice Barnett (Parent), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Rachel Chernos Lin (Trustee); Neil Faba (W15 Alt); Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), Zuojun Han (W20 Alt), Jaimala (W5 Alt); Shafoli Kapur (W2 Alt), Wilmar Kortleever (W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Seema Mitchell (W18 Rep), Aretha Phillip (W13 Rep), Vivek Rao (W2 Rep), Mark Ramcharan (W18 Alt), Jessica Ruiz (W1 Rep), Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair); Mirian Turcios (W6 Rep), Patricia Seedial (Ward 4 Alt), Haniya Sheikh (W12 Rep), Saira Soimaini (W3 Alt), Syed Sumar Alam (W13 Alt), Faduma Qaline (W1 Alt), Glenna Wellington (W17 Alt), D. Williams (Co-Chair)

Latha John (Committee Assistant), John Malloy (Director of education), Michelle Munroe (Central Coordinator, PCEO), Erin Pallet (Media Staff), Associate Director Colleen Russell-Rawlins

The following participated by electronic means: John Bakous (W8 Alt), Zuojun Han (W20 Alt), Jaimala (W5 Alt), Shafoli Kapur (W2 Alt), Seema Mitchell (W18 Rep), Vivek Rao (W2 Rep), Mark Ramcharan (W18 Alt), Haniya Sheikh (W12 Rep), Saira Soimaini (W3 Alt),

**Regrets** Dean Gray (W6 Alt), Jess Hungate (W5 Rep); Eva Rosenstock (W12 Alt), Sylvester Witter (W10 Rep) Kabirul Mollah (W21 Rep, CLG)

### Part A: Recommendations

None

### Part B: For Information Only

#### Optional Attendance policy and Secondary Program Review

Director Malloy presented on Optional Attendance and Secondary Program Review Policy. Both policies are currently being reviewed.

### **Parents as Partners conference**

PIAC to provide six workshops at the Parents as Partners conference on March 28, 2020.

### **PIAC Membership**

The committee approved the following:

“Notice of collection” language be added to the PIAC Ward Election Guidelines (2018.12.11), as well as the PIAC Meeting Sign-in Sheet.

The Toronto District School Board (the “TDSB”) PIAC committee collects, uses and retains personal information for the purposes of supporting, encouraging and enhancing parent engagement at the board level in order to improve student achievement and wellbeing. The purpose of this collection is to verify that a parent is a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act; (“père ou mère”). The collection, use and disclosure of personal information for the above noted purposes are expressly authorized under the authority of sections 58(5) and regulation 612 sections 33 and 34(2) and O.Reg. 330/10, s. of the Education Act, R.S.O.1990, c.E.2. The information is retained in accordance with the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M. 56. This information will be shared with PIAC Co-Chairs and Membership Working Group Lead(s), Trustees.

Questions about this collection should be directed to Michelle Munroe, Coordinator, Parent Engagement, [michelle.munroe@tdsb.on.ca](mailto:michelle.munroe@tdsb.on.ca)

### **Part C: Ongoing Matters**

#### **Public Engagement**

Parent and community engagement office is now within Public Engagement and has moved office to the 3<sup>rd</sup> floor.

#### **PRO Grant**

Staff provided an update of the PRO grant allocation process

**Report Submitted by:** Associate Director, Colleen Russell-Rawlins and  
Michelle Munroe Central Coordinator PCEO



# Statutory Committee

**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 4 November, 2019

A meeting of the Special Education Advisory Committee convened on November 4, 2019 from 7:06 pm to 9:15 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON).

**Attendance:**

Association for Bright Children (ABC)	Melissa Rosen
Autism Society of Ontario – Toronto	Lisa Kness (phone)
Community Living Toronto	Tracey O’Regan (phone)
Down Syndrome Association of Toronto	Richard Carter
Easter Seals Ontario	Vacancy
Epilepsy Toronto	Steven Lynette
Integrated Action for Inclusion (IAI)	Tania Principe (phone)
Learning Disabilities Association Toronto	Patrick Smith
IEWS for the Visually Impaired	David Lepofsky (phone)
VOICE for Hearing Impaired Children	Paul Cross
LC1	Nora Green                      Aline Chan
LC2	Jean-Paul Ngana
LC3	Olga Ingrahm
LC4	Diane Montgomery
TDSB Trustees	Trustee Michelle Aarts, Trustee Alexander Brown

**Also present were:**

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement  
 Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion  
 Lucy Gianotta , Centrally Assigned Principal, Special Education (Acting)  
 Jennifer Newby, Centrally Assigned Principal, Special Education LC4  
 Susan Moulton, Centrally Assigned Principal, Special Education LC 2  
 Dr. John Malloy, Director  
 Peter Marks, Conscious Classrooms  
 Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Alexandra Lulka, Jordan Glass, Kirsten Doyle

The following participated by electronic means: David Lepofsky, Tania Principe, Tracy O’Regan, Lisa Kness

**Part A: Recommendations**

**SEAC Association Membership**

- 1) On the Toronto District School Board SEAC, there are twelve positions for SEAC Local Associations and there are two vacancies. The vacancies have been posted on the SEAC pages of the TDSB website. An application to join TDSB SEAC was received from CADDAC (Centre for Attention Deficit

Disorder Awareness Canada). Director of CADDAC, Heidi Bernhardt, has written a letter requesting membership and nominating Juanita Beaudry as its Association Representative. Both CADDAC and their nominee meet the criteria outlined by Regulation 464/97 for membership. Discussion took place at SEAC in support this recommendation.

## **SEAC Association Member Representative**

- 1) On the Toronto District School Board SEAC, there is a member representative vacancy for Easter Seals Ontario. Alison Morse, Senior Manager, Easter Seals Ontario, has written a letter nominating Aliza Chagpar to be their representative on SEAC. This nominee meets the criteria outlined by Regulation 464/97 for membership.
- 2) On the Toronto District School Board SEAC, there is an alternate member representative vacancy for VOICE for deaf and hard of hearing children. Mary Kay McCoy, Chairperson, has written a letter nominating Kara Stewart-Agostino to be their representative on SEAC. The nominee meets the criteria outlined by Regulation 464/97 for membership.

## **SEAC Community Member Representative**

- 1) On the Toronto District School Board SEAC, there is a community member vacancy for Learning Centre 4. Izabella Pruska-Oldenhof has submitted an application for this position. Taking into consideration the criteria outlined in the Terms of Reference, Izabella Pruska-Oldenhof is being recommended as the LC4 Community Representative.

(Appendix A)

## **Part B: For Information Only**

### **Presentations:**

- Director John Malloy presented an update on the Multi Year Strategic Plan and what changes have taken place in Special Education since his last presentation in June 2018. Dr. Malloy answered questions from SEAC members about transportation, collection of data, and professional learning.
- Peter Marks presented information about Conscious Classrooms (Facilitating Optional Learning Environments in TDSB Schools). Conscious Classrooms focuses on training educators in Mindful Emotional Self-regulation Skills to enhance learning conditions.
  - Powerpoint attached (Appendix B)

### **Leadership, Learning and School Improvement Department Updates:**

- **Project Search**  
Information Night November 27<sup>th</sup> 6:30 – 8:00 pm Holland Bloorview Rehab Hospital. Flyer was shared with SEAC members
- **#tdsbUDL**  
#tdsbUDL supports teachers to understand and effectively use UDL through the creation of multimodal resources shared in both physical and digital spaces.

- Special Education Plan Working Group

The Special Education Plan has been divided up into sections and assigned for discussion at monthly SEAC meetings (Appendix C)

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon

## Appendix A

### New Association Member (CADDAC)

*Whereas there are 2 association vacancies on TDSB SEAC and*

*Whereas SEAC has received a nomination from the “Centre for ADHD Awareness Canada (CADDAC)”, and*

*Whereas Heidi Bernhardt, the Director of CADDAC, has nominated Juanita Beaudry as representative, therefore,*

*It is recommended that the Toronto District School Board appoint CADDAC as a TDSB member association on the TDSB Special Education Advisory Committee for the 2018 to*

*2022 term, with Juanita Beaudry as its representative*

### Easter Seals Association Member

*Whereas there is an Association Representative vacancy on TDSB SEAC for the Easter Seals Ontario and*

*Whereas Alison Morse, Senior Manager, Easter Seals Ontario, has nominated Aliza Chagpar, and this nominee meets the criteria for membership outlined in Regulation 464/97 therefore,*

*It is recommended that the Toronto District School Board appoint Aliza Chagpar as Association Representative for Easter Seals Ontario on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.*

### Alternate Member VOICE

*Whereas there is a Alternate Representative vacancy on TDSB SEAC for VOICE and,*

*Whereas Mary Kay McCoy, Chairperson, VOICE, has nominated Kara Stewart-Agostino and, this nominee meets the criteria for membership outlined in Regulation 464/97 therefore,*

*It is recommended that the Toronto District School Board appoint Kara Stewart-Agostino as Alternate Association Representative for Voice on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.*

### Learning Centre 4 Representative

*Whereas there is a Community Representative vacancy on TDSB SEAC for for LC4 and*

***Whereas Izabella Pruska-Oldenhof, has submitted an application and meets the criteria for membership outlined in Regulation 464/97 therefore,***

***It is recommended that the Toronto District School Board appoint Izabella Pruska-Oldenhof as Community Representative for Learning Centre 4 on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.***

# *Conscious Classrooms*



## **Facilitating Optimal Learning Conditions In The Toronto District School Board Classrooms SEAC Presentation**



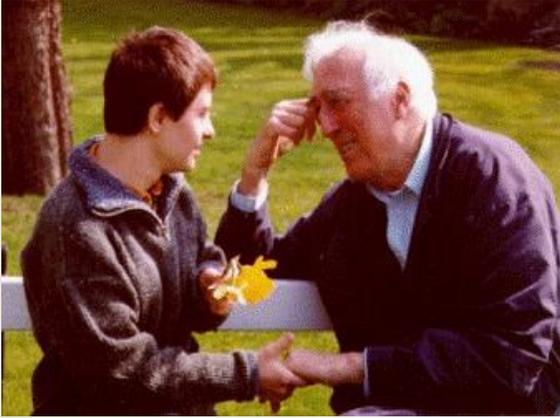
## ***Contributors to Conscious Classrooms (CC)***

***Conscious Classrooms* has been developed while supporting, training or in direct consultation with:**

- Approximately 3,000 moms and dads, educators, administrators, support agency directors, managers, frontline staff and children, youth and adults with autism and other developmental disabilities;
- Educators of Special Needs Students from 4 Ontario School Boards;
- John Ratey, Associate Clinical Professor of Psychiatry at Harvard Medical School (reference 8 books on mental health and autism and other developmental disabilities including 'Spark' and 'Shadow Syndrome');
- Theresa Hamlin, Associate Executive Director of The Center for Discovery and her staff (New York State's Autism Center of Excellence). Dr. Hamlin is the author of 'Autism and the Stress Effect';
- Martha Herbert, Assistant Professor of Neurology at Harvard Medical School and a Pediatric Neurologist at Massachusetts General Hospital, where she is Director of the Transcend Research Program. She sits on the Scientific Advisory Committee for Autism Speaks (reference 'The Autism Revolution');
- Shinzen Young, Mindfulness Research Consultant, Harvard Medical School;
- Universities of Toronto and Western Ontario.



## Quotes by Jean Vanier – Founder of L’Arche International From the Foreword of The Conscious Classrooms Text Book



“Peter and Gareth Marks provide educators with the skills that will enable them to be competent and kind in situations where they may be in front of people whose behaviours awaken quite different feelings in them.”

## Quotes by Shinzen Young - Harvard Medical School Researcher From the Foreword of The Conscious Classrooms Text Book



“The Practical Tools and the 5 Essential Mindfulness Based Human Competencies that Peter has developed are examples of an excellent blending of Science and Heart. The results are improved levels of compassionate services while offering best practices.”



# *Examples of Boards of Education and Support Organizations Trained in CC/CCS*

- Ministry of Education Special Needs Division
- Hamilton-Wentworth DSB
- Dufferin-Peel Catholic DSB
- Algoma DSB
- Huron-Superior Catholic DSB
- Peel DSB
- University of Toronto
- McMaster University
- L'Arche Daybreak
- Rygiel Supports for Community Living
- London Health Sciences Centre
- Community Living Windsor
- Kerry's Place
- Community Living Cambridge
- Community Living Owen Sound & District
- Durham Association for Family Respite Services
- Christian Horizons
- Community Living Burlington
- Extend-A-Family
- Community Living Oakville
- Community Living St. Marys and Area
- Community Living Chatham-Kent
- Community Living Stratford and Area
- Windsor-Essex Family Network
- Autism Ontario
- Community Living Prince Edward



# Listening to Students and Educators – Really Listening

## ***Please Help Me Find A Better Way***

*“Even though I don’t control them, most of my behavioural symptoms are messages to you. My nervous system is asking you for certain kinds of support to have its specific needs met. Please listen to what it is doing. If you don’t, I can’t stop it from becoming anxious and frightened. And the main way that it has learned to calm its fears is to get irritated, angry and even aggressive. I hate when it does that but the calm that follows my aggression makes me feel normal again. Please help me to find a better way”.*

## Emotional Contagion in the Classroom

### Am I Next?

*“When I watched in fear how my classmate struggled and screamed when she was physically restrained by two teachers, I wet myself. I was so afraid that I would be next. From then on I became afraid to go to school so I pretended that I was sick a lot.”*

*“Martin has a dual diagnosis. He really scares me. As soon as I see him getting agitated, I’m afraid that he’s going to blow up and hurt me. Last year, one of his punches landed on my face, and I still feel that trauma. Nothing in my training prepared me to manage the fear that keeps coming up; worse yet, I know that my fear makes his agitation worse. As a result, he gets more aggressive and sometimes needs physical restraint to ensure everyone’s safety. I know that it traumatizes him and makes him even more likely to lash out in the future. I keep thinking that there must be a better way to manage both Martin’s and my fear so we both stay safe and no one needs restraint. I’m so on edge and frustrated.”*

# What is Conscious Classrooms?

1. Training educators in Mindful Emotional Self-regulation Skills because approximately 50% of all incidents of anger and aggression are directly caused by or significantly influenced by educators' emotional hijacks
2. Training educators in 45 Non-behavioural Student Calming and Emotional Regulation Skills to enhance learning conditions

# What is Conscious Classrooms?

(continued)

3. Training educators to teach students with Autism and other intellectual disabilities how to calm and emotionally self-regulate themselves.
4. Training educators to skillfully observe and track SwDD interactions to assist families to be significantly better advocates for their children with community professionals e.g. primary care physicians, sensory processing specialists, functional medicine practitioners.



## **Five Key Outcomes of Conscious Classrooms** **Applied in the Classrooms of 4 Ontario Boards of Education with** **48 Fully Qualified and Experienced Educators of Students with** **Developmental Disabilities (SwDD) and Unmet Complex Needs**

1. Incidents of physical assaults reduced by more than 50%
2. SwDD Incidents of physical assaults toward educators of 6 to 10 times per week reduced from 19% of educators to 2% of educators
3. Learning conditions improved by more than 50%
4. Significantly enhanced safety for students and staff
5. Reference next page

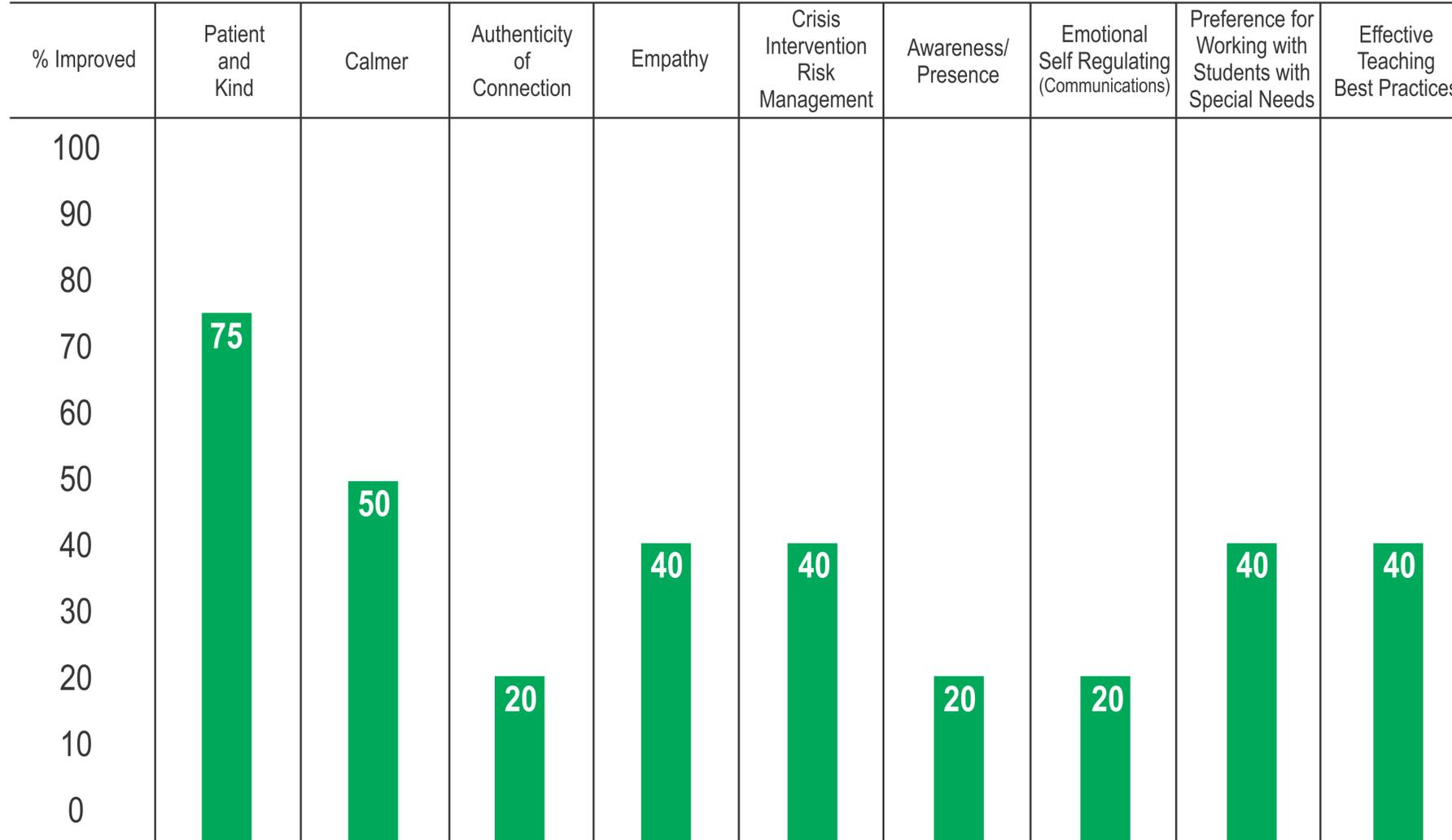
(Reference Research Study [www.centreforconsciouscare.ca](http://www.centreforconsciouscare.ca) –  
**About Us – Commitment**)



# Percentage Improvement in Essential Qualities of Emotional Self Regulation during High Stress From Pre Conscious Classrooms Compared to Post Conscious Classrooms

Combined HSCDSB and ADSB

Overall Average Improvement in ESR 38%



# Ontario Association for Behaviour Analysis (ONTABA)

**ONTABA has been a strong leader in asserting the vital importance of more completely addressing the biomedical needs of people with I/DD to prevent and treat challenging behaviours.**

## **Reference:**

**Evidence-Based Practices for the Treatment of Challenging Behaviour in Intellectual and Developmental Disabilities: Recommendations for Caregivers, Practitioners, and Policy Makers – Report of The Ontario Scientific Expert Task Force for The Treatment of Challenging Behaviour.**



## Quote from the Report of the Ontario Scientific Expert Task Force for the Treatment of Challenging Behaviours

*“All individuals who engage in challenging behaviour should receive a medical assessment to rule out the possibility that the behaviour is occurring due to an underlying medical condition. The Canadian College of Physicians Consensus Guidelines (CCG) for the Primary Care of Adults with Intellectual and Developmental Disabilities (Sullivan et al., 2018) provide a comprehensive set of recommendations.”*

These guidelines identify a number (31) of common biomedical issues that may contribute to the onset of challenging behaviour.

# Behaviour Analyst Certification Board (BACB) Ethics' Standards

**BACB 2019, 3.02:**

**Behaviour analysts recommend seeking a medical consultation if there is any reasonable possibility that a referred behaviour is influenced by medical or biological variables.**

# Facts About Autism and Other Developmental Disabilities



*The American Academy of Pediatrics  
dedicated to the health of all children.*

**“Autism behaviours have been adopted as unofficial criteria in the assessment of Autism, but there is no evidence supporting the attribution of behaviours such as head banging, aggression and night waking to the pathophysiology of Autism. Parents and supporters should be aware that these maybe the primary or sole symptom of underlying (bio) medical conditions.” (Buie et al, 2010)**

(Buie, T., Harvard Medical School – Professional of the Year, Autism Society of America, 2009). Reference: Evaluation, Diagnosis and Treatment of Gastrointestinal Disorders in people with ASD; A Consensus Report.

# A Centre for Conscious Care – Experiences

In the training of over 3,000 parents, educators, support professionals, primary care clinicians and behavioural therapists from approximately 46 community support organizations and 5 boards of education that support and educate thousands of students, family members and other people with I/DD, it is A Centre for Conscious Care's experience, confirmed by 2 Ministry sponsored independent research pilot projects that –

**Less than**

**1 in 5**

**Are Assessed, Treated and/or Supported in Accordance with the Canadian College of Family Physicians Consensus Guidelines as recommended by ONTABA.**



**A counterfeit peace exists when people supported are pacified, distracted, frightened or so tired of fighting that all appears to others to be calm.**

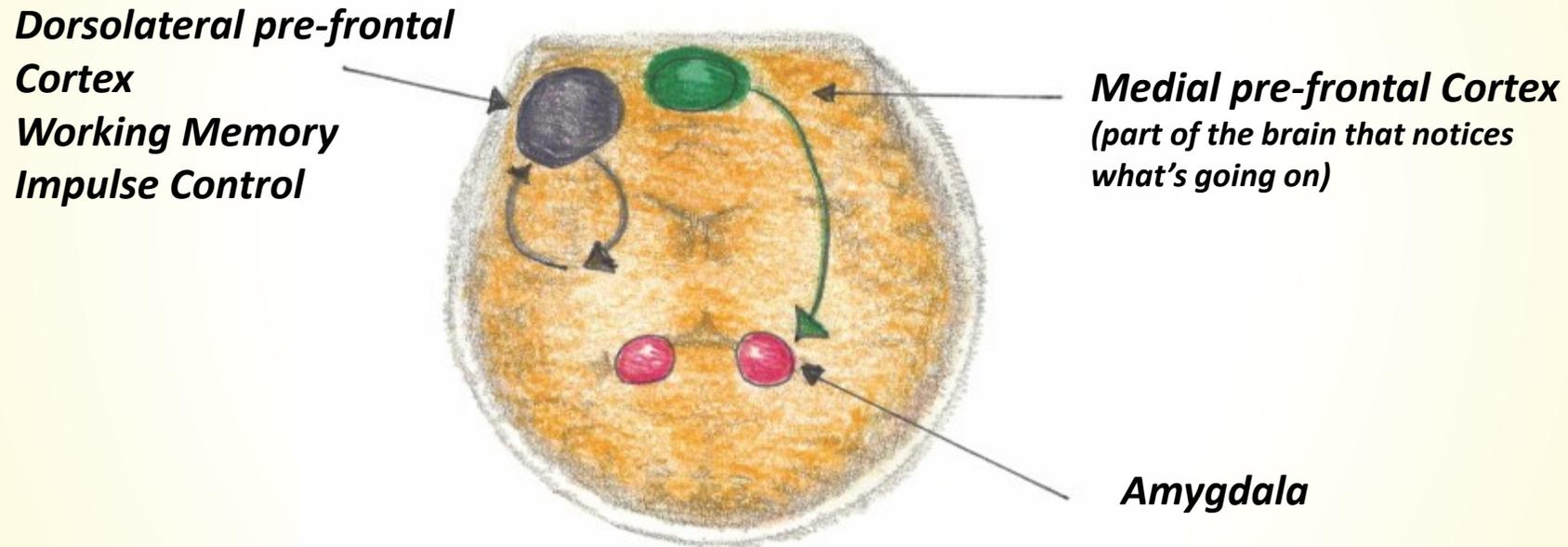
**Adapted from Claiborne, Wilson-Hartgrove and Okoro 2012 –  
A Liturgy for Ordinary Radicals**

# Temple Grandin

*“The main emotion experienced by people with ASD/I/DD is fear. It is the foundation of many other feelings (and behaviours) such as rage and depression”.*

# Mindful Emotional Self-Regulation

The main way we can consciously access the emotional brain is through self awareness\*, i.e. becoming mindful. Mindfulness increases connections in the medial pre-frontal cortex. This reduces anxiety for the Supporter and the Person Supported.



(\*Research reference: J. LeDoux, "Emotion Circuits in the Brain", Journal of Neuroscience 33, no. 9 (2013) 3815-23)

According to many published Neuroscientists, including Dr. Daniel Siegel (UCLA) in his book called *The Mindful Brain* (page 42 and 43) the following brain, body and being functions correlate with the activity of medial areas of the prefrontal cortex:

1. **Body regulation** – the emotional brakes and accelerator functions.
2. **Attuned communication** involves the coordination of the input from another person with the activity of one's own (as with mirror neurons).
3. **Emotional balance** to have enough activation so that life has meaning and vitality but not so much that life becomes chaotic.
4. **Response flexibility** is the capacity to pause before action.
5. **Empathy** – knowing what might be going on inside someone else.
6. **Insight or self-knowing** awareness to be able to link the past, present and future.
7. **Fear modulation** that may be carried out by the release of the inhibitory neurotransmitter GABA.
8. **Intuition** – a neural mechanism by which we process deep ways of knowing via our body i.e. 'somatic intelligence'.
9. **Morality** – taking into consideration the larger picture, to image what is best for the whole not just one's self, even when alone.

# ***Prefrontal Cortex Development – Autism***

(reference News Medical Life Sciences Jan 2015, ***Improving the prefrontal cortex activity could help autistic people regulate emotions***, UNC School of Medicine, published in the Journal of Autism Developmental Disorders, Gabriel Dichter, PhD, associate professor of psychiatry and psychology).

## ***Brain Development***

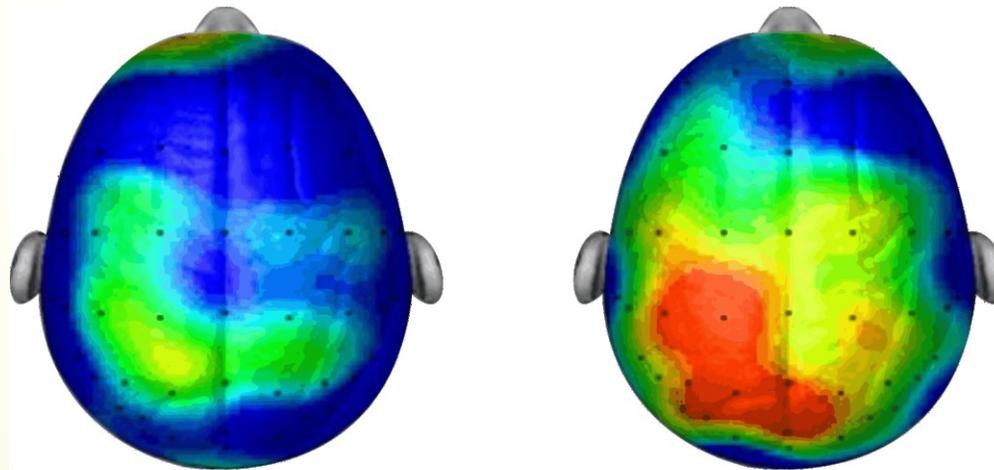
The areas for brain development are mainly the insula, superior temporal and medial pre frontal cortex (MPFC). This system forms the interconnected “resonance circuitry”. **Each time we become mindful, we fire-up these regions and what fires, wires** (i.e. grows new neuron cells i.e. neurogenesis) (reference Siegel, D., *The Mindful Brain* pages 165-190).

# Brain Coherence

i.e. Many Parts of the Brian 'Talking' to Each Other

*"Like you, I need to be able to understand and process information".* This requires optimal Brain Functioning e.g.

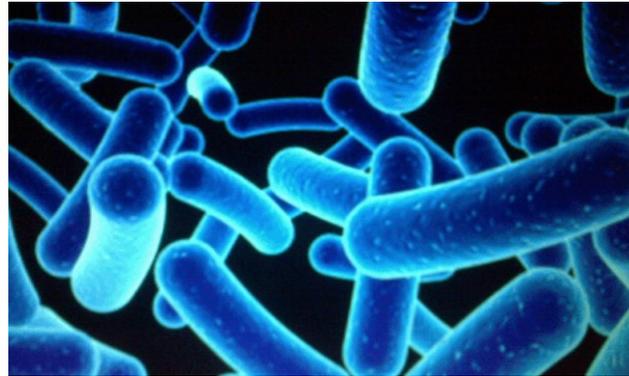
- neurogenesis (new neurons)
- neuroplasticity (more complete neuro networks)
- neuro electrical stimulation (brain firing)
- neurochemicals production (endorphins, dopamine, serotonin, oxytocin)
- Hertz e.g. Beta, Alpha, Theta, Delta



(Brain MRIs before & after  
20 minutes of exercise)

# Needs for GI and Bowel Management and Holistic Treatment

- Distressed Gut Microbes – produce Mind/Body Agitation, Pain and Anxiety which often leads to aggression.



1% Human  
99 % Bacterial and Fungal

- Some Microbes e.g. PPA found in the gut of individuals with Autism, when introduced into healthy rodents, create numerous Autistic like symptoms.

e.g.

- Repetitive behaviours
- Anti-social
- Easy to startle (Fear)
- Hyper activity
- Object fixation
- Perseverations
- Mitochondria and immune dysfunction
- Ticks and seizures
- Neuro-inflammation

(Reference: Dr. Derrick MacFabe, The University of Western Ontario)

Enteric Short Chain Fatty Acids: Microbial Messengers

## Journal of Developmental and Physical Disabilities

“Lower-functioning children with ASD (i.e. less than 70 IQ) exhibited **significantly higher levels of cortisol**, the primary stress hormone in humans, than both high-functioning children with ASD and typical children”.

## Lower Functioning SwDD have Significantly Higher Levels of Cortisol than Higher Functioning SwDD\*

### ***Increased production of adrenaline and cortisol during stress:***

- interferes with the ability to concentrate, learn and remember;
- interferes with the body's physiological balance;
- impairs higher level cognitive functioning;
- robs the body of chemicals needed to protect it from environmental offenders;
- promotes return of primitive reflexes (e.g. fight or flight) that contributes to the individual's difficulties in coping with sensory stimuli;
- interferes with one's ability to relax and to sleep, that in turn, thwarts one's resiliency, one's ability to regroup and face situations with new-found strength, to respond adaptively.

***\*Cortisol Levels Higher in Lower-Functioning (IQ 70 or below) Autism  
Institute for Autism Research, Canisius College, New York State - 2015***



## Anxiety in SwDD

Anxious brains cannot learn, focus or remember



Release of adrenaline and cortisol as defense mechanisms, deregulates the body and brain and leads to problems in learning and maladaptive behaviours and added health problems.

## From 0-60 mph in Seconds?

“Individuals with Autism live in a challenging state of hyperarousal. Many live in pre-panic states day in and day out.”

“Anger can be a strangely soothing emotion – Rage is organizing: When we have worked ourselves up into a fury, we are completely focused, involved and unified.....”

(Our fear is replaced by anger and/or aggression – much more ‘user friendly’ emotions than anxiety or panic).

*Shadow Syndrome*

*John Ratey M.D.*

*Associate Clinical Professor, Harvard Medical School*

*Author and Co-author of 8 Books*

*Over 60 Peer Reviewed Papers*



## ***NOTE:***

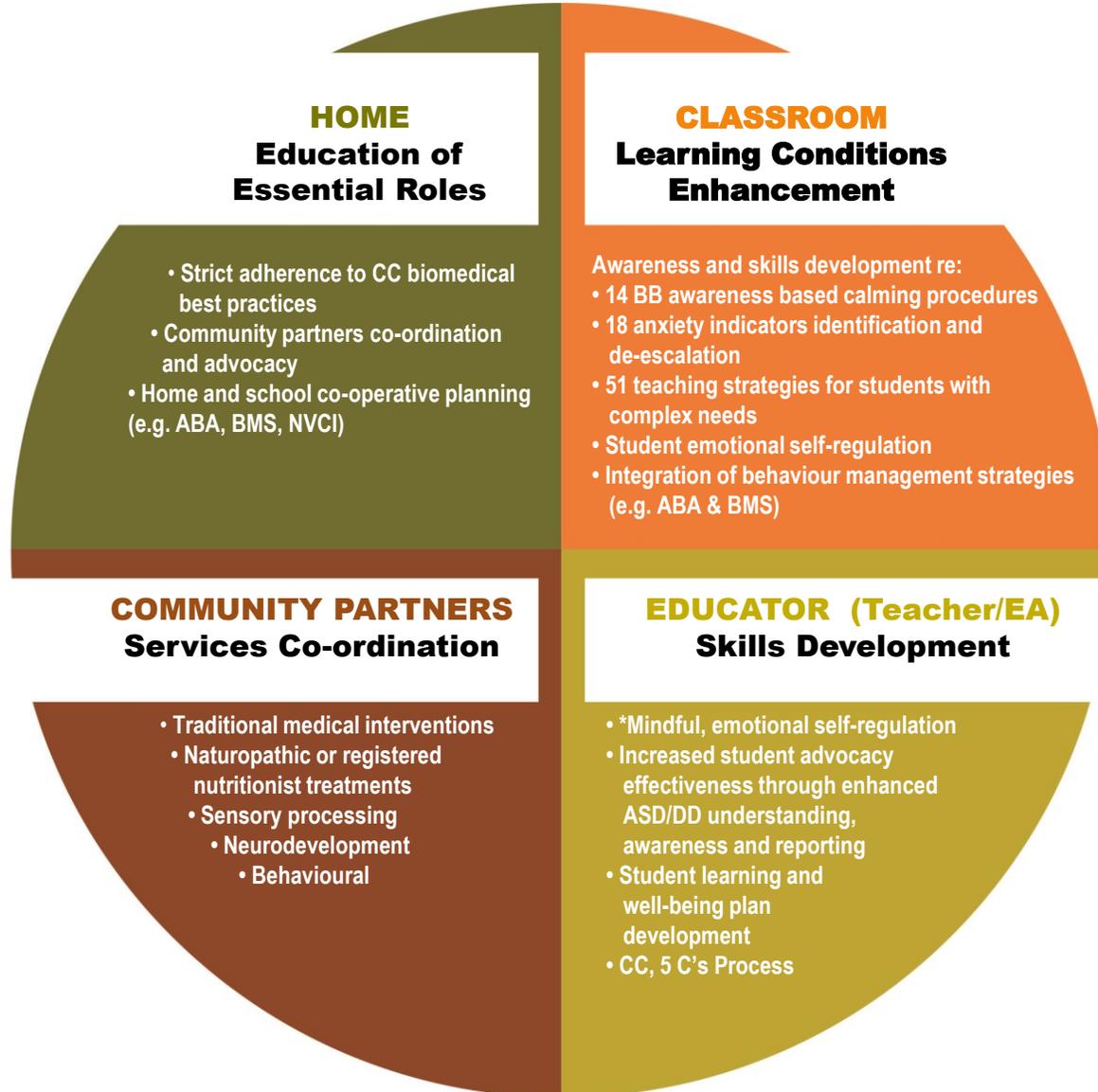
- CC facilitates ways for families to address biomedical issues with SwDD as recommended by ONTABA, similar to how Boards of Education currently work with families for mental health issues;
- Currently, only 20% of SwDD are having their biomedical issues addressed;
- Without the biomedical issues of SwDD being addressed as recommended by ONTABA, the behavioural interventions in classrooms are **Not Evidence Based**.

*“As educators, our goal is to model continuous learning as we inspire those around us to use their gifts, enhance their skills and provide the ideal learning conditions for all students. The Conscious Classrooms program has been a much needed resource for my staff and students at a time when numerous other approaches could not meet the needs of our students with complex needs. No other program has had such a profound impact on my staff and ultimately student learning. It has forever changed the way we will work with our students, families and each other.”*

Maria Young, Principal  
Huron-Superior Catholic District School Board

# Conscious Classrooms (CC)

## Enhancements to Optimal Learning Conditions in the TDSB Classrooms

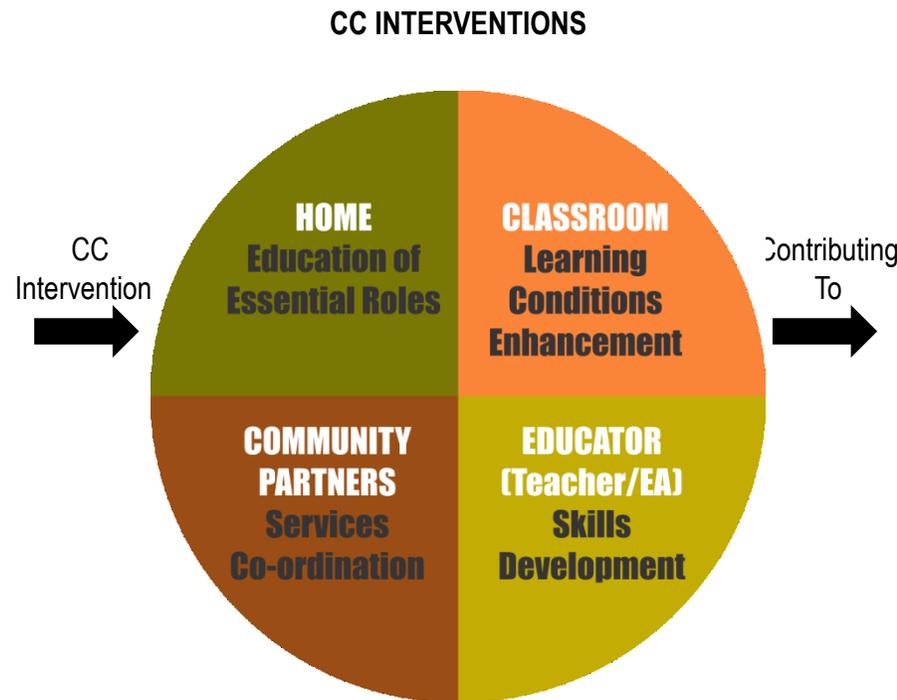


\*Educators and administrators estimate that approximately 50% of all classroom behavioural incidents are inadvertently directly caused or significantly influenced by good and caring educators' limited mindful, emotional self-regulation leading up to and during times of students' maladaptive behaviours.

# Enhancing Optimal SwDD Learning Conditions

## CO-OCCURRING CONDITIONS AND AREAS OF POTENTIAL UNMET NEEDS

- **Gastrointestinal**
  - infections
  - intolerances
  - imbalances (e.g. vitamins/minerals)
- **Mental & Neurological**  
e.g. seizures and mood disorders
- **Brain Imbalances**
  - inflammations
  - coherence (lack of)
  - under development
  - motor planning problems
- **Sensory Integration and processing**
  - hyper/hypo
- **Human Energy**
  - sensitivities (e.g. EMF/ RWF)
  - intolerances
- **Cellular**
  - mitochondria dysfunction



## LESS AND LESS LIVING & LEARNING CHALLENGES

- Physical pain
- Fears and phobias
- Sensory over/under load
- Psychological distress
- Speech/hearing limitations
- PTSD/Trauma
- Environmental stress
- Neglect/Abuse, Isolation/Loneliness
- Educator/Supporter 4 outs

## BETTER AND BETTER OPTIMAL LEARNING CONDITIONS

- Self Regulated Nervous System
- Relative Calm
- Well-being

**Note:** living and learning challenges become less, directly proportionate to the implementation of CC interventions resulting in enhanced optimal learning conditions.

# Summary

According to:

- The Canadian College of Physicians' Consensus Guidelines
- The Ontario Scientific Expert Task Force (ONTABA)
- Internationally Peer Reviewed Research from for example, Universities of Western Ontario, Toronto, Harvard Medical School, The Center For Discovery
- The CCC experience with over 3,000 parents, siblings, educators, support professionals and clinicians

**Primarily treating challenging behaviour without meeting the unmet needs as outlined in the above research could be said to at best be significantly incomplete and contrary to recommended best practices and at worse be responsible for making the suffering and mental and physical harm from challenging behaviours more intense, more frequent and lasting much longer than necessary.**

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**Special Education Plan Update Working Group**

TOPICS	MONTH
<p><b>Staff Allocation for Special Education</b></p> <ul style="list-style-type: none"> <li><b>Background</b></li> <li><b>Staff Allocation Process</b></li> <li><b>Opening a Special Education Class (Intensive Support Program) in a School</b> <ul style="list-style-type: none"> <li><b>Moving a Full Time Special Education Class</b></li> <li><b>Closing a Full Time Special Education Class</b></li> </ul> </li> <li><b>Special Education Staff Allocation for 2019-2020</b> <ul style="list-style-type: none"> <li><b>Allocation of Special Education Support Staff</b></li> <li><b>Allocation of Special Needs Assistants</b></li> <li><b>Placement of Staff in Special Education Programs</b></li> <li><b>Targets and Standards for Special Education ISP Staffing</b></li> <li><b>Special Education Staff Allocation as of July 31, 2019</b></li> <li><b>Professional Support Services Staff Allocation as of June 30, 2019</b></li> <li><b>Staff Organization and Responsibilities</b></li> </ul> </li> <li><b>Learning and Leadership Department Roles and Responsibilities</b> <ul style="list-style-type: none"> <li><b>Associate Director - Leadership, Learning and School Improvement</b></li> <li><b>Superintendent – Special Education Services</b> <ul style="list-style-type: none"> <li><b>Centrally Assigned Principal – Central</b></li> <li><b>Centrally-Assigned Principal – Special Education Learning Centre</b></li> <li><b>Centrally Assigned Principal - CTCC</b></li> <li><b>Vice Principal – CTCC- Elementary and Secondary</b></li> <li><b>Central Coordinator – Autism Services</b></li> <li><b>Central Coordinator – Processes, Practices and Procedures (SEA/SIP)</b></li> <li><b>Special Education Coordinator – CTCC</b></li> <li><b>System Coordinators – Deaf/Hard of Hearing, Blind/Low Vision</b></li> <li><b>Special Education Inclusion Coordinators</b></li> </ul> </li> <li><b>Consultants</b> <ul style="list-style-type: none"> <li><b>Special Education Inclusion Consultant</b></li> <li><b>Special Education Consultants – ASD Team</b></li> <li><b>Special Education Consultant – Assistive Technology (SEA)</b></li> </ul> </li> </ul> </li> </ul>	<p>November 2019</p>



<p>Special Education Itinerant Teachers</p> <p><b>Special Education Itinerant Teacher – Behaviour (Elementary &amp; Secondary)</b></p> <p><b>Special Education Itinerant Teacher – Assistive Technology (SEA)</b></p> <p><b>Special Education Itinerant Resource Teachers – Secondary Alternative Programs</b></p> <p><b>School-Based Special Education Teaching Staff</b></p> <p><b>Paraprofessional Support Staff</b></p> <p><b>Professional Support Services Department Roles and Responsibilities</b></p> <p><b>Occupational Therapy and Physiotherapy Services</b></p> <p><b>Psychological Services</b></p> <p><b>Social Work and Attendance Services</b></p> <p><b>Speech-Language Pathology Services</b></p>	
<p><b>Early and Ongoing Identification and Intervention</b></p> <p><b>TDSB Developmental History Form</b></p> <p><b>Universal Screening Process for Grade 3 Students</b></p> <p><b>Transition Planning for School Entry</b></p> <p><b>Entry Plan for Students with Special Needs</b></p> <p><b>Early Years Intervention Programs</b></p> <p><b>Diagnostic Kindergarten Program (DK)</b></p> <p><b>Eligibility for the Diagnostic Kindergarten Program</b></p> <p><b>Kindergarten Intervention Program (KIP)</b></p> <p><b>Eligibility for the KIP Program</b></p> <p><b>Kindergarten Early Language Intervention (KELI)</b></p> <p><b>Eligibility for the KELI Program</b></p> <p><b>Exceptionalities: Categories, Definitions and Special Education Programming</b></p> <p><b>Identifying the Needs of Exceptional Pupils</b></p> <p><b>Behaviour Exceptionality</b></p> <p><b>Ministry Definition</b></p> <p><b>IPRC Determination of Exceptionality: Behaviour</b></p> <p><b>Special Education Programming</b></p> <p>Communication Exceptionalities</p> <p><b>Autism</b></p> <p><b>Ministry Definition</b></p>	<p>December 2019</p>



<p><b>IPRC Determination of Exceptionality: Communication (Autism)</b>  <b>Special Education Programming</b></p> <p><b>Learning Disability</b>  <b>Ministry Definition</b>  <b>IPRC Determination of Exceptionality: Communication (Learning Disability)</b>  <b>Special Education Programming</b></p> <p><b>Language Impairment</b>  <b>Ministry Definition</b>  <b>IPRC Determination of Exceptionality: Communication (Language Impairment)</b>  <b>Special Education Programming</b></p> <p><b>Speech Impairment</b>  <b>Ministry Definition</b>  <b>IPRC Determination of Exceptionality: Communication (Speech Impairment)</b>  <b>Special Education Programming</b></p> <p><b>Deaf and Hard of Hearing</b>  <b>Ministry Definition</b>  <b>IPRC Determination of Exceptionality: Communication (Deaf/Hard of Hearing)</b>  <b>Special Education Programming</b></p> <p>Intellectual Exceptionalities</p> <p><b>Developmental Disability</b>  <b>Ministry Definition</b>  <b>IPRC Determination for Exceptionality: Developmental Disability</b>  <b>Special Education Programming</b></p> <p><b>Giftedness</b>  <b>Ministry Definition</b>  <b>TDSB “Universal Screening Process” and Identification of Giftedness</b>  <b>IPRC Determination for Exceptionality: Giftedness</b>  <b>IPRC Determination of Giftedness for English Language Learners (ELL)</b>  <b>IPRC Determination of Giftedness (for Students with Learning Disabilities)</b>  <b>Special Education Programming</b></p> <p><b>Mild Intellectual Disability</b>  <b>Ministry Definition</b>  <b>IPRC Determination for Exceptionality: Mild Intellectual Disability</b>  <b>Special Education Programming</b></p>	
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<p>Multiple Exceptionalities</p> <ul style="list-style-type: none"> <li><b>Ministry Definition</b></li> <li><b>IPRC Determination of Multiple Exceptionalities</b></li> <li><b>Special Education Programming</b></li> </ul> <p>Physical Exceptionalities</p> <ul style="list-style-type: none"> <li><b>Blind and Low Vision</b></li> <li><b>Ministry Definition</b></li> <li><b>IPRC Determination for Exceptionality: Blind and Low Vision</b></li> <li><b>Special Education Programming</b></li> </ul> <p>Physical Disability</p> <ul style="list-style-type: none"> <li><b>Ministry Definition</b></li> <li><b>IPRC Determination of Physical Disability Exceptionality</b></li> <li><b>Special Education Programming</b></li> </ul>	
<ul style="list-style-type: none"> <li><b>Requesting Regional Support Services</b></li> <li><b>Regional Autism Team Services</b></li> <li><b>Requesting Regional Autism Team Services</b> <ul style="list-style-type: none"> <li>ASD Professional Learning (PL)                             <ul style="list-style-type: none"> <li>Tiered E-Learning Opportunities</li> <li><b>Tier 1 – Suggested for ALL</b></li> </ul> </li> </ul> </li> <li><b>Behaviour Regional Services (BRS) Team</b></li> <li><b>Blind and Low Vision Itinerant Support</b></li> <li><b>Deaf and Hard of Hearing Itinerant Support</b></li> <li><b>Care, Treatment, Custody, and Corrections (CTCC)</b> <ul style="list-style-type: none"> <li><b>Structure of TDSB Care and Treatment</b></li> </ul> </li> <li><b>Special Equipment Amount (SEA)</b></li> <li><b>Special Incidence Portion (SIP)</b></li> <li><b>Specialized Health Support Services</b> <ul style="list-style-type: none"> <li><b>Special Needs Strategy</b></li> <li><b>Toronto Region Coordinated Service Planning Model</b></li> <li><b>Policy/Program Memorandum No. 81 (PPM 81)</b></li> <li><b>Clarification of PPM 81 Re: Catheterization and Suctioning</b></li> <li><b>Model for Provision of Specialized Health Support Services</b></li> </ul> </li> </ul>	<p>January 2020</p>



<p><b>Transportation for Students in Special Education</b></p> <ul style="list-style-type: none"> <li>TDSB Transportation Policy and Procedures</li> <li>Method of Transportation Service</li> <li>Requirements and Responsibilities                             <ul style="list-style-type: none"> <li>Changes to Transportation Arrangements</li> <li>Pick-up and Drop-off</li> </ul> </li> <li><b>Driver Responsibilities</b></li> <li><b>Seat Belts, Seat Belt Covers, Car Seats, Booster Seats, Safety Vests</b></li> <li>Transportation for Students in Wheelchairs or with Severe Mobility Limitations</li> <li>Cancellation of Service Due to Inclement Weather</li> <li>September Start-up</li> <li>Transportation Safety</li> <li>Appeal Process</li> <li>Transportation Company Contact Information</li> </ul>	<p>February 2020</p>
<p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li><b>Coordination of Services with Other Ministries and Agencies</b></li> <li><b>TDSB Early Intervention Initiatives</b> <ul style="list-style-type: none"> <li><b>Kindergarten Early Language Intervention (KELI) Program</b></li> <li><b>Toronto Partnership Autism Services (TPAS) Community Services</b></li> <li><b>Connections: Supporting Seamless Transitions for Students with ASD</b></li> <li><b>Transition from Toronto Preschool Speech and Language Services (TPSLS)</b></li> </ul> </li> <li><b>External Partnerships with Community Agencies and Services</b></li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li><b>Framework for Professional Learning</b></li> <li><b>Overview of Staff Professional Learning</b></li> <li><b>2019-2020 Priorities for Professional Learning</b></li> </ul> <p><b>Safety – Management of Risk-of-Injury Behaviours</b></p>	<p>March 2020</p>
<p><b>Introduction to TDSB Special Education Plan</b></p> <ul style="list-style-type: none"> <li><b>Inclusion and Special Education</b></li> <li><b>Multi-Year Strategic Plan</b></li> </ul>	<p>April 2020</p>



<p><b>TDSB Learning Centres Facilitate Inclusion</b></p> <p><b>Accessibility</b></p> <p><b>Background</b></p> <p><b>TDSB Accessibility Committees</b></p> <p><b>AODA Working Group</b></p> <p><b>Barrier Free Committee</b></p> <p><b>AODA Capital Committee</b></p> <p><b>Capital Spending on Accessibility</b></p> <p><b>Assessment</b></p> <p><b>Educational Assessment by Teachers</b></p> <p><b>Kinds of Educational Assessment</b></p> <p><b>Diagnostic Assessment Tools for Teachers</b></p> <p><b>Individual Assessment by Qualified Professionals</b></p> <p><b>Purpose and Goals</b></p> <p><b>Standards for the Provision of Individual Assessments</b></p> <p><b>Occupational Therapy and Physiotherapy Assessments</b></p> <p><b>Psychological Assessments</b></p> <p><b>Social Work Assessment</b></p> <p><b>Speech Language Assessments</b></p> <p><b>Sharing Professional Assessment Information</b></p> <p><b>Consultation</b></p> <p><b>TDSB Consultation Process</b></p> <p><b>Consultation on the Special Education Plan</b></p> <p><b>Continuum of Supports, Programs and Services</b></p> <p><b>How Student Needs Are Addressed</b></p> <p><b>How Teachers Access Special Education Supports and Services</b></p> <p><b>How Individual Student Needs Are Identified</b></p> <p><b>Identification, Placement and Review Committees (IPRC)</b></p> <p>Steps to Student Support and Services</p> <p><b>Elementary School Community Based Resource Model (CBRM)</b></p> <p><b>Special Education Resource</b></p> <p><b>Home School Program (HSP)</b></p> <p><b>Secondary School Support</b></p> <p><b>Special Education Resource</b></p>	
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<p><b>Special Course Options</b></p> <ul style="list-style-type: none"> <li>● Secondary Resource Program (RSE)</li> <li>● Secondary Learning Strategies (GLE)</li> <li>● Locally Developed or Optional Credit Courses</li> </ul> <p><b>Special Education Classes – Elementary and Secondary</b></p>	
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<p><b><u>Ministry of Education</u></b></p> <p><b>Special Education Roles and Responsibilities</b></p> <p><b>The Ministry of Education:</b></p> <p><b>The District School Board:</b></p> <p><b>The School Principal:</b></p> <p><b>Special Education Advisory Committee (SEAC):</b></p> <p><b>The Teacher:</b></p> <p><b>The Special Education Teacher:</b></p> <p><b>The Parent(s)/Guardian(s):</b></p> <p><b>The Student:</b></p> <p><b>Provincial Schools and Demonstration Schools</b></p> <p style="padding-left: 20px;"><b>Demonstration Schools</b></p> <p style="padding-left: 20px;"><b>Provincial Schools for the Deaf</b></p> <p style="padding-left: 20px;"><b>Provincial School for Visually Impaired, Blind and Deafblind Students</b></p> <p><b>Special Education Advisory Committee (SEAC)</b></p> <p style="padding-left: 20px;"><b>The Role of SEAC</b></p> <p style="padding-left: 20px;"><b>2019 - 2020 Meeting Dates and Times</b></p> <p style="padding-left: 20px;"><b>SEAC Membership</b></p> <p style="padding-left: 20px;"><b>Membership Selection Procedures</b></p> <p style="padding-left: 20px;"><b>SEAC Input for 2019 - 2020</b></p> <p style="padding-left: 20px;"><b>SEAC Recommendations to the Board</b></p> <p style="padding-left: 20px;"><b>SEAC Input into the 2019 TDSB Special Education Plan</b></p> <p style="padding-left: 20px;"><b>Communication with SEAC</b></p> <p style="padding-left: 20px;"><b>SEAC Association Representatives</b></p> <p style="padding-left: 20px;"><b>SEAC Community Representatives</b></p>	<p>May 2020</p>
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<p><b>Identification and Placement in Special Education</b></p> <p><b>The Identification Placement and Review Committee (IPRC)</b></p> <p><b>IPRC Decisions about Exceptionality</b></p> <p><b>IPRC Decisions about Placement</b></p> <p>    <b>Regular Class Placement</b></p> <p>    <b>Special Education Class Placement</b></p> <p>    <b>External Options for Full Time Support</b></p> <p>    <b>IPRC Recommendations about Special Education Services or Programs</b></p> <p>    <b>IPRC Structure</b></p> <p>    <b>Learning Network and Original IPRCs</b></p> <p>    <b>Central IPRC</b></p> <p>    <b>School-Based IPRC (for the Annual Review)</b></p> <p><b>The IPRC Process</b></p> <p>    <b>IPRC Referral Steps</b></p> <p>    <b>Documents Required for an IPRC</b></p> <p>    <b>Attendance at the IPRC</b></p> <p>    <b>Presentations to an IPRC</b></p> <p>    <b>Functions of the IPRC</b></p> <p>    <b>Deferral of IPRC Decisions</b></p> <p>    <b>Process for Annual Review IPRCs</b></p> <p>    <b>Resolving Disputes</b></p> <p>    <b>Appeal Process</b></p> <p><b>Special Education Program Recommendation Committee (SEPRC)</b></p> <p>    <b>SEPRC Structure</b></p> <p>    <b>The SEPRC Process</b></p> <p>    <b>SEPRC Referral Steps</b></p> <p>    <b>Documents Required for a SEPRC</b></p> <p>    <b>Attendance at and Presentations to a SEPRC</b></p> <p>    <b>Functions of the SEPRC</b></p> <p>    <b>Required Follow-Up to the SEPRC</b></p> <p>    <b>Appeal Process</b></p> <p><b>In-School Team (IST) and School Support Team (SST): Consultation and Support</b></p> <p>    <b>Addressing Student Needs</b></p>	<p>September 2020</p>
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<p><b>A Tiered Approach to Prevention and Intervention</b></p> <p><b>Individual Learning Profile (ILP)</b></p> <p><b>The In-School Team and School Support Team (IST/SST)</b></p> <p><b>Role of Professional Support Services at SST Meetings</b></p> <p><b>Parental and Student Involvement in IST/SST Processes</b></p> <p><b>Secondary School Team Meetings</b></p> <p>Appendix A: Guide to Special Education for Parent(s)/Guardian(s)</p> <p><u>Appendix H: TDSB Special Education Brochures</u></p> <p>Appendix D: Parent Concern Protocol</p>	
<p><b>Individual Education Plan (IEP)</b></p> <p><b>Accommodations, Modifications and Alternative Expectations</b></p> <p><b>Consultation in IEP Development</b></p> <p><b>Ministry Standards for Implementation</b></p> <p><b>TDSB Guidelines for Individual Education Plans</b></p> <p><b>IEP Accommodations and Modifications in Secondary School Settings</b></p> <p><b>The IEP Transition Plan</b></p> <p><b>Requirements for Transition Plans</b></p> <p><b>A Tiered Approach to Transition Planning</b></p> <p><b>Education Transitions</b></p> <p><b>Filing and Storage of the IEP</b></p> <p><b>Process for Dispute Resolution</b></p> <p>Appendix B: Individual Education Plan</p> <p>Appendix C (1): Consent for Release of Confidential Information</p> <p>Appendix C (2): Individual Learning Profile (Elementary)</p> <p>Appendix C (3): Individual Learning Profile (Secondary)</p> <p>Appendix C (4): Professional Support Services Referral Form</p>	<p>October 2020</p>

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## Community Advisory Committees

**Name of Committee:** Urban Indigenous Community Advisory Committee (UICAC)  
**Meeting Date:** Tuesday November 19, 2019  
Room 123, 16 Phin Avenue, Toronto

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**Attendance:** Dr. Joanne Dallaire (Elder), Ryan Neepin (TDSB Teacher), Tanya Senk (Centrally Assigned Principal), Christina Saunders (Centrally Assigned Vice-Principal), Natasha Gleeson (TDSB, SST), Marilyn Hew (TYRMC), Mary Doucette (TDSB Office Administrator), Bonnie Johnston (TDSB Community Liaison), Jim Spyropoulos (Executive Superintendent), Howard Munroe (OCAD), Olivia Horzempa (Toronto Public Health), Monique Diabo (City of Toronto), Melanie Laking (Parent), Jennifer Story (TDSB Trustee), Nicholas Deleary (Council Fire), Robert Durocher (Instructional Leader, TDSB), Elaina Evans (Indigenous Parent), Lee Sheppard (Instructional Leader) Siobhan McCarthy (NCFST), Dr. Bob Phillips (Community member), Selina Young (City of Toronto) and Jeffrey Schiffer (NCFST).

**Regrets:** Alexander Brown (Trustee), Dr. Duke Redbird (Elder), Pauline Shirt (Elder), Cynthia Bell-Clayton (ENAGB Indigenous Youth Agency) and Adrienne Plumley (TDSB Instructional Leader).

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### Part A: Recommendations

No recommendations to report.

### Part B: For Information Only

#### UICAC Co-Chair:

The selection process for UICAC Co-Chair was conducted at the meeting. The election process was carried out by simple majority vote with a Motion put forward selecting Dr. Elder Joanne Dallaire as the new UICAC Co-Chair. Dr. Elder Joanne Dallaire accepted the offer as Co-Chair effective immediately.

#### Indigenous Student Trustee:

The TDSB Toronto Indigenous Youth Council conducted a selection process on November 11, 2019. The Council selected Clarity Smoke as TDSB Student Trustee. Clarity Smoke is an Anishnaabe secondary student attending Monarch Park Collegiate Institute. Currently in the ninth grade, Clarity has been actively involved in raising awareness of Indigenous history and culture within post-secondary institutions, political agencies and community organizations alike.

During her spare time, Clarity attends Indigenous cultural celebrations, singing on the Pow Wow trail and dancing Northern Women's Traditional. Throughout the school year Clarity is an active member of the Toronto Indigenous Youth Council (TIYC) as part of her advocacy in Toronto. She also pursues other artistic avenues such as playing the violin and painting.

Clarity and her mom feel that she would be best supported by an Indigenous mentor that she knows, to attend some of the first meetings with her, support her learning while easing into the new role. Several Indigenous UICAC members put forward their name to assist and support Clarity.

Hiring practices, recruitment, retention and mobility.

Tanya Senk and Christina Saunders volunteered to take the lead with Pardeep Nagra and draft an employment and contracting provision for hiring more Indigenous people in all positions at TDSB. This task is ongoing and will be on the agenda for the January 21, 2020 UICAC meeting.

In terms of recruitment, the TDSB is willing to support a community-based job information fair that focuses on hiring and recruiting Indigenous people. Bonnie Johnston and Corey MacFarlene volunteered to take the lead in conjunction with TDSB Employee Services to continue with a discussion and plan on how best to support/host a community-based job information fair. The Wandering Spirit Parent Council will recruit more volunteers to assist with this initiative.

**Part C: Ongoing Matters**

No matters to report.

Report Submitted by: **Bonnie Johnston**



## **Mid-Year Update on the Implementation of the Multi-Year Strategic Action Plans: Inclusion**

**To:** Program and School Services Committee

**Date:** 16 January, 2020

**Report No.:** 01-20-3814

### **Strategic Directions**

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Mid-Year Inclusion Report be received.

### **Context**

Inclusion refers to an educational model in which students' special education needs are met, where appropriate, in the regular classroom comprised of students with and without formally identified special needs. Inclusion recognizes diversity within all educational cohorts and embraces the opportunity to meet individual students' needs as locally as possible in neighbourhood schools. Decisions about student support are based on individual students' specific needs, and embracing our shared responsibility to serve all students. Inclusion also means the continuation of having congregated classrooms to meet the needs of some students with exceptionalities that are beyond the scope and expertise of a regular classroom. We will continue to serve all of our students in the most appropriate learning environments.

**Rationale:**

Our belief in inclusion is based on research evidence as well as our own system and school data. We continue to challenge streaming as we believe every student deserves equitable access to programs, resources and opportunities in order to improve learning outcomes for students and post-secondary opportunities for students.

Our core commitment is to hold high expectations for our students and support their achievement and well-being as we remove systemic barriers that stand in the way of their success. This includes building capacity with staff to deepen their understanding of how to interrupt perceptions of how students with special education needs learn and where is the most appropriate placement for students to learn. This will require a shift in the learning culture as we continue to interrogate bias, and confront inequitable assumptions and system structures.

**Multi-Year Strategic Action Plans:**

Evidence of our commitment to creating more inclusive learning environments for our students with Special Education Needs (SEN) can be found throughout the system in alignment with the Vision for Learning and the Multi-Year Strategic Plan.

The following goals relate specifically to Inclusion:

**Goal 1**

**Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.**

**Goal 2**

**To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.**

**Goal 3**

**To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)**

**Mid-Year Update on MYSP Goals:**

**Goal 1**

***Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.***

The TDSB has over twice the proportion of self-contained classes than the provincial average. A shift in mindset and practice is required when it comes to perceptions of support for students with special education needs in relation to outcomes, opportunities, and pathways.

	2017-2018	2018-2019	2019-2020
# of Students in HSP	4,397	3,371	2,566
# of Students in ISP	10,987	11,013	11,051
# of ISP Programs	1,056	1,040	1,002.50

To support Goal 1 and this shift in practice and mindset we have engaged in:

1. Tiered Approach to Support Inclusion
2. Home School Program (HSP) Review
3. Intensive Support Program (ISP) Review
4. Independence Rubric

**(1) Tiered Approach to Support Inclusion:**

Educators support students across a variety of settings, and instruction should respond to the individual strengths and needs of all students. Our inclusion strategy identifies a “Tiered Approach” to support inclusion. It is based on the understanding that effective instruction, assessment, and appropriate intervention strategies are essential to ensuring all students can succeed.

The Tiered Approach ensures appropriate and timely interventions to address student needs and significantly reduces the likelihood that students will develop problems that are more difficult to address in the future. The approach also facilitates early identification of students who may be at risk so that prevention strategies can be implemented.

**Tier 1** consists of evidence-based classroom instruction based on the Ontario Curriculum. The principles of Universal Design (UDL) and Differentiated Instruction (DI) are used so that there are a variety of ways students participate in learning and demonstrate their learning. Teachers choose effective, culturally relevant instructional strategies for all students in a classroom setting. Teachers make adjustments to personalize learning for all students, not just those with special education identifications. Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the class and flagging any student experiencing challenges.

**Tier 2** involves more intentional instruction, and short-term interventions, for individual students or for small groups of students, in addition to the Tier 1 programming. Tier 2 requires teachers to identify students who are progressing with difficulty when using Tier 1 instruction and closely monitor through ongoing assessment. Accommodations and/or modifications must be individualized based on a student’s strengths, needs, and interests. As part of Tier 2, teachers try a range of strategies and monitor student responses to these interventions to see how effective they are.

When a student’s difficulties persist despite intervention efforts, a more comprehensive assessment strategy may be warranted. Teachers may develop a student profile to be presented to the In-School Team (IST) to discuss strategies to better meet the needs of the student. The In-School Team consists of the principal, teacher, resource teacher and parents are welcomed.

**Tier 3** is for students who require more intense support to achieve learning goals and who are not responding to instructional efforts and interventions in Tiers 1 and 2. Instruction and assessment become more personalized and continuously monitored.

When the In-School Team has determined that more support/intervention is required, the teacher will bring the student profile to the School Support Team (SST) to get access to Regional Support Services. The SST consists of the principal, teacher,

resource teacher, and support staff as needed (psychologist, speech and language pathologist, social worker, etc.) and parents are always invited. Regional Support Services include access to social work, the autism team, the behaviour resource team, etc.)

***Frequently Used Terms in the Tiered Approach:***

**Universal Design (UDL)**

The core concept of UDL is a teaching strategy that is essential for some, will be beneficial to all. In other words, instruction and assessment strategies, resources, and tools that respond to the special needs of a specific student or group of students can also be useful for *all* students.

The aim of UDL, allows access to the curriculum for *all* students. In this model, teachers design learning opportunities and create learning environments that are inclusive, flexible, and accessible for all students regardless of achievement level. The learning principles of UDL are: Universality and Equity; Appropriately Designed Spaces; Flexibility and Inclusiveness; Simplicity; Safety; and Different Modes of Perception.

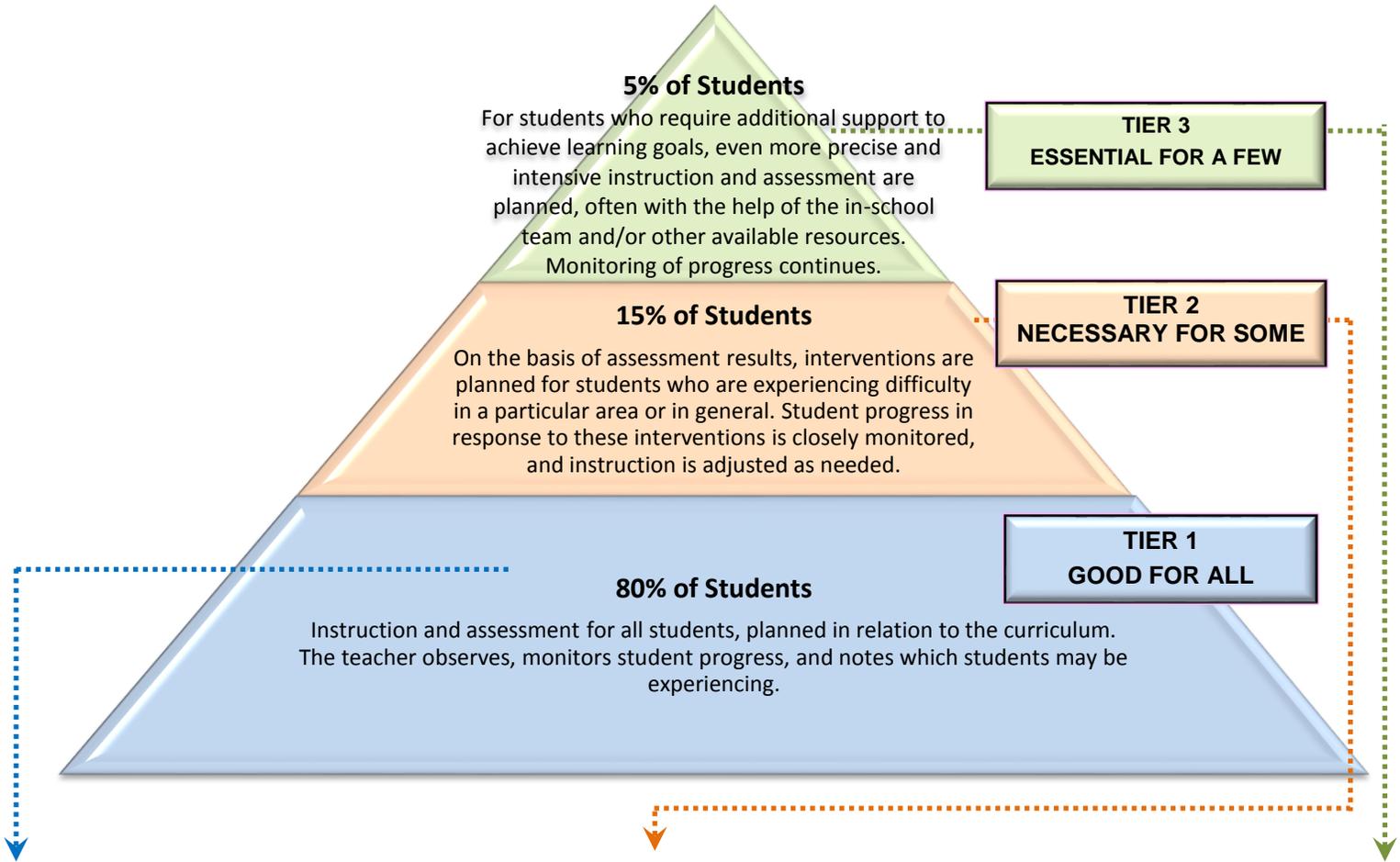
**Differentiated Instruction (DI)**

Unlike UDL which applies broad based principles for planning, DI focuses on specific strengths, interests, learning styles and needs of the individual student. The instruction is adapted to meet high expectations of achievement and engagement in learning since the planning is suited to meet the characteristics of the individual.

The areas of learning that are differentiated when planning instruction are:

- the *content* of learning (what students are going to learn, and when);
- the *process* of learning (the types of tasks and activities);
- the *products* of learning (the ways in which students demonstrate their learning);  
and
- the *environment* of learning (the context and environment in which students learn and demonstrate learning).

## The Tiered Approach to Support Inclusion



### Tier 1 Universal Programming

- General classroom instruction and assessment based on the Ontario curriculum
- Teacher uses principles of Differentiated Instruction (DI) and Universal Design for Learning (UDL)
- Teacher observes and monitors student progress for potential need to move up a tier

### Tier 2 Targeted Group Interventions

- Based on assessment data, interventions for students experiencing difficulty
- Small group instruction in addition to continued UDL and DI from Tier 1
- Typically short term interventions
- Students may shift back to Tier 1 after successful demonstration of learning

### Tier 3 Intensive Individual Instruction

- Intense, individual interventions based on student needs and instruction
- Includes help from outside the classroom, including special education teachers and administration
- Students who struggled with Tiers 1 and 2 and shifted to Tier 3 are often referred for further psycho-educational testing, including support from In-School Team and other available resources

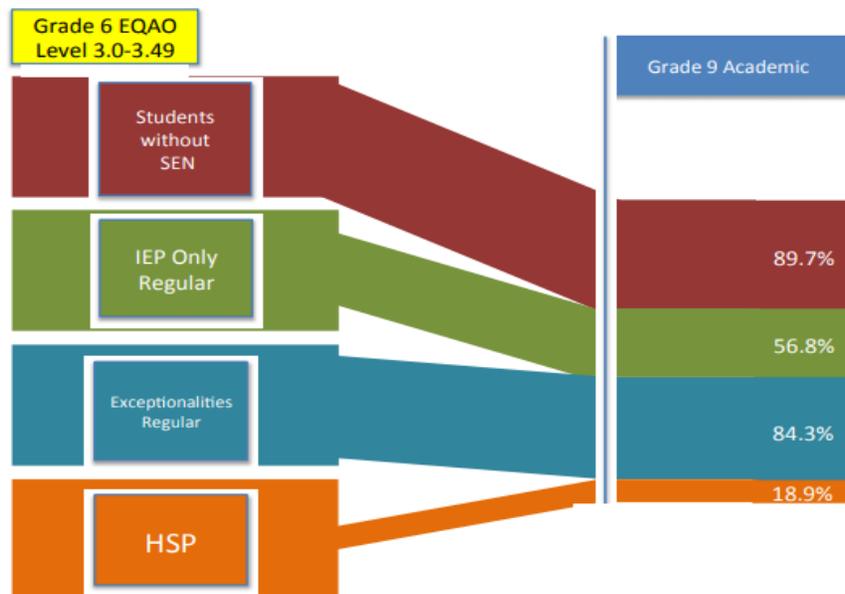
**(2) Home School Program (HSP) Review:**

The purpose of the Home School Program (HSP) was to provide intensive support within local school communities. The HSP program essentially created a self-contained placement within the home school.

Placement in HSP is a decision that comes through the IPRC process or the School Support Team. The student is placed in a regular class and receives instruction outside the regular classroom for at least 50% of the school day from a special education teacher. Traditionally, special education models of instruction have included withdrawal of students from regular class programming and/or placement in special education classes to provide more intensive instruction. However, research indicates that removing students from regular class may have unintended consequences on future educational opportunities. Students identified as having special education needs and placed in special education programs have been disproportionately male, racialized, and students living in poverty (Brown & Parekh, 2010/2013). This trend is particularly true for students in the Home School Program.

Furthermore, recent TDSB research (chart below) has shown that placement in the Home School Program is often a direct pathway to non-academic programming in high school, even in cases when students are achieving at or beyond the provincial average.

**Figure 2: Home School Program Direct Pathway to Non-Academic Programming**



Source: Parekh, Brown & Conley, 2016.

We are working to replace the structure of HSP with the practice of providing accommodations to meet the needs of each student within the regular classroom with the appropriate level of support.

Timeline of Elimination of HSP:

- 2017-18 Grades 1 to 3 phased out
- 2018-19 Grade 4 to 8
- 2019 -20 Grade 5 to 8
- 2020-21 Grade 6 to 8
- 2021-22 No HSP Grade 7 & 8 phased out

For 2019-20, with the decreasing numbers of students in HSP, we have identified capacity building of educators as an area of focus. Learning how to implement accommodations for students based on their learning strengths as well as their learning needs is essential. A focus on Universal Design Learning (UDL), Differentiated Instruction, Applied Behaviour Analysis, Development and Implementation of Individual Education Plans (IEPs), Literacy and Numeracy gap closing are areas that are provided through system, school and class support. Staff consisting of School Improvement Centrally Assigned Principals, K-12 Learning Coaches, Special Education and Inclusion Consultants, Coordinators and Centrally Assigned Principals collaboratively support the capacity building process.

The focus for the professional learning for this school year (2019-20) has been for schools where a withdrawal model is still the primary source of support for students. We are supporting these schools to move toward a more inclusive learning environment.

### **(3) Intensive Support Program (ISP) Review:**

The Intensive Support Programs are special education class placements based on decisions that come through the IPRC process, and are typically located in neighbourhood schools. The number and location of the classes are determined by the profiles and numbers of students requiring this level of support across the system. ISP classrooms are based on Special Education Exceptionalities:

1. Behaviour
2. Communication
  - Autism

- Deaf and Hard of Hearing
- Learning Disability
- Speech and/or Language Impairment

3. Intellectual

- Developmental Disability
- Giftedness
- Mild Intellectual Disability

4. Physical

- Blind and Low Vision
- Physical Disability

5. Multiple Exceptionalities

In some cases, IPRC placement in an ISP special education class full time may be in a “congregated” school setting. These programs support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources.

For the 2019-20 school year, the ISP Review is focussed on assessing and evaluating our Early Years ISP programs. They include Diagnostic Kindergarten (DK), Kindergarten Early Language Intervention (KELI), and the Kindergarten Intervention Program (KIP). We began with the Kindergarten Intervention Program (KIP):

***Kindergarten Intervention Program (KIP)***

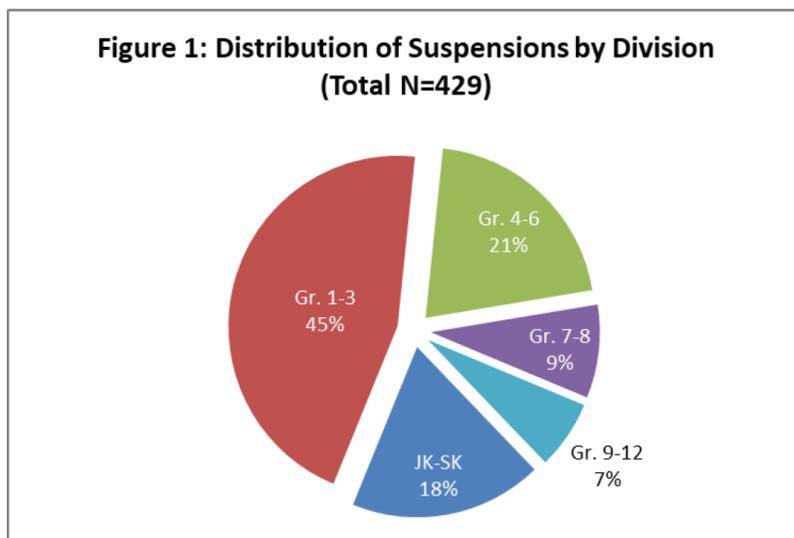
The Kindergarten Intervention Program (KIP) was created prior to the introduction of Full Day Kindergarten in order to support a small number of kindergarten students (from 5-50) annually in 8 school sites in developing self-regulation skills in order that they could successfully reintegrate into regular classrooms in Grade 1 and typically do not have any cognitive disabilities (average to above average IQ).

TDSB data shows that, despite the program’s goal, reintegrated students from the KIP program were not always successful. They were suspended at a high rate while in KIP and after leaving the program, were placed in self-contained special education classrooms early in their school careers, and were not meeting EQAO benchmarks in future grades. Our data also shows that the vast majority of students in the KIP were

boys, from low socio-economic backgrounds, and over represented by racialized students.

In relation to suspensions,

- Figure 1 shows the distribution of the suspensions by grade. For the 429 suspensions, 18% were given in the Kindergarten years when the KIP programs were in place, 45% happened in Grade 1-3, right after the KIP program, and 21% happened in Grades 4-6.
- Between the 2007-08 and 2018-19 school years, 119 of the 411 KIP participants, or 29%, were suspended at least once, resulting in a total of 429 suspensions.



Through careful deliberation, a decision was made to bring the KIP program to an end by June 2020 and shift students to regular classrooms so they can learn alongside their peers in a more inclusive learning environment while also receiving additional support.

Schools will receive capacity building opportunities to ensure a seamless transition for students at both sending and receiving school.

#### **(4) Independence Rubric:**

We continue to create a culture shift by challenging the assumptions that more support equals better outcomes. The strategic allocation of human resources; Special Needs Assistants (SNAs) as one example, is one component of a multi-dimensional approach to supporting student achievement and well-being.

We have been engaged in a review of staff allocation procedures and we are currently revising the manner in which support staff is allocated to schools. This revised process has been developed in consultation with various departments and groups including

Special Education, Employee Services, Information Technology and Research and Development.

The purpose of the Independence Rubric is to:

- Assist educators in determining a student's level of independence (*how much adult support is required?*)
- Interrupt the norm (*change the conversation away from "more support equals better outcomes" to "developing a student's independence is our long term goal"*)
- Ensure clarity, consistency, and transparency *in the process of evaluation and deployment of SNA support*

The intent is to engage in a collaborative process at the school that focuses on a conversation about the strengths and needs of each student that requires differentiated support. The long term intended outcome is to work toward greater independence for each student.

Appendix B: [Independence Rubric](#)

## **Goal 2**

***To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being***

To support Goal 2 we have engaged in:

1. Special Education Placement Review Committee (SEPRC) Review
2. Parent Communication: TDSB Special Education & Inclusion Website

### **(1) Special Education Program Review (SEPRC) Review**

TDSB continues its commitment to strengthening collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.

SEPRC is a process that allows students with special education needs to be considered for immediate placement in an intensive support special education program. Usually, these are children who have been receiving intensive, full time special education class support in other school systems/daycares prior to their arrival in the TDSB.

Special Education class placement normally requires an Identification, Placement and Review Committee (IPRC) decision, which cannot take place until the child has been attending for sufficient time to permit school staff to collect the required information and

documentation. To address this delay and avoid the disruption to a student's schooling that would be caused by a program move part way through the year, the TDSB developed a process for expedited (but conditional) placement of students who are newly pre-registered (on paper) but not yet attending a TDSB school.

The SEPRC Review will allow us to assess and evaluate the current SEPRC process by inviting parents to share their input. The goal is to ensure families' first experience with TDSB is welcoming, informative and purposeful and to ensure a seamless transition for students.

We have reached out to SEAC and the Congregated Schools Parent Network (CSPN) to work with us to collect feedback regarding the SEPRC process.

## **(2) Parent Communication: TDSB Special Education & Inclusion Website**

The TDSB Special Education and Inclusion Parent Communication Review is set to begin in Winter 2020. The purpose is to ensure we have easily accessible information for parents to understand the programs, resources, and services offered to students with special education needs in the TDSB. We are committed to improving the methods of communication for parents and will begin with a review of the TDSB Special Education and Inclusion webpages to ensure parents can easily navigate the information provided that describes the many programs and resources available to support their children.

### **Goal 3**

***To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing and Health/Medical)***

To support Goal 3 we have engaged in:

1. Special Education Experiential Learning (SPEEL) Job Coaches
2. Project SEARCH

### **(1) SPEEL:**

TDSB provides experiential learning opportunities to students with Low Incidence Exceptionalities which include Developmental Disability, Physical Disability, Low Vision and Hearing, and other health issues. The program supports students in their development of employability, life and advocacy skills. The program works in partnership with educators, parents/guardians, employers, and the community.

Through liaisons with community networks and our work with special education teachers, we facilitate the transitions from secondary school to work experiences such

## Agenda Page 87

as co-op placements and appropriate post-secondary opportunities. The SPEEL Team currently consists of two Job Coaches, one Occupational Therapist and one Physiotherapist. The OT/PT also supports students with physical disabilities who are participating in experiential learning in any classroom or school setting. We have increased the two Job Coach allocations to a total of four beginning in second semester.

Below is a list of schools where students are benefiting from SPEEL:

School	Exceptionality	# of students	Job training location
D&M Thomson CI	DD	8	The Childrens Place(Eginton and Warden), Giant Tiger (Kennedy), Freshco
Danforth CTI	DD	3	Earl Haig Nutrition Program, Shoppers Drugmart
Don Mills CI	DD	3	Food Bank, Goodlife Fitness
Downsview SS	DD	4	Burger King, Salvation Army
Drewry SS	DD	4	Toys R Us, Canadian Tire
East York	DD	3	The Dollar Tree, Shoppers Durg Mart
George Vanier SS	DD	3	Toys R Us and The Children Place (Fairview)
Haney	DD	4	North York Harvest Foodbank, Michaels, Salvation Army
Lester B. Pearson	DD	2	Shoppers Drug Mart
Maplewood	DD	3	Canadian Tire, L2 Library
Monarch Park	DD	3	Applegrove Community Complex, The Dollar Tree
Oakwood CI	DD	3	Michaels, Shoppers Drug Mart
Rosdeale	DD	3	Sobey's
West Humber CI	DD	3	Thistletown Foodbank, Giant Tiger, Salvation Army
York Humber HS	DD	4	North York Harvest Foodbank
York Mills CI	DD	2	5050 Resturant

### (2) Project SEARCH:

TDSB is partnering with Project SEARCH as another way to fulfill its commitment to increasing employment opportunities for students with low incidence exceptionalities, including physical and intellectual disabilities, low vision and hard of hearing.

The Project SEARCH Transition to Work model is an evidence-based and business focussed, one-year employment preparation program for students with intellectual/developmental disabilities (may be in addition to a physical disability or autism or other health condition) in their final year of high school. Students are between the ages of 18 and 21.

Students are immersed in 10 months of training through co-op placements at [Holland Bloorview Kids Rehabilitation Hospital](#) while receiving daily classroom instruction for employment skills and career exploration. The model also provides individualized job development for up to one year post-training.

Project SEARCH Toronto is licensed through Children's Hospital Medical Center in Cincinnati, Ohio. Four organizations partner to be able to offer this opportunity to our students: Holland Bloorview Kids Rehabilitation Hospital, the Ontario Disability Employment Network (ODEN), UHN Toronto Rehab and United Way Greater Toronto (UWGT).

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The collaborating partners agreed to work toward a goal of 100% of the students attaining employment within 1 year of completing the Project SEARCH Toronto program.

Below is a list of schools of students participating in Project SEARCH:

Project SEARCH Year 1 cohort info

Student's Home School	Which ISP class? (MID/DD/other)	# of students in this school involved in Project SEARCH	Location of Coop – all placements for 1 <sup>st</sup> (Sept-Dec 2019) and 2 <sup>nd</sup> (Jan-Mar 2020) rotation are located at Holland Bloorview Kids Rehabilitation Hospital. All 3 <sup>rd</sup> rotation placements (Apr-June 2020) are located at UHN Rumsey Rehabilitation
Eastdale CI	MID	1	Quality and Safety
Bloor CI - from St. Mary Catholic	DD/ASD/ADHD	1	Sodexo Housekeeping
Drewry SS	MID	1	Quality and Safety, Housekeeping
David and Mary Thompson - from Blessed Cardinal Newman Catholic	DD	1	Outpatient Therapy
Drewry SS	MID	1	Materials Management
Drewry SS	MID	1	Foundation
Drewry SS	MID/Deaf	1	Health Data Records, Bloorview Research Institute, Human Resources
Monarch Park	DD	1	Inpatient
Heydon Park	MID	1	Sodexo Kitchen/Cash
Drewry	DD/ASD	1	Sodexo Housekeeping

Our students attend school in a classroom setting at Holland Bloorview and are placed in authentic work experiences for part of their day. Many of our students in the program are also learning life skills by using public transportation to get to this new location for work and school. Below are student testimonials from 2019-2020 as they reflect on the experiential employment opportunities they have been engaged in since September:

*“I really like the staff because they are really helpful and they really care about you. They are patient, and they want the best for you. They challenge me alot, and I enjoy the challenge.” -Congxiao*

*“Being at Holland Bloorview, because I love it there and I can see myself being there for a long time. Also, my supervisor is amazing. She really understands me.” -Andrew*

*“I like working as an admin assistant, my supervisor is so nice.” -Saria*

*“I like the checklists. I like going on TTC by myself.” -Stefan*

## **Summary**

Our commitment to providing inclusive and equitable access to learning opportunities for all students requires that we continue to engage in reviews to better understand the impact of current structures. Decisions grounded in research, that remove barriers for students and dismantle assumptions need to continue in order to positively impact student's academic trajectories.

The transformational actions that support Inclusion are interconnected with several TDSB departments and teams. The three MYSP Inclusion goals require a strategic and coordinated approach to lead to the intentional systemic changes and the cultural shifts necessary to make a difference in schools and classrooms.

Building capacity for staff is the underpinning of moving toward inclusion and we will continue to collaborate with Learning Centres, Learning Networks, the Research and the Leadership, Learning, and School Improvement (LLSI) teams to work innovatively to ensure that each student is thriving in an accessible, inclusive and engaging environment.

## **Action Plan and Associated Timeline**

Please refer to the Multi-Year Strategic Plan

## **Board Policy and Procedure Reference(s)**

TDSB Special Education Plan, 2019: Available at this link:

<https://www.tdsb.on.ca/Leadership-Learning-and-School-Improvement/Special-Education/Special-Education-Plan>

Policy P037 - Equity Policy

Policy P031 - Human Rights

Policy P022 – Early Learning and Care Policy

Procedure PR548 - Promotion, Transfer and Retention: Grades 1 to 8

Procedure PR699 – Students with Special Needs: Management for Risk of Inquiry Behaviours

## **Ministry Documents:**

Special Education in Ontario, Available at this link:

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

## **Appendices**

- Appendix A: [Inclusion in TDSB Powerpoint](#)
- Appendix B: [Independence Rubric](#)

**From**

Associate Director, Dr. Kathy Witherow, [kathy.witherow@tdsb.on.ca](mailto:kathy.witherow@tdsb.on.ca)

System Superintendent, Angela Nardi-Addesa, [angela.nardi-addesa@tdsb.on.ca](mailto:angela.nardi-addesa@tdsb.on.ca)

# TDSB

## MYSP Mid-Year Report

### Special Education & Inclusion

December 17, 2019

Dr. Kathy Witherow, Associate Director  
Leadership, Learning & School Improvement

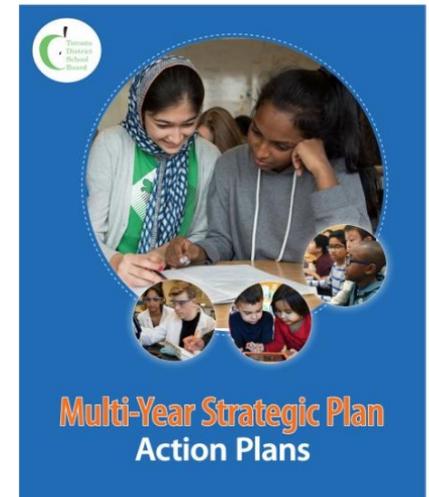
Angela Nardi-Addesa  
System Superintendent of Special Education & Inclusion



# Inclusion in the TDSB

## Multi-Year Strategic Plan

Our commitment is to create more inclusive learning environments for our students with Special Education Needs as outlined in our TDSB Multi-Year Strategic Plans.



# Inclusion in the TDSB

## Action Plan Goals:

- Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.
- To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.
- To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)

# Goal 1

Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.

# Goal 1

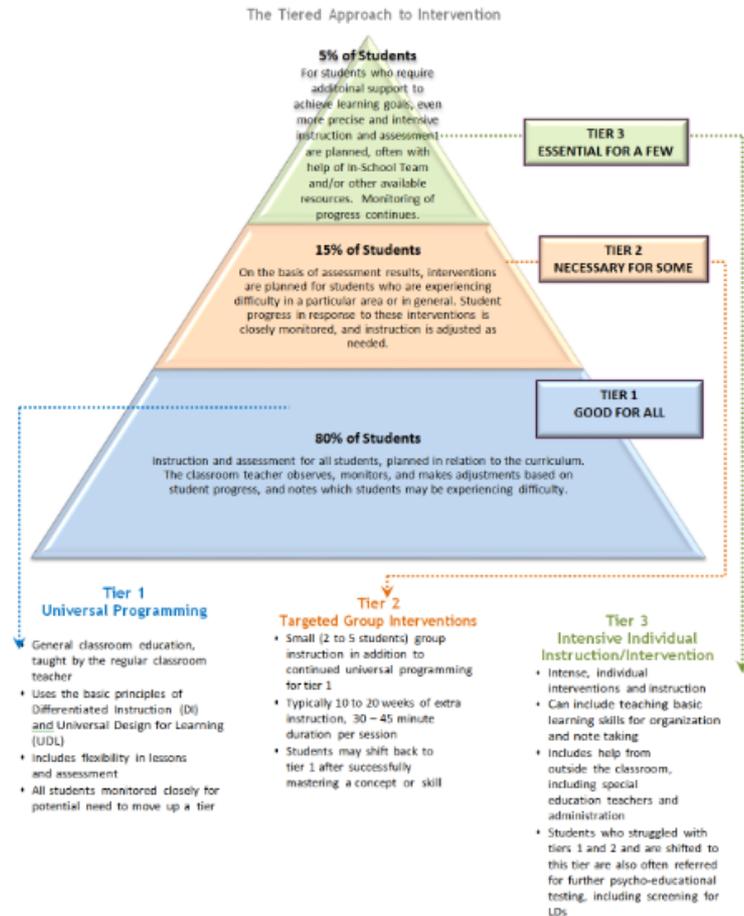
## Action Plan

To support MYSP Goal 1 and a shift in practice and mindset we have engaged in:

1. Tiered Approach to Support Inclusion
2. Home School Program (HSP) Review
3. Intensive Support Program (ISP) Review
4. Independence Rubric

# Tiered Approach to Support Inclusion

A Tiered approach is based on the understanding that effective instruction, assessment, and appropriate intervention strategies are essential to ensuring all students can succeed.

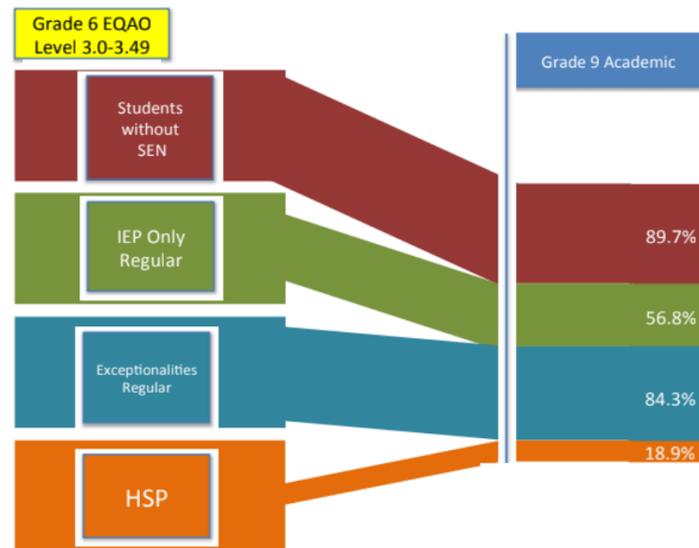


# ***Home School Program (HSP) Review***

## Timeline:

- 2017-18 Grades 1 to 3 phased out
- 2018-19 Grade 4 to 8
- 2019 -20 Grade 5 to 8
- 2020 - 21 Grade 6 to 8
- 2021-22 Grade 7 & 8 phased out

**Figure 2: Home School Program Direct Pathway to Non-Academic Programming**



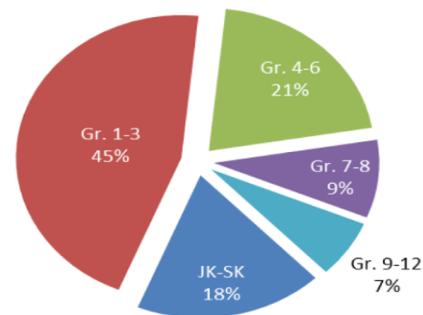
Source: Parekh, Brown & Conley, 2016.

# ***Intensive Support Program (ISP) Review***

Kindergarten Intervention Program (current review)

<b>SES</b>	<b>Count</b>	<b>Percent</b>
Low	77	62%
Average	34	27%
High	13	10%
<b>Total</b>	<b>124</b>	<b>100%</b>

**Figure 1: Distribution of Suspensions by Division (Total N=429)**



TDSB data shows that, despite the program’s goal, reintegrated students from the KIP program were not always successful.

# Independence Rubric

The purpose of the Independence Rubric:

- Assist educators in determining a student's level of independence (*how much adult support is required?*)
- Interrupt the norm (*change the conversation away from "more support equals better outcomes" to "developing a student's independence as our long term goal"*)
- Clarity, Consistency, and Transparency (*in the process of evaluation and deployment*)

## Goal 2

To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.

# Goal 2

## Action Plan

To support the MYSP Goal 2 we have engaged in:

1. Special Education Placement Review Committee (SEPRC) Review
2. Parental Communication: TDSB Special Education & Inclusion Website

# SEPRC Review

How can we effectively engage parents who are new to TDSB in the decision making process regarding their child's program, placement and well-being?

# Parental Communication Review: TDSB Website

How do we ensure communication is accessible for current and new parents with students with Special Education Needs?

How do we make our TDSB Website parent friendly?

Website Outcomes:

- easily accessible
- informative
- connects families to schools and programs
- highlights TDSB priorities
- celebrates students and events

# Goal 3

To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)

# Goal 3

## Action Plan

To support the MYSP Goal 3 we have engaged in:

1. Special Education Experiential Learning (SPEEL) Job Coaches
2. Project SEARCH

# Special Education Experiential Learning (SPEEL)

- Focuses on employability, life, transition, and advocacy skills
- Supports students with Low Incidence Exceptionalities which include Developmental Disability, Physical Disability, Low Vision and Hearing, and other health concerns
- SPEEL Team consists of two Job Coaches, one Occupational Therapist and one Physiotherapist

# Project SEARCH

## Project SEARCH model & outcomes

**Experiences**  
(3 co-ops over 1 year at host business)

**Job skills training with coaching support**

**Employability & life skills training**

**Employment/future planning**

- Student
- Family
- Project SEARCH staff & partner organizations

+

**Post-program employment support**

=

**Great outcomes**

~70% graduates employed within 1 year post- program  
\*All sites 2017/18

**Project SEARCH defines employment as:**

- Year-round (not seasonal)
- Min 16 hours/week or more
- Minimum wage or higher
- Skilled
- Integrated (co-workers with and without disabilities)

# Professional Learning 2019-2020

- Our focus on Inclusion includes supporting capacity building for knowledge creation and sharing with TDSB staff (both in the Regular class setting and in ISP settings)
- Intentionally focussed on developing the skills required to support all students through the lens of Equity, Inclusion and Anti-oppression:
  - Universal Design Learning
  - Differentiated Instruction
  - Applied Behaviour Analysis
  - Literacy & Numeracy
  - Assessment
  - Assistive Technology

# Inclusion puts students at the centre

## What Every Educator Needs to Know





Toronto District School Board  
Student Independence Rubric

<b>Student Name:</b>	<b>School:</b>	<b>Grade:</b>
<b>Exceptionality(ies):</b>	<b>Placement:</b>	<b>SIP:</b> <input type="checkbox"/> No <input type="checkbox"/> Yes TDSB
<b>Completed By:</b>		<input type="checkbox"/> Yes Ministry

HEALTH/MEDICAL					
	Level 1	Level 2	Level 3	Level 4	N/A
<b>Lifting/Transferring/ Positioning</b>	Limited Independence/ Significant Assistance; Two adults required to lift and transfer	Some Independence/Some Assistance; One adult required to lift and transfer	Considerable Independence; Independent but requires 1 adult to support to ensure stability and safety	High Degree of Independence; Requires physical supports to ensure stability and safety	
<b>Catheterization</b>	Limited Independence/ Significant Assistance; adult performs catheterization (Clean Intermittent)	Some Independence/ Some Assistance; Self-catheterizes with periodic adult supervision	Considerable Independence; Self-catheterizes, adult monitoring required	High Degree of Independence; Self-catheterizes, no monitoring required	
<b>Nursing Care</b>	Daily LHIN Nursing Care	Weekly LHIN Nursing Care	Monthly LHIN Nursing Care	No Nursing Care	
<b>Seizures</b>	1 or more times daily	5 or more times per week	4 times or less per month	Rarely to Never	
<b>Health Medical: Overall Level*</b>	Limited Independence/ Significant Assistance; Almost always requires support for medical needs	Some Independence/ Some Assistance; Regularly requires support for medical needs as indicated	Considerable Independence; Sometimes requires support for medical needs	High Degree of Independence; Rarely/ Never requires support for medical needs	

\*Review each of the criteria in the Health/Medical Section and determine most consistent level; Only reference the areas wherein the student was assigned a level to calculate the most consistent level.

SAFETY					
					Safety Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Level 1	Level 2	Level 3	Level 4	N/A
<b>Self- Injurious</b> <i>Exhibits behaviours such as, but not limited to, running or wandering outside of supervised areas, unaware of danger, picking, scratching skin, hitting self, pulling hair, banging</i>	Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of self; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of self; up to 4 times per month; verbal and/or gestural assistance	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety	

<i>head, hitting fist into objects, throwing self onto floor or onto objects.</i>					
<b>Behaviour Injurious To Others</b> <i>Exhibits behaviours such as, but not limited to, biting, hitting, punching, kicking, scratching, throwing items, making personal threats, as a clear response to antecedent.</i>	Behaviour almost always impacts on safety of others; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of others; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of others; up to 4 times per month; verbal and/or gestural assistance/prompts	Behaviour rarely impacts on the safety of others; 1 time per month; independently accesses visual support systems/cues or other strategies to ensure safety	
<b>Support to Self-Regulate</b> <i>With prompts (verbal, gestural, or visual) from an adult, student is able to de-escalate, establish composure, and re-establish rapport</i>	Almost always requires full physical prompts; 1 or more times daily to de-escalate, to establish composure, to re-establish rapport and/or re-engage in task	Usually requires partial physical prompts up to 4 times weekly to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Sometimes requires verbal and/or gestural prompts up to 4 times per month to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Rarely requires prompts to de-escalate, independently accesses visual prompts and/or uses learned strategies to establish composure, to re-establish rapport and/or to re-engage in task	
<b>Use of Alternative Learning Environment</b> <i>Alternative work space (an instructional/work location outside of the regular classroom), may or may not be a component of reverse integration</i>	Exclusively in Alternative Learning Environment	One or more times per day in Alternative Learning Environment	Up to 4 (0-4) times per week	Up to 4 (0-4) times per month	
<b>Safety: Overall Level*</b>	Limited Independence/ Significant Assistance; Behaviour almost always impacts safety of self and/or others; Full physical assistance	Some Independence/ Some Assistance; Behaviour often impacts the safety of self and/or others; Partial physical assistance	Considerable Independence; Behaviour seldom impacts the safety of self and/or others; Verbal and/or visual and/or gestural prompt assistance	High Degree of Independence; Behaviour rarely impacts the safety of self and/or others; Independently accesses visual support systems or other strategies to ensure safety	

*\*Review each of the criteria in safety and determine the most consistent level.*

<b>ADAPTIVE FUNCTIONING</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>N/A</b>
<b>Toileting</b>	Limited Independence/ Significant Assistance; Two adults required to lift, toilet, clean and change; Full physical assistance	Some Independence/Some Assistance; One adult required to toilet, clean and change; Partial physical assistance	Considerable Independence; Requires adult prompting and occasional assistance toilet, clean and change (if required); Verbal and/or gestural assistance	High Degree of Independence; Toilets independently; Independently accesses visual support systems or other strategies	

<b>Feeding</b>	Limited Independence/ Significant Assistance; Fully dependent on adult for all feeding and drinking; May require bolus hydration; LHIN Nursing support for Tube Feeding; Full physical assistance	Some Independence/Some Assistance; Requires hand over hand assistance and/or adult prompting when feeding; Partial physical assistance	Considerable Independence; Feeds independently with some occasional adult prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
<b>Mobility</b>	Limited Independence/ Significant Assistance; Fully dependent for all mobility	Some Independence/Some Assistance; Requires support to ensure safe access/pathways; developing some independence with mobility with some supervision	Considerable Independence; Mobility independent with some monitoring;	High Degree of Independence; Independently mobile; able to maneuver wheelchair/walker; able to navigate independently in familiar and unfamiliar environments	
<b>Dressing</b>	Limited Independence/ Significant Assistance; Fully dependent on adult for dressing; Full physical assistance.	Some Independence/ Some Assistance; Requires hand over hand assistance and adult assistance for dressing; Partial physical assistance	Considerable Independence; Requires adult prompting with some hand over hand assistance to dress; Verbal and/or gestural assistance	High Degree of Independence; Independently dresses; May require adult prompting to select clothing; Independently accesses visual support systems or other strategies	
<b>Personal Hygiene</b>	Fully dependent on others for maintaining personal hygiene; Full physical assistance	Requires hand over hand assistance, partial physical assistance, to maintain personal hygiene	Requires prompting, verbal and/or gestural assistance to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
<b>Adaptive Functioning: Overall Level*</b>	Limited Independence/ Significant Assistance; Fully dependent on adult support; Full physical assistance	Some Independence/ Some Assistance; Requires hand over hand assistance and prompting; Partial physical assistance	Considerable Independence; Requires some adult prompting; Verbal and/or gestural assistance	High Degree of Independence; Independently accesses visual support systems or other strategies.	

\*Review each of the applicable criteria in Adaptive Functioning and determine the most consistent level.

**COMMUNICATION**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>N/A</b>
<b>Communication: Overall Level</b> <i>Communication could include: sign language, braille, other augmentative or alternative</i>	Non-verbal/minimally verbal; Full physical prompts in the introduction of a communication system	Communication skills are developing; Learning to use communication system to label and request with single words	Learning to use communication system to express personal needs and wants; with prompting, can engage in some reciprocal conversation, though not	Learning to use communication system to comment and engage in conversation; engages in spontaneous, reciprocal, relevant conversations; independently	

<i>communication systems; Visuals; Verbal</i>			necessarily spontaneous, engages in scripted conversations, often converses about topics of interest	initiates conversations	
<b>SOCIAL/EMOTIONAL</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>N/A</b>
<b>Social/Emotional: Overall Level</b> <i>Could include: Play and Leisure Skills, Socially Appropriate Behaviour</i>	Modelling and full prompting; Rarely interacts appropriately in the learning community; Little or no initiation of social interaction	Modeling and partial prompting; Seldom interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Some guidance to access opportunities and demonstrate skills; Often interacts appropriately with others in the learning community	Demonstrates skills across a variety of environments and people; Almost always interacts appropriately with others in the learning environment	
<b>ACADEMICS</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>N/A</b>
<b>Academics: Overall Level</b>	IEP includes only alternative curriculum expectations; In Kindergarten, IEP pending, performing significantly below developmental expectations; global developmental delay;	IEP includes mainly alternative curriculum expectations and some modified curriculum expectations; Primary – a modified IEP or approaching Ministry Level 1 on grade level expectations	IEP includes mostly modified curriculum expectations and some alternative curriculum expectations	IEP includes modified curriculum expectations exclusively OR IEP includes modified and accommodated OR accommodated only with alternative curriculum (e.g., transitions, learning skills)	
<i>Academic Program – Accommodated Only; Accommodated with Alternative Curriculum in the Learning Skills; Modified Curriculum, Modified &amp; Alternative Curriculum Expectations; Exclusively Alternative Curriculum Expectations; Learning Skills (Ministry Report Card) are primarily the responsibility of the classroom teacher.</i>					
<b>COMMUNITY/LEISURE/WORK</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>N/A</b>
<b>Community/Leisure/Work: Overall Level</b>	Fully dependent on adult to access the community (school community/community at large)	Requires support for access to local community; Requires adult monitoring and some prompting to participate in leisure/co-op activities (school community/community at large)	Requires support for access to local community; Independently participates in leisure/co-op activities (school community/community at large)	Independently accesses local community; Independently participates in leisure and/or co-op activities (school community/community at large)	

<i>School Community: Within the School; Sensory Room; Library; Places and/or participate in "Jobs" in the school building.                  Community At Large: Outside the school in the greater community; Leisure Centre; Transit; Job/Co-op Placement.</i>					
<b>POST SECONDARY DESTINATION</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Other</b>
<b>Post- Secondary Destination</b>	Residential/ Home Care (24 hour Support)	Supported Independent Care (1:5 to 1:8 Support)	Day Program Care (1:8 to 1:16 Support)	– Employment Support/Sheltered Employment (1:8 – 1:16 Support; 4 – 12 hours per week support to maintain employment)	OSSD OSSC Certificate of Accomplishment Workplace
<i>Based on the student's current level of independence, predict the student's pathway at this point in time.</i>					

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## **Operation of the EarlyON Child and Family Programs [3813]**

**To:** Program and School Services Committee

**Date:** 16 January, 2020

**Report No.:** 01-20-3813

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the Board receive the Report on the Update on the Implementation May 2019 Board Decision Pertaining to the Operation of TDSB's EarlyON Child and Family Programs.

### **Context**

The purpose of this report is to provide a response to the May 22, 2019 Board Decision which states: "Whereas, the Toronto District School Board is facing unprecedented financial pressures, including a \$500,000 projected deficit in the EarlyON program for the 2019-20 school year; Therefore be it resolved that the City of Toronto be requested to assume all aspects of the EarlyON child care programming as soon as possible."

EarlyON Child and Family Centres provide free, inclusive programs that promote healthy child development and respond to the local needs of children and adults who visit the program. Provincially, these programs are operated by municipalities, district school boards and/or third party operators. The TDSB is the largest EarlyON Child and Family Program service provider in The City of Toronto, representing nearly a third of the EarlyON sector. There are currently 75 TDSB-operated EarlyON Centres located in schools throughout the TDSB.

[Toronto Children's Services Response to the TDSB's Board Decision](#)

Since the May 22, 2019 Meeting of the Board of Trustees, TDSB staff and the City of Toronto Children's Services Staff have had several discussions about the operation and the structural deficit of the TDSB's EarlyON Child and Family Centres. There were several outcomes of the Board's Decision.

Firstly, The City of Toronto Children's Services Report to Economic and Community Development Committee (October 1, 2019) entitled *Equity-Based Planning for EarlyON Child and Family Centres (Appendix A)* states their response to the Board Decision.

The following is an excerpt from the aforementioned report:

*In response to the TDSB motion, Children's Services has communicated that it is unable to assume direct service responsibility for the TDSB EarlyON Centres or staff, as Children's Services does not directly operate any EarlyON Centres. In addition, Children's Services does not currently fund nor have the available resources to pay for rental costs, currently covered by the school board, for all 75 EarlyON Centres (rental costs of \$11.77/sq. ft.), the existing structural deficit of approximately \$200,000, and future incremental wage and benefit increases. (p.5)*

Secondly, TCS acknowledged the structural deficit attributed largely to the differences between the TDSB's employee compensation (e.g., salary, benefits) costs, establish through the collective agreement, and the Salary Schedule outlined in the EarlyON Child and Family Centres 2019 Operating and Business Practice Guidelines. This past fall, staff was informed that the supplemental one-time funding (defined as an exemption) to recognize full salary, benefits and supply costs in 2019 was extended to December 31, 2020. This additional funding reduced the anticipated budget deficit for 2020 calendar year to approximately \$351,000.00. In January 2020, the exemption was extended once again to December 31, 2021.

Lastly, City Council adopted a number of decisions on October 29, 30, 2019 related to EarlyON Child and Family Programs (Appendix B). The following direction was given to The General Manager of Children's Services and references future discussions with TDSB staff:

- a. *Continue to work closely with the Toronto District School Board to identify potential solutions for the School Board to continue operating EarlyON Centres*

The aforementioned outcomes are a positive result of the Board Decision however, it does not fully address the cost to the TDSB for operating 75 EarlyON Child and Family Programs.

### **Action Plan and Associated Timeline**

Staff recommends that at a future date, the Board reflect on the risks and opportunities of continuing to serve as a service provider based on two years of information on the formal transition from TDSB's Parenting and Family Literacy Programs to EarlyON Programs and current information about the new model, future directions outlined in the transformation documents and financial projections.

### **Communications Considerations**

Not applicable.

### **Board Policy and Procedure Reference(s)**

Multi-Year Strategic Plan (MYSP).

### **Appendices**

- Appendix A: The City of Toronto Children's Services Report to Economic and Community Development Committee (October 1, 2019) entitled *Equity-Based Planning for EarlyON Child and Family Centres*
- Appendix B: Economic and Community Development Committee Item 8.15 – Equity-Based Planning for EarlyON Child and Family Centres

### **From**

Colleen Russell-Rawlins, Associate Director for Equity, Well-Being and School Improvement at [colleen.russell-rawlins@tdsb.on.ca](mailto:colleen.russell-rawlins@tdsb.on.ca) or at 416-397-3187.



**Committee Report  
Report Item**

Considered by City Council on  
October 29, 2019  
October 30, 2019

**Economic and Community Development Committee**

EC8.15		Adopted on Consent		Ward: All
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**Equity-Based Planning for EarlyON Child and Family Centres**

**City Council Decision**

City Council on October 29 and 30, 2019, adopted the following:

1. City Council request the General Manager, Children's Services to:
  - a. continue to work closely with the Toronto District School Board to identify potential solutions for the School Board to continue operating EarlyON Centres, and report back with an update in the second quarter of 2020;
  - b. continue the detailed "cost of service analysis" of EarlyON program costs, including the funding benchmarks and review the EarlyON job classes and functions to identify potential changes in the Children's Services Operating and Business Practice Guidelines for 2021;
  - c. consider the development of a growth strategy based on the equity-based planning approach as part of the 2020-2025 Early Years Service Plan;
  - d. work with the Provincial and Federal governments to increase funding for Toronto EarlyON Child and Family Centres in the next round of funding under the Canada-Ontario Bilateral Agreement and Action Plan on Early Learning and Child Care; and
  - e. continue, as directed by City Council on June 18, 2019 in Motions MM8.12 and MM8.47, to work with local Councillors and other service providers, to identify replacement sites for the EarlyON programs which were closed in the Niagara Street Junior Public School and the Blake Street Junior Public School.

**Committee Recommendations**

The Economic and Community Development Committee recommends that:

1. City Council request the General Manager, Children's Services to:
  - a. Continue to work closely with the Toronto District School Board (TDSB) to identify potential solutions for the school board to continue operating EarlyON Centres, and report back with an update in the second quarter of 2020;

b. Continue the detailed "cost of service analysis" of EarlyON program costs, including the funding benchmarks and review the EarlyON job classes and functions to identify potential changes in the Children's Services Operating and Business Practice Guidelines for 2021;

c. Consider the development of a growth strategy based on the equity-based planning approach as part of the 2020-2025 Early Years Service Plan;

d. Work with the Provincial and Federal governments to increase funding for Toronto EarlyON Child and Family Centres in the next round of funding under the Canada-Ontario Bilateral Agreement and Action Plan on Early Learning and Child Care;

e. Continue, as directed by City Council on June 18, 2019 in MM8.12 and MM8.47, to work with local Councillors and other service providers, to identify replacement sites for the EarlyON programs which were closed in the Niagara Street Junior Public School and the Blake Street Junior Public School.

### Origin

(October 1, 2019) Report from the General Manager, Children's Services

### Summary

This report responds to two Member's Motions adopted by City Council at its meeting of June 18th, 2019, where the General Manager, Children's Services was directed to work with the Toronto District School Board (TDSB) and other community partners to identify options for the replacement of the EarlyON Centres at Niagara Street Junior Public School and Blake Street Junior Public School, as these Centres have been slated for closure due to space issues caused by the need to implement alternate programming at these locations.

This report also provides an update on the risk of additional closures of EarlyON Centres operated by the TDSB as a result of ongoing financial pressures being faced by the TDSB.

As well, this report outlines the equity-based planning approach used to guide Children's Services' decisions about investments and funding reallocations within the EarlyON system. This evidence-based approach uses relevant demographic and service level data to identify service gaps and opportunities to enhance service access for vulnerable families.

### Background Information (Committee)

(October 1, 2019) Report and Appendix A from the General Manager, Children's Services on Equity-Based Planning for EarlyON Child and Family Centres

(<http://www.toronto.ca/legdocs/mmis/2019/ec/bgrd/backgroundfile-138404.pdf>)

Appendix B - EarlyON Action Plan 2018-2020

(<http://www.toronto.ca/legdocs/mmis/2019/ec/bgrd/backgroundfile-138585.pdf>)

### Communications (Committee)

(October 15, 2019) E-mail from Jenny Zollerano (EC.New.EC8.15.1)

(October 15, 2019) E-mail from Cheryl Switzer (EC.New.EC8.15.2)

(October 15, 2019) Submission from Sally Wong and 25 persons, EarlyON Centre, Mason Road Public School (EC.New.EC8.15.3)

(October 15, 2019) E-mail from Rhea Karvanis (EC.New.EC8.15.4)

(October 15, 2019) E-mail from Kelly Taggart (EC.New.EC8.15.5)

(October 15, 2019) E-mail from Hajra Malak (EC.New.EC8.15.6)  
(October 16, 2019) Submission from Terri Preston, Toronto Education Workers, CUPE  
4400 (EC.New.EC8.15.7)  
(<http://www.toronto.ca/legdocs/mmis/2019/ec/comm/communicationfile-97912.pdf>)

**Speakers**

Terri Preston, Toronto Education Workers, CUPE 4400  
Andresa Sisson  
Tennille Will, EarlyON - Shirley Street  
Anna Dobie, EarlyON - Queen Victoria Public School  
Subajini Arulchelvam, EarlyON - Queen Victoria Public School  
Valerie Kenny, Family Supports Institute Ontario



## REPORT FOR ACTION

# Equity-Based Planning for EarlyON Child and Family Centres

**Date:** October 1, 2019

**To:** Economic and Community Development Committee

**From:** General Manager, Children's Services

**Wards:** All

## SUMMARY

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This report responds to two Member's Motions adopted by City Council at its meeting of June 18th, 2019, where the General Manager, Children's Services was directed to work with the Toronto District School Board (TDSB) and other community partners to identify options for the replacement of the EarlyON Centres at Niagara Street Junior Public School and Blake Street Junior Public School, as these Centres have been slated for closure due to space issues caused by the need to implement alternate programming at these locations.

This report also provides an update on the risk of additional closures of EarlyON Centres operated by the TDSB as a result of ongoing financial pressures being faced by the TDSB.

As well, this report outlines the equity-based planning approach used to guide Children's Services' decisions about investments and funding reallocations within the EarlyON system. This evidence-based approach uses relevant demographic and service level data to identify service gaps and opportunities to enhance service access for vulnerable families.

## RECOMMENDATIONS

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The General Manager, Children's Services recommends that City Council:

1. Direct the General Manager, Children's Services to continue to use an equity-based planning approach to identify EarlyON service system needs and allocate operating funding to EarlyON service providers, which aligns with the provincial guidelines established by the Ontario Ministry of Education for the EarlyON sector.

2. Direct the General Manager, Children's Services to continue to work closely with TDSB to identify potential solutions for the school board to continue operating EarlyON Centres within the existing funding envelope, or to support a smooth transition process if TDSB terminates its service agreement with Children's Services.

## **FINANCIAL IMPACT**

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The total allocation for the administration and service delivery of EarlyON Child and Family Centres is \$29.618 million in 2019, of which \$26.989 million is funded by the Provincial and Federal governments, and \$2.629 million is funded by City contribution. Fifty-three third party service providers currently hold service agreements with Children Services for the operation of EarlyON Centres, including TDSB. In 2019, TDSB will receive \$4.622 million from Toronto Children's Services to operate its EarlyON Centres.

The Chief Financial Officer and Treasurer has reviewed this report and agrees with the financial impact information.

## **EQUITY IMPACT**

EarlyON Centres are an important resource for all families in Toronto, as they provide no-cost community spaces where families can connect with one another, support healthy child development, and connect families to important resources within their communities (e.g., employment centres, specialized support services, culturally relevant associations, etc.).

EarlyON Centres are widely used by equity-seeking groups, including families that identify as Indigenous, 2SLGBTQ, families with children with extra support needs, low-income families, single-parent families, and newcomer families. EarlyON Centres are also important resources for home child care providers or caregivers, many of whom are often newcomers themselves. System needs assessments have indicated the invaluable support child and family programs provide to these families and caregivers, as they help to reduce systemic barriers, build support networks for families, and support healthy child and family well-being.

An intersectional analysis reveals that low-income families living in communities with high inequities are significantly less likely to attend any form of early learning programming. This inequity may be in part due to the lack of access to EarlyON Centres in several high-inequity neighbourhoods.

Adoption of the recommendations contained in this report will allow Children's Services to continue improving the accessibility of EarlyON Centres and increasing the positive impacts for equity-seeking children and families. Driving the City's commitment to the Poverty Reduction Strategy, of improving service access to high quality programs for children and youth. This will be achieved by better integrating programs with other community services, improving workforce capacity, investing resources through an equity-based approach, and partnering with community-based organizations to collaboratively build programs that are responsive to local need.

## DECISION HISTORY

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Council adopted Members Motion:

At its meeting of June 18th, 2019, City Council adopted two members' motions directing the General Manager, Children's Services to work with partners to identify options for the replacement of the EarlyON programs at Niagara Street Junior Public School and Blake Street Junior Public School.

MM8.12 <https://www.toronto.ca/legdocs/mmis/2019/mm/bgrd/backgroundfile-134481.pdf>

MM8.47 <https://www.toronto.ca/legdocs/mmis/2019/mm/bgrd/backgroundfile-134911.pdf>

Council approval for EarlyON Initial Plan:

At its meeting of October 2, 3 and 4 2017, City Council adopted CD22.3 the Draft Ontario Early Years and Family Centre [Initial Plan](#), acknowledging the research and consultations conducted to date, and established priorities and next steps for realizing the provincial vision for Ontario Early Years and Child and Family Centres in Toronto.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2017.CD22.3>

Staff report CD22.3 (<https://www.toronto.ca/legdocs/mmis/2017/cd/bgrd/backgroundfile-106429.pdf>)

Council approval for EarlyON system planning:

At its meeting of October 5, 6, and 7, 2016, City Council adopted CD14.4 "Planning for Ontario Early Years Child and Family Centres" and reinforced that "future growth [is] to achieve equity goals" associated with the "planning, transformation and ongoing service system management of child and family programs."

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2016.CD14.4>

Staff report CD14.4 (<https://www.toronto.ca/legdocs/mmis/2016/cd/bgrd/backgroundfile-95965.pdf>)

## BACKGROUND

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### Service System Management

In January 2018, the Province of Ontario transferred responsibility for the management and planning of Toronto's EarlyON Child and Family Centres to Consolidated Service System Managers (CMSMs), including Children's Services. The Province, as outlined in the Ontario Early Years Child and Family Centre Planning Guidelines, directed municipalities to consolidate and rebrand four previous child and family programs including Ontario Early Years Centres, Parenting and Family Literacy Centres (operated by school boards), Better Beginnings Better Futures programs, and Family Resource Programs. Through the service system management of EarlyON Centres, Children's

Services was directed to: provide parents, caregivers and their children with access to a core suite of high-quality early years programs; enhance public awareness of available programs and services; distribute programs based on demonstrated community needs; and integrate programs with other relevant early years and community services.

Citing the fragmentation of programs, lack of awareness by many parents of the services available, the inequitable distribution of programs, and the variation of services between Centres, the Province mandated CMSMs to plan and manage the delivery of EarlyON Centres under provincial guidelines. CMSMs were directed to determine how services are delivered and by whom, with the intention of ensuring services are community-based and respond to a thorough understanding of the strengths and priorities of the communities served. CMSMs were also directed to more equitably and responsively distribute services to meet community needs through program relocations or reallocation of funds.

As the service system manager for early years' programs, Children's Services is responsible for system planning and funding for EarlyON Centres in alignment with the Child Care and Early Years Act, 2014 and Ministry of Education guidelines.

## **EarlyON Background**

EarlyON Centres offer free programs to parents/caregivers and their children (prenatal to six years of age). These programs support parents/caregivers in their roles, foster early learning and development, and connect families to broader community supports. Children's Services holds service agreements with 53 organizations representing over 270 EarlyON Centres. EarlyON funding is based on historical allocations organizations received from the Ministry of Education and the City of Toronto before the transfer of responsibility for EarlyON in January 2018.

Children's Services committed to maintaining existing allocations for each service provider during the transition period (2018-2019) and working with providers to align their programs to the new provincial core service requirements.

Children's Services embarked on a robust and inclusive engagement strategy to hear from parents and service providers to help form an Initial Plan that was required by the Province. The Initial Plan was approved by Council and sets out the priorities for EarlyON system transformation. These priorities reflect the diversity and unique needs of serving children and families in Toronto using an equity based approach to planning and resource allocation while aligning with the provincial Guidelines.

Children's Services has established an [EarlyON Action Plan 2018-2020](#), an EarlyON Advisory Committee, several sector working tables, and internal working groups to implement key priorities identified in the Action Plan related to advancing evidence-informed planning, establishing program standards, enhancing inclusion, enhancing Children's Services' capacity to collect and evaluate data, supporting the sector in professional learning and capacity-building, and strengthening communications with the sector and the public.

## **System Enhancements**

After assuming responsibility for EarlyON Child and Family Centres on January 1, 2018, the City pursued a public engagement strategy to shed light on how to shape and enhance the EarlyON sector in Toronto using provincial system enhancement funds. Through a series of conversations with service providers, families and experts, it became clear that EarlyON Centres require additional supports to meet the needs of children and families.

In response, Children's Services redistributed existing base funding to provide all EarlyON service providers with a 3 per cent increase in their annual operating funding in 2018, an additional 2 per cent increase in 2019, and provided grants for centres to upgrade program materials and their IT infrastructure.

An initial analysis of service and demographic information in 2017, identified several service gaps in the system, including 31 neighbourhoods without EarlyON Centres. These gaps provided a foundation from which to plan for an initial service expansion. Decision-making about initial investments was driven by an analysis of relevant socio-demographic, geographic and service equity data. This led to the establishment of two new EarlyON Centres in the underserved communities of Rexdale and Milliken, a new French language EarlyON Centre in Scarborough, as well as a new mobile program designed to meet the unique needs of 2SLGBTQ families. Separate provincial investments were received to significantly expand the availability of Indigenous-led child and family programs as well.

## **Toronto District School Board**

The TDSB is the largest EarlyON service provider in Toronto, representing nearly a third of the EarlyON sector. There are currently 75 TDSB-run EarlyON Centres which are located in public schools and operate 20 hours per week, 40 weeks per year. These Centres operate across 60 neighbourhoods in the City, and are led by an EarlyON Parent Worker who is responsible for leading each EarlyON Centre in a school.

At the time of the transfer of responsibility for EarlyON, Children's Services received full allocations for the transferred programs and maintained these allocations to EarlyON service providers to ensure a seamless transfer. Since 2018, the TDSB EarlyON allocation has been increased by 3 per cent in 2018 and by an additional 2 per cent in 2019. However, TDSB's EarlyON operating costs exceed their annual allocation from the City, largely due to contractual salary increases, changes to benefit administration, and supply worker coverage costs.

At its May 22, 2019 Board of Trustees meeting, the Board passed a motion: "Whereas, the Toronto District School Board is facing unprecedented financial pressures, including a \$500,000 projected deficit in the EarlyON program for the 2019-20 school year; Therefore be it resolved that the City of Toronto be requested to assume all aspects of the EarlyON child care programming as soon as possible."

In recognition of TDSB's operating costs, Children's Services has committed to the continued approval to operate above the allowable limits with relation to salary, benefit and casual staff costs, at the 2019 rates. As funding for EarlyON is enveloped and has not increased since the transfer of responsibility in 2018, Children's Services cannot provide additional funding without provincial funding increases.

In response to the TDSB motion, Children's Services has communicated that it is unable to assume direct service responsibility for the TDSB EarlyON Centres or staff, as Children's Services does not directly operate any EarlyON Centres. In addition, Children's Services does not currently fund nor have the available resources to pay for rental costs, currently covered by the school board, for all 75 EarlyON Centres (rental costs of \$11.77/sq. ft.), the existing structural deficit of approximately \$200,000, and future incremental wage and benefit increases.

TDSB is currently exploring options and will be reporting back to the Board of Trustees later this year. TDSB EarlyON Centres will continue to operate as expected until a decision is made by the Board.

## **COMMENTS**

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### **Equity-Based Planning Approach**

EarlyON Centres are intended to support all children, parents and caregivers in learning, growing, and connecting – together. All families with children, from birth to 6 years, should have access to these centres, and benefit from the programs they provide. Evidence shows that some families in the City of Toronto face systemic barriers to access programs and services, and often experience lower service levels. In order to achieve equitable access, system planning needs to utilize a needs-based approach.

Toronto Children's Services uses an equity-based planning approach to guide decisions about investments in programs and services according to defined measures of need. This approach supports decision making by considering socioeconomic inequities, outcomes for children and families, and service levels. It also ensures that the process to identify potential service expansions, relocations, or changes in programs is evidence-based and transparent. This approach aligns with the broader equity-focused work of the Toronto Child and Family Network and the Poverty Reduction Strategy.

This approach has enabled Children's Services to take an intersectional equity lens to consider the needs, barriers, and impacts on equity-seeking groups across the City (e.g., newcomers, refugees, Indigenous families, French speaking families, those living on low incomes, racialized communities, 2SLGBTQ families, and children with extra support needs).

## Planning Considerations

At the EarlyON Strategic Planning Day meeting in February 2018, community and sector stakeholders identified the following goals for the EarlyON Sector:

- **Increased Access:** All EarlyON Centres will provide access to an integrated, inclusive early childhood and family system that provides a “no wrong door” approach to accessing community services.
- **Greater Equity:** All EarlyON Centres will apply an equity lens to their programs to ensure services are responsive to the diverse needs of Toronto’s families.
- **Higher Quality:** All EarlyON Centres will offer consistent, high-quality services that are guided by evidence informed standards and evaluation tools.

Children’s Services has taken multiple steps to respond to family, sector and community partner feedback to ensure that EarlyON service providers are able to meet the varying and changing needs of children and families across the City. In addition to the key initiatives outlined in the EarlyON Action Plan, Children’s Services worked with the EarlyON Advisory Committee and Planning Working Table to identify the following aspirational planning statements regarding the EarlyON service model in Toronto, including:

- EarlyON Child and Family Centres should be available in every ward in the City. In each ward, this includes at least 5 days of service per week, including a Saturday or Sunday and afternoon programming. This minimum service level expectation can be met through the delivery of programs and services in multiple locations, by multiple providers.
- As new funds become available and/or relocation opportunities arise, resources will be directed to meet the minimum ward service levels outlined above and to neighbourhoods with relatively high inequities and low EarlyON service levels.
- EarlyON Centres should be located in consistent locations with regular, predictable schedules to enhance access and awareness for families.
- All EarlyON Centres are expected to deliver all of the mandatory core services, and it is understood that these services may be delivered in different ways depending on space, staffing and community needs.
- EarlyON Centres can select their own operating hours in an effort to maximize service access, based on demonstrated community needs and funding levels.

Children’s Services will continue to use these statements to guide policy and system planning decisions as we collectively move forward with system transformation.

## Planning Layers

Initial work has demonstrated that there are a number of underserved neighbourhoods with higher numbers of families who experience inequity and socio-economic vulnerability. By considering the following equity-based planning layers, we are able to gain a nuanced, data-informed understanding of the needs of the EarlyON system and service levels:

### 1. **Socioeconomic Need:** Child & Family Inequities Score

The first layer of the approach uses the Child & Family Inequities Score, which was developed by the Toronto Child and Family Network. The Inequities Score is a summary measure derived from five indicators:

- Low Income Measure;
- Parental Unemployment;
- Low Parental Education
- No Knowledge of Official Language; and
- Core Housing Need

which describe the socio-economic challenges and inequities experienced by the child and family population in each of Toronto's 140 neighbourhoods. The Child & Family Inequities Score is unique because it uses indicators that are specific to families with children under the age of 12.

Neighbourhoods are divided into quartiles, with scores in the top 25 per cent considered to have 'Very High' level of inequities through to 'Low' levels of inequities (Appendix A: Image 1). The equity-based planning approach prioritizes service and program investments in neighbourhoods experiencing higher inequities.

### 2. **Child and Family Outcomes:** Participation in early learning programs

Increasing access and enhancing Equity are two foundational goals of the EarlyON sector, as outlined in the EarlyON Action Plan (2018-2020). To help achieve this goal, the planning approach incorporates the 'Participation in Early Learning Programs' indicator of [Raising the Village](#) and prioritizes neighbourhoods where children are less likely to have had the opportunity to attend an early learning program before school.

Who is and is not participating?

In the 2017 TDSB Census, parents of students (Grades K to 6), reported on whether their child regularly attended an early learning and care program at a child care centre, nursery/pre-school program, home child care, or a child-family program (Appendix A: Image 2.1). This data is further disaggregated by income brackets (Appendix A: Image 2.2). Children in higher income families are more likely to access child care, preschool, child and family programs and home child care.

The evidence shows that 43 per cent of children in families making under \$30,000 do not attend any programming compared to less than 8 per cent of children from families with incomes over \$100,000.

### **3. Service Level:** Number of EarlyON Centres in a neighbourhood

The final layer of the approach is a measure of service levels. The number of EarlyON Centres available in a neighbourhood allows us to understand whether a community has a high or low level of service relative to others. Children's Services analyzes a variety of data points to identify service inequities to support system planning in the EarlyON sector, including:

Number of EarlyON program locations

Hours of programming available

Availability of evening, weekend, and summer service

Number of FTEs employed to provide services, including those with RECE qualifications

EarlyON Centre demand and participation rates

#### **Applying the Equity-Based Planning Approach**

The application of the planning layers allows Children's Services to identify service gaps and determine opportunities to scale up services for families based on need, supporting the EarlyON Action Plan goals of increased access and greater equity.

An equity-based planning approach was used with community based EarlyON Centre closures and reallocations throughout 2019, whereby service providers were required to engage in this process.

#### **Current Needs of the EarlyON system**

By applying the equity-based planning layers Children's Services can identify neighbourhoods across Toronto experiencing the highest levels of need with low service levels as seen below in Image 3. Neighbourhoods in red are identified as experiencing High or Very high inequities and have 0 or 1 EarlyON Centres.

There are currently 25 neighbourhoods across the city facing Very High and High inequities and have 0 or 1 EarlyON Centres. Neighbourhoods in red indicate areas requiring additional resources to expand EarlyON service intensity. These neighbourhoods also have higher percentages of TDSB students who did not attend an early years programs before starting school and whose families are making under \$30,000.

**Priority neighbourhoods for EarlyON:**

Very high and high inequities level and 0 or 1 EarlyON site

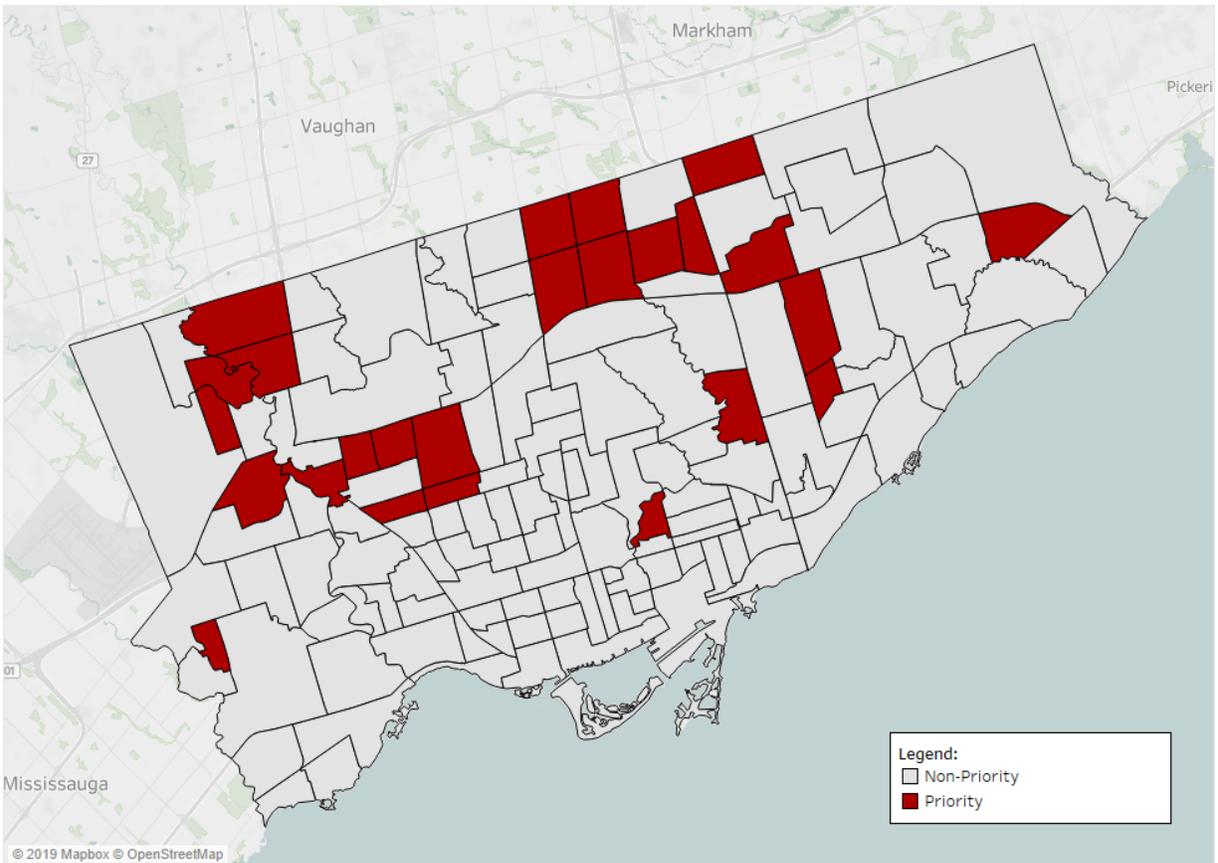


Image 3: Priority neighbourhoods for EarlyON planning.

The consideration of these existing system needs will help Children's Services determine any reinvestment priorities should the TDSB decide to cease operating any programs in the future.

**Blake Street EarlyON & Niagara Street EarlyON**

On May 27th, 2019 the TDSB's Internal Accommodation Committee approved the decision to close two TDSB EarlyON Centres as of June 30th, 2019. The Blake Street EarlyON was located in the Blake-Jones neighbourhood (69) and Ward 14 (Toronto-Danforth). The Niagara Street EarlyON was located in the Niagara neighbourhood (82) and Ward 10 (Spadina-Fort York). This decision to close the two Centres was made by TDSB due to emerging space issues caused by the need for a new full-day kindergarten classroom (Niagara PS) and a new French immersion program and before and after school program (Blake PS).

TDSB communicated both closures to families that attend the program and directed families to nearby EarlyON Centres within walking distance.

TDSB's 2019 allocation has been reduced by \$60,030 to account for the six month two-site closure. This will result in a reduction of \$120,060 for 2020. It is important to note that the recovered amount is not reflective of the actual cost of operating a community based EarlyON Centre, as the TDSB program costs do not consider rental, utility or maintenance costs.

Reallocating these funds within Ward 14 and Ward 10 would not be in alignment with the equity-based planning approach outlined above and does not take into consideration future potential closures of TDSB-run EarlyON Centres. The recovered amount will be applied to expand services in areas identified through the equity-based planning approach.

## **CONCLUSION**

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Toronto City Council has long advocated for embedding equity as a consideration and priority in how the City make decisions and prioritizes initiatives. This includes the development of equity enhancing strategies, policies and programs such as the Poverty Reduction Strategy, the Action Plan to Confront Anti-Black Racism, the Strong Neighborhoods Strategy, the Community Grants Policy and the Welcome Policy.

The equity-based planning approach of the EarlyON sector provides an opportunity for the City of Toronto to build a more evidence-based, cohesive, and community-led early years' service system that meets the needs of all children and families, by addressing system gaps experienced by Toronto's most vulnerable families. This approach allows Children's services to ensure investments can be made quickly and with the greatest positive impact on child and family outcomes. As the Service System Manager, Children's Services is requesting authority through this report to reinvest these funds in accordance with an equity-based planning approach.

## **CONTACT**

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## **SIGNATURE**

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Shanley McNamee  
General Manager, Children's Services

**ATTACHMENTS**

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Appendix A: Equity-based Planning Layers Maps

Appendix B: EarlyON Action Plan 2018-2020 (attached as PDF)

### Appendix A- Child and Families Inequities Score

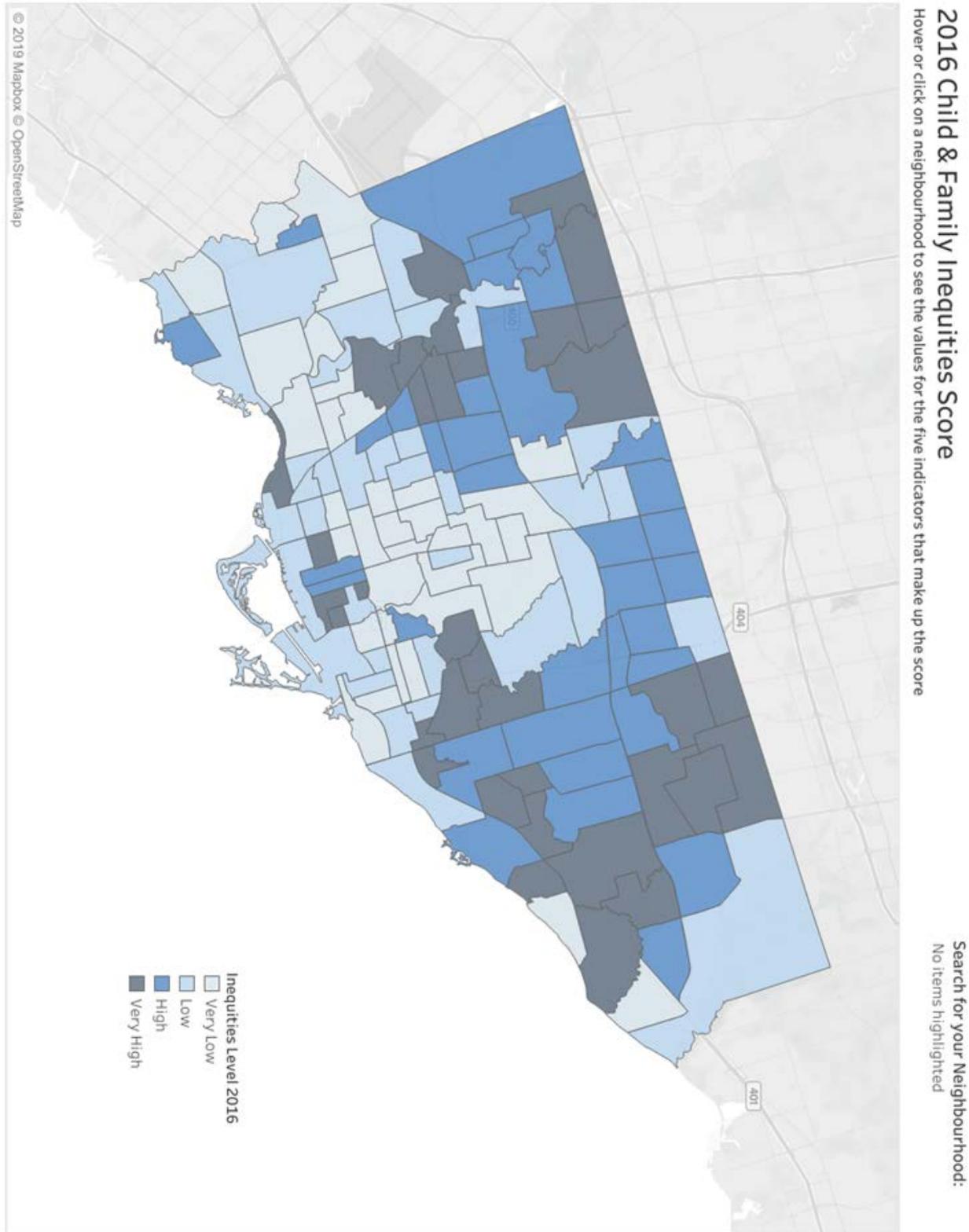


Image 1: 2016 Child and Family Inequities Score

### Appendix A- TDSB Parent Census, 2017

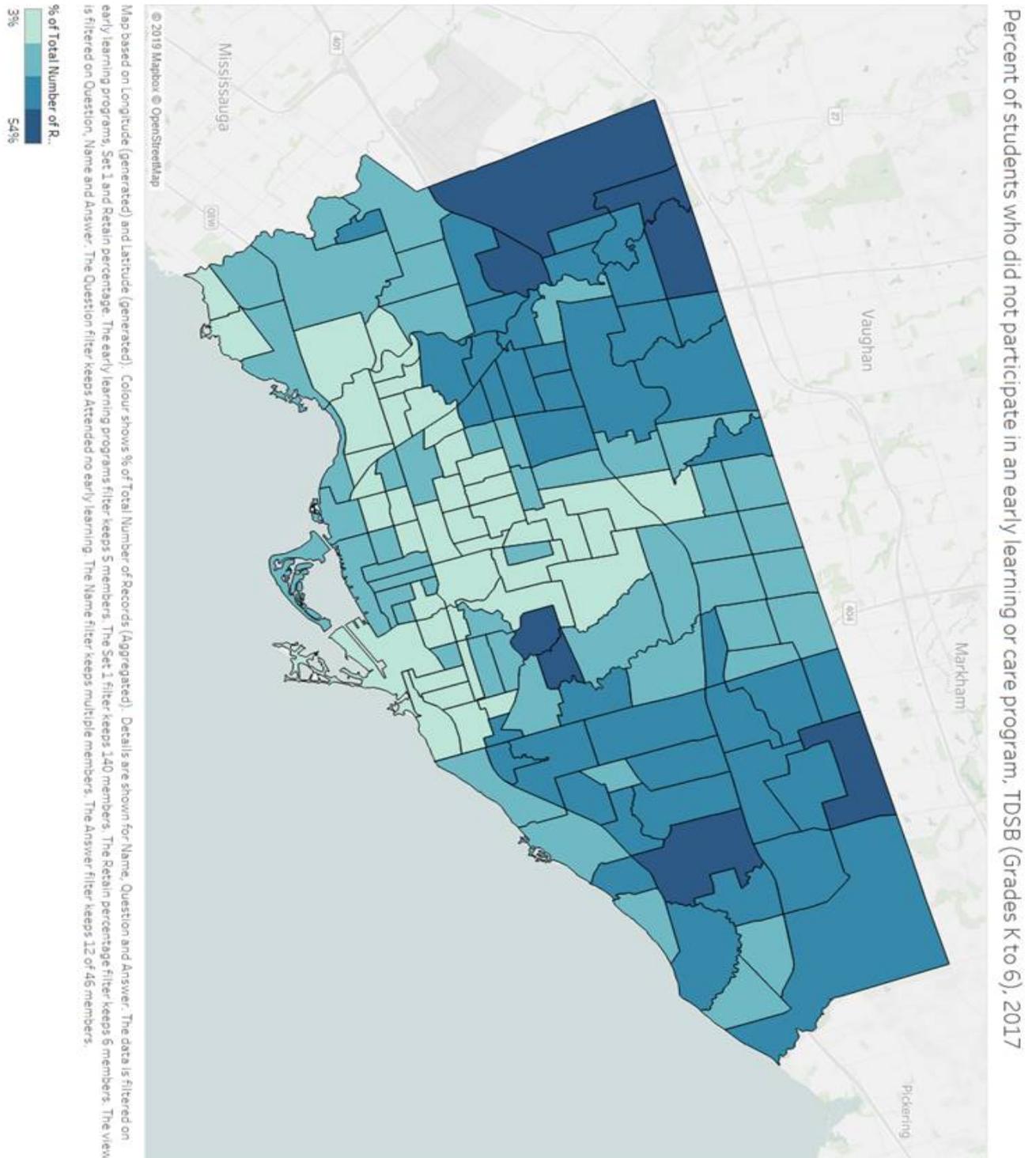


Image 2.1: TDSB participation in early learning or care program

**Appendix A- TDSB Parent Census, 2017**

Chart: TDSB parent responses to "Before entering Kindergarten, did you child regularly attend any of the following programs?" by parent and child demographics (TDSB Parent Census, 2017)

Stratifier  
Parent's Income

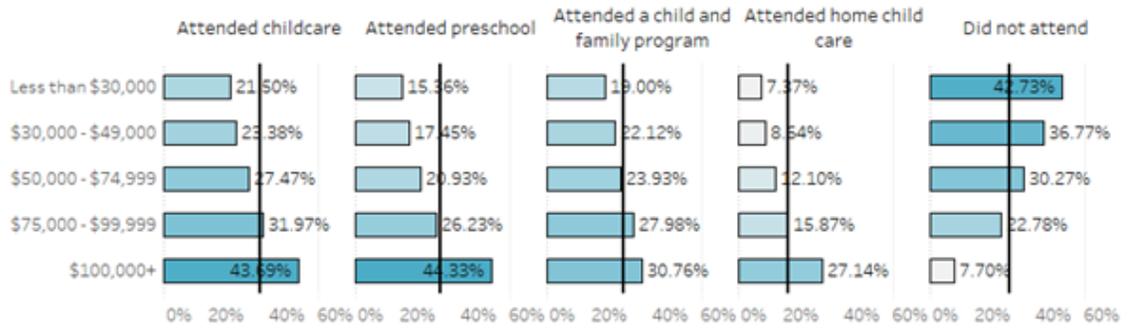


Image 2.2: TDSB participation in early learning or care program by income.



# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Committee Mandate**

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.