

## OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

## OUR VISION

At Toronto Catholic we transform the world  
through witness, faith, innovation and action.



# AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

Wednesday, November 14, 2018  
7:00 P.M.

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Pages

## **7. *Unfinished Business***

From October 17, 2018 Special Education Advisory Committee Meeting

- 7.a *Autism Ontario - Early Identification and Intervention for Students with Special Needs* 1 - 2

## **11. *Reports of Officials, and Special and Permanent Committees Requiring Action***

- 11.b *Additional SEAC Nominations (Refer Item 11a)* 3 - 6

vi) Community Representative - Melanie Battaglia

vii) Community Representative - Marilyn Taylor

viii) The Learning Disabilities Association of Toronto District - Gizelle Paine

ix) Integration Action for Inclusion - Tyler Munro

SEAC Inquiry – October 17, 2018

### **Early identification and intervention for students with special education needs**

Autism Ontario's mission is "to ensure that each individual with ASD is provided the means to achieve quality of life as a respected member of society". "Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community"<sup>1</sup>.

In alignment with Autism Ontario's provincial mission and priorities, the Toronto chapter strives to bring the local voice and concerns of TCDSB parents to the forefront in the form of formal inquiries (item 13, *Inquiries and Miscellaneous*) at TCDSB Special Education Advisory Committee meetings with the intent of receiving Board staff clarification and information.

Society as a whole recognizes the long-term benefits of early identification and intervention in supporting children with special education needs. An environment where student needs are identified early; either through parent disclosure or teacher assessment and/or identification creates opportunities for the application of a skill-set learning framework that will follow the child into their adolescent years and into adulthood thus creating a higher probability of long-term success. Although the TCDSB, according to its website has an early identification strategy which is limited to students from JK to grade one; student needs often present further along the developmental continuum and should be treated with the same level of priority to ensure uninterrupted equity based growth in student achievement.

The Ontario Human Rights Commission recently released its *Policy on accessible education for students with disabilities* and the report states that, "while the Ministry of Education has devised its own framework for identifying "exceptional pupils," it is the Ontario Human Rights Code and human rights case law that establishes that education providers have a legal duty to accommodate the disability-related needs of students to the point of undue hardship. This legal duty exists whether or not a student with a disability falls within the Ministry's definition of "exceptional pupil," and whether or not the student has gone through a formal IPRC process, or has an IEP"<sup>2</sup>. According to the list of examples of accommodations from this document which are dependent on a student's individual needs, it includes assistance from specialized professionals and in-class supports which includes tutors.

It is understood that curriculum demands in a classroom with students with varying needs may prove to be a challenge for educators however, when the curriculum is delivered in a manner that does not allow a student with special education needs to receive, process and apply the curriculum in an equitable manner, this places that student at a disadvantage and creates a negative trajectory that then excludes the student from benefitting from the many opportunities for success that a stable and enriched education provides.

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<sup>1</sup> <http://www.autismontario.com/client/asof/ao.nsf/web/About+Us>

<sup>2</sup>

[http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities\\_FINAL\\_EN.pdf#overlay-context=en/users/aspeller](http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities_FINAL_EN.pdf#overlay-context=en/users/aspeller)

**Autism Ontario – Toronto Chapter would like to know:**

- 1) What identification strategy is in place for students who present with learning needs after grade one and what interventions are included in this strategy?**
- 2) What do school board policies, teacher federations and provincial and local legislation and policy dictate in regard to teachers identifying student needs and providing extra help to struggling students in class or before/after school?**
- 3) Since fee for service tutors are being recommended to students and parents by local school and Board staff to fill in gaps that are not being filled in the classroom/school, what is the obstacle/barrier that local schools and the Board feel they cannot overcome in providing equity in curriculum delivery in support of student achievement for students with special education needs in the classroom?**

**The Toronto chapter of Autism Ontario asks that your written response be included as part of the November 2018 SEAC agenda.**

*Supplementary information:*

[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)

<http://www.ohrc.on.ca/en/guidelines-accessible-education/appropriate-accommodation>

<http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities/elementary-and-secondary-education#fn73>

[http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities\\_FINAL\\_EN.pdf#overlay-context=en/users/aspeller](http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities_FINAL_EN.pdf#overlay-context=en/users/aspeller)

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/EarlyIdentification/Pages/default.aspx>

**From:** Marilyn Taylor  
**To:** [Maselli-Jackman, Linda \(Superintendent of Special Services\)](#); [Harris, Sophia \(Corporate Services\)](#); [Paganelli, Kim \(Special Services- Linda Maselli Jackman\)](#); [Sandra Mastronardi](#)  
**Subject:** Fwd: TCDSB SEAC - Community Representative  
**Date:** Monday, November 12, 2018 8:19:37 PM

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Sent from my Bell Samsung device over Canada's largest network.

----- Original message -----

**From:** Melanie Battaglia [REDACTED]  
**Date:** 2018-11-12 7:16 PM (GMT-05:00)  
**To:** Marilyn Taylor [REDACTED]  
**Subject:** TCDSB SEAC - Community Representative

Dear Marilyn,

As you know, I have been an alternate representative for Autism Ontario but I am now relinquishing that role as I would like to be a community representative. I have fulfilled all the requirements to be a member of SEAC.

Kindly let me know if you need anything further.

Thank you.

Melanie

November 14, 2018

Mr. R. McGuckin  
Director of Education  
Toronto Catholic District School Board  
80 Sheppard Avenue East  
M2N6E8

Dear Mr. McGuckin:

It is my intention, if acceptable to continue to serve as community representative on the Special Education Advisory Committee.

I have just completed eighteen years on this committee would like to continue advocating for our special needs students.

Thank you.

Marilyn Taylor  
[REDACTED]  
[REDACTED]  
[REDACTED]

Cc Linda Maselli-jackman



# **Idatd • Learning Disabilities Association of Toronto District**

121 Willowdale Avenue, Suite 100, Toronto, Ontario M2N 6A3

Phone (416) 229 1680 Fax 416 229 1681 Website: [www.idatd.on.ca](http://www.idatd.on.ca)

November 12, 2018

Attention:

Marilyn Taylor  
SEAC Chair,  
Toronto Catholic District School Board

Dear Marilyn,

Please be advised that The Learning Disabilities Association of Toronto District would like to authorize Gizelle Payne to act as our SEAC Representative on behalf of the Association. Please let me know if you require any additional details in order to confirm her role on SEAC.

With kind regards,

A handwritten signature in black ink, appearing to read 'V. Martin'.

Valerie Martin,  
Executive Director  
Learning Disabilities Assn Toronto  
121 Willowdale Ave. Suite 100  
Toronto, Ontario  
M2N 6A3  
416-229-1680  
[www.idatd.on.ca](http://www.idatd.on.ca)



# **INTEGRATION ACTION FOR INCLUSION IN EDUCATION AND COMMUNITY (ONTARIO)**

4 – 199 SAGINAW PARKWAY, CAMBRIDGE, ON N1T 1T9 (519) 624-5195

<http://www.inclusionontario.ca/>

## ***Our mission:***

***To act as the provincial champion and the driving force for inclusive education as the essential foundation for an inclusive life.***

7 November 2018

Attention: Linda Maselli-Jackman  
Superintendent of Education  
Toronto Catholic District School Board  
Special Services, Catholic Education Centre  
80 Sheppard Ave. E., Toronto, M2N 6E8  
[linda.maselli-jackman@tcdsb.org](mailto:linda.maselli-jackman@tcdsb.org)

Re: Representation on the TCDSB Special Education Advisory Committee

Dear Superintendent,

Integration Action for Inclusion (IAI) is a provincially incorporated association that furthers the interests of one or more groups of exceptional children and adults. We operate throughout Ontario, including within the area of jurisdiction of the TCDSB, having a Toronto chapter. We meet O. Reg. 464/497 requirements for the purpose of representation on Special Education Advisory Committees (SEACs). We are not an association or organization of professional educators.

The Toronto chapter of IAI nominates Tyler Munro to continue as the representative. Tyler meets the requirements for appointment for SEAC representation, as he lives within the TCDSB jurisdiction and is qualified to vote for the members of the TCDSB.

Thank you,

Don Richardson  
Vice President  
Executive Officer