

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA
June 10, 2020

**Nancy Crawford, Chair and
Trustee Member**

George Wedge, Vice Chair
Easter Seals

Melanie Battaglia
Community Representative

Lori Ciccolini
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

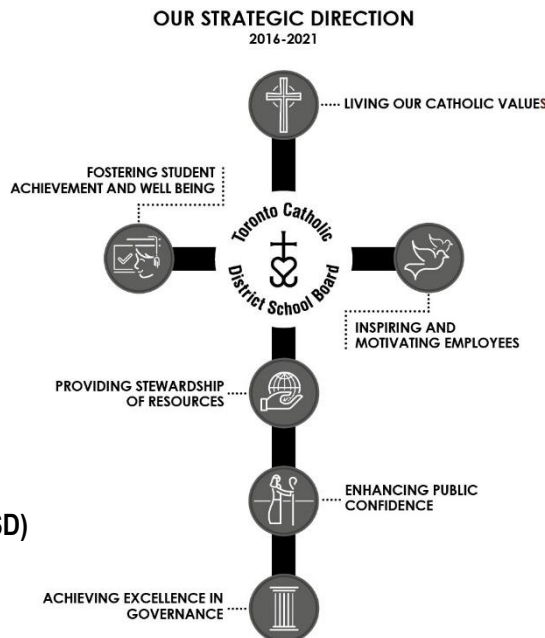
Deborah Nightingale
Association for Bright Children

Mary Pugh
VOICE for Hearing Impaired

Glenn Webster
Ontario Assoc. of
Families of Children
with Communication
Disorders

Sandra Mastronardi
Autism Ontario

Trustee Members
Angela Kennedy
Daniel Di Giorgio



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.*

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Rory McGuckin
Director of Education

Joseph Martino
Chair of the Board

Terms of Reference for the Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) shall have responsibility for advising on matters pertaining to the following:

- (a) Annual SEAC planning calendar;**
- (b) Annual SEAC goals and committee evaluation;**
- (c) Development and delivery of TCDSB Special Education programs and services;**
- (d) TCDSB Special Education Plan;**
- (e) Board Learning and Improvement Plan (BLIP) as it relates to Special Education programs, Services, and student achievement;**
- (f) TCDSB budget process as it relates to Special Education; and**
- (g) Public access and consultation regarding matters related to Special Education programs and services.**

SEAC shall also make recommendations to Board pertaining to these matters, in order to improve the lives of students with Special Education Needs and their families.

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Nancy Crawford, Chair

George Wedge, Vice Chair

Wednesday, June 10, 2020

7:00 P.M.

	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Notices of Motion	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held May 20, 2020 for Public Session	1 - 9
7. Presentations	
8. Nominations	
8.a Letter of Interest to Serve as Special Education Advisory Committee Member from Joy Alma	10 - 11
8.b Letter of Interest to Serve as Special Education Advisory Committee Member from Wendy Layton	12 - 13
8.c Letter of Interest to Serve as Special Education Advisory Committee	14 - 16

Member from Hilary Quinn

- 9. Reports of Officials for Information by the Board/ Other Committees**
 - 9.a Special Education Superintendent Update (June) 17 - 28
 - 9.b Budget Update (Verbal) - Linda Maselli-Jackman, Superintendent of Special Services
- 10. Consideration of Motions for which Previous Notice has been Given**
- 11. Consent and Review**
- 12. Unfinished Business from Previous Meetings**
- 13. Matters Referred/Deferred to the Committee by the Board and Other Committees**
- 14. List of Communications**
- 15. Association Reports**
- 16. Inquiries and Miscellaneous**
- 17. Annual Calendar/Pending List**
 - 17.a SEAC Annual Calendar Review 29 - 31
 - 17.b Pending List as at June 10, 2020 32 - 36
- 18. Adjournment**

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MINUTES OF THE REGULAR VIRTUAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD WEDNESDAY MAY 20, 2020

PRESENT:

Trustees: N. Crawford, Chair – In Person
D. Di Giorgio
A. Kennedy

**Non-Voting
Trustees:** M. de Domenico
N. Di Pasquale
I. Li Preti

**External
Members:** George Wedge, Vice Chair
Melanie Battaglia
Lori Mastrogiuseppe
Sandra Mastronardi
Tyler Munro
Deborah Nightingale
Mary Pugh

Staff: D. Koenig
L. Maselli-Jackman
V. Cocco
M. Gendron
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

2. Roll Call & Apologies

Apologies were extended on behalf of Lori Ciccolini.

Glenn Webster was absent.

3. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Mary Pugh, that the Agenda, as amended to include the Addendum be approved.

On the Vote being taken, the Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes of the Meeting

MOVED by Tyler Munro, seconded by George Wedge that the Minutes of the Special Meeting held May 4, 2020 be approved with the following amendment:

That the point of order raised by Tyler Munro regarding future Special Education Advisory Committee Meetings being made available to the public is noted.

On the Vote being taken, the Motion was declared

CARRIED

9. Reports of Officials for Information by the Board/Other Committees

MOVED by Trustee Kennedy, seconded by Mary Pugh, that Item 9a) be adopted as follows:

9a) Special Education Superintendent Update (May) received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 9b) be adopted as follows:

9b) Verbal Update – Student Grants (GSN) for Special Education 2020-2021 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 9c) be adopted as follows:

9c) Verbal Update – Special Equipment Allocation (SEA) Claims Update received.

Time for business expired.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 9d) be adopted as follows:

- 9d) Special Education Advisory Committee Sub-Committee for the Special Education Plan** received.

Time for business expired.

MOVED by George Wedge, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

The Chair declared a ten-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

Trustees: N. Crawford, Chair – In Person
A. Kennedy
D. Di Giorgio

**Non-Voting
Trustees:** M. de Domenico
N. Di Pasquale
I. Li Preti

**External
Members:** George Wedge, Vice Chair
Lori Mastrogiuseppe
Sandra Mastronardi
Tyler Munro
Deborah Nightingale
Mary Pugh

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 9e) be adopted as follows:

- 9e) Accessibility of Public Meeting Rooms for Deaf and Hard of Hearing Community** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 9f) be adopted as follows:

- 9f) The Toronto Catholic District School Board's Response to the COVID-19 Pandemic Crisis – May 7 Update** received.

Time for business expired.

MOVED by Sandra Mastronardi, seconded by George Wedge, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 9g) be adopted as follows:

- 9g) Toronto Catholic District School Board Communication to Minister of Education – SEAC Motion May 11, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

14. List of Communications

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 14a) be adopted as follows:

- 14a) Letter from Nipissing-Parry Sound Catholic District School Board and Special Education Advisory Committee to Hon. Stephen Lecce**

regarding Minister's Advisory Council on Special Education (MACSE) received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 14b) be adopted as follows:

- 14b) Resignation of Sandra Mastronardi, Association Representative for Autism Ontario** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Tyler Munro, that Item 14c) be adopted as follows:

- 14c) Ontario's Framework for Continued Learning** received.

On the Vote being taken, the Motion was declared

CARRIED

17. Annual Calendar/Pending List

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17a) be adopted as follows:

17a) SEAC Annual Calendar received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17b) be adopted as follows:

17b) Pending List as at May 20, 2020 received.

On the Vote being taken, the Motion was declared

CARRIED

18. Adjournment

MOVED by George Wedge, seconded by Deborah Nightingale, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Advisory Committee (SEAC) Membership Application

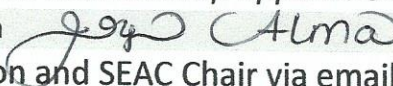
Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for: ☒ Community Member OR ☐ Local Associations Membership

Surname:	Alma	First Name:	Joy
Main Contact Number:	[REDACTED]	Alternate Contact Number:	
E-mail address:	[REDACTED]		
Child(ren)'s School(s):	St Brigid's Catholic Elementary School		
Organization Name:			
Organization Address:			
Main Contact Person:			
Main Contact Number:			
1. To which other TCDSB parent organizations do you presently belong: <input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations: I am the Special Education Representative on the St Brigid's Parent Council. Professionally, I am a Coordinator at Extend-A-Family, a not-for-profit organization which promotes the inclusion of youth with developmental disabilities in their schools and communities. I am a co-designer for the Change Foundation's Changing CARE initiative to support parent self-care in WoodGreen Community Services Parent Outreach Program.			
3. Briefly outline the reasons why you are interested in being a member of this committee: I believe in inclusion and am a passionate advocate for my children, along with other children in the community. The knowledge and skills that I have gained through my work on WoodGreen's Parent Outreach Program and as a Coordinator at Extend-A-Family would benefit SEAC, as my family and clients would benefit from my membership in the committee.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have two sons on the autism spectrum who have benefitted greatly from inclusive education at St Brigid's. I am the Special Education Representative on the St Brigid's Parent Council and am committed to supporting parents of children with special needs within the school. I want to give back to the community which has included my children.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: <input checked="" type="radio"/> NO <input type="radio"/> YES Please explain: No			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="radio"/> NO <input type="radio"/> YES Please specify the Committee:			



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB? Yes	
8. Provide any additional comments to be considered in regards to your participation on this committee: I am passionate about inclusive education and can bring years of personal as well as professional experience as an advocate for youth with developmental disabilities to my involvement in SEAC.	
Completed membership application form and request for nomination letter submitted by Joy Alma  to the attention of the Director of Education and SEAC Chair via email to: rory.mcguckin@tcdsb.org & nancy.crawford@tcdsb.org	
Date:	February 7 2020

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for:

☒ Community
Member

OR

☐ Local Associations Membership

Surname:	Lanton	First Name:	Wendy
Main Contact Number:	[REDACTED]	Alternate Contact Number:	[REDACTED]
E-mail address:	[REDACTED]		
Child(ren)'s School(s):	St. Bonaventure Catholic School		
Organization Name:			
Organization Address:			
Main Contact Person:			
Main Contact Number:			
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:			
Manager - Don Mills Mustangs Select Minor Novice (hockey team)			
3. Briefly outline the reasons why you are interested in being a member of this committee:			
I would like to participate in discussions and gain a better understanding of the special education program.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:			
My daughter was diagnosed with a reading learning disability last winter (2019) and officially identified in Dec '19. She (and so many other children) have so much potential with a little help.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:			
<input checked="" type="radio"/> NO <input type="radio"/> YES Please explain:			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months?			
<input type="radio"/> NO <input checked="" type="radio"/> YES Please specify the Committee: I previously participated in the school's CSAC as a member at large.			



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes

8. Provide any additional comments to be considered in regards to your participation on this committee:

Completed membership application form and request for nomination letter submitted by
Wendy Lanton to the attention of the Director of
Education and SEAC Chair via email to:

rory.mcguickin@tcdsb.org & nancy.crawford@tcdsb.org

Date:

March 6, 2020

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

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Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for:

☐ Community
Member

OR

☒ Local Associations Membership

Surname:	Quinn	First Name:	Hilary
Main Contact Number:	416-229-1680	Alternate Contact Number:	
E-mail address:	hquinn@ldatd.on.ca		
Child(ren)'s School(s):	NA		
Organization Name:	The Learning Disabilities Association of Toronto District		
Organization Address:	121 Willowdale Ave, Suite 103, Toronto, ON M2N 6A3		
Main Contact Person:	Valerie Martin		
Main Contact Number:	416-229-1680		
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations: I am the Director of Children, Youth and Families at the Learning Disabilities Association of Toronto. I have gained a wealth of experience at the agency working in multiple roles and capacities over the past 6 years. My role includes overseeing programs, providing information, referrals and advocacy supports for children and youth with Learning Disabilities and/or ADHD.			
3. Briefly outline the reasons why you are interested in being a member of this committee: LDATD is a non-profit, charitable organization specializing in supports for people with Learning Disabilities and/or AD(H)D. I believe my experience and knowledge in the sector would be valuable to the committee. I would also like to contribute to the conversation regarding school supports for students who learn differently or who have attention challenges.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have over 8 years experience working with people with various exceptionalities. During my time at LDATD, I've supported children and youth one-on-one and in group settings to help them achieve their goals. I've also provided parents with information, tools and support to help them better understand their child's learning needs.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: <input checked="" type="radio"/> NO <input type="radio"/> YES Please explain:			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="radio"/> NO <input type="radio"/> YES Please specify the Committee:			



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes, I support the mission/vision and I hope there is an opportunity to learn more about how I can support TCDSB.

8. Provide any additional comments to be considered in regards to your participation on this committee:

LDATD connects with over 3500 families of children and youth with exceptionalities in Toronto each year. I hope that I can both provide input and learn from the comitee to better support Toronto's LD and AD(H)D community.

Completed membership application form and request for nomination letter submitted by
Hilary Quinn to the attention of the Director of
Education and SEAC Chair via email to:

rory.mcguickin@tcdsb.org & nancy.crawford@tcdsb.org

Date: March 11, 2020

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

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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

March 11, 2020

Attention: SEAC, TCDSB

The Learning Disabilities Association of Toronto District wishes to nominate Hilary Quinn to represent the agency on the SEAC committee. She brings years of experience in senior leadership supporting almost 4000 children, youth and adults who struggle with the difficult barriers associated to learning difficulties.

We believe her knowledge, expertise, professionalism will be an asset to the important work of this committee.

Please contact me if you require any additional information.

Valerie Martin, Executive Director
The Learning Disabilities Association of Toronto District.



Special Education Superintendent Update

June 2020

Transition to High School Support for Parents of ME/DD-ISP Students

<https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home>

Transition to High School Support

FOR PARENTS OF ME/DD - ISP STUDENTS

Welcome

Hello and welcome to the support site designed to help parents and students with the transition from elementary school to high school for students who are entering ME/DD - ISP classes. This site has many resources for you to access at any time and will help to prepare you for the transition to high school.

Recorded Presentation

Watch the presentation for parents of students transitioning to a ME/DD ISP program. This presentation will go through the transition to high school process.

[Click Here - Frequently Asked Questions Tab](#)

Parent Letter

This letter outlines the high school transition process at the TCDSB.

Parent Questionnaire

Please download, fill out and return to your child's elementary principal via email as soon as possible.

Created by the TCDSB Transition Team, 2020.



Transition to High School for Students with ASD on the Credit Earning Pathway

<https://sites.google.com/tcdsb.ca/transitiontohighschoolasd/home>



Transition to High School

For Students with ASD on the Credit Earning Pathway



Welcome

Hello and welcome to the Transition to High School site. This site is designed to help students with ASD who are transitioning into the credit earning pathway and their parents/guardians. This site has many resources for you to access at any time and will help prepare you for the transition to high school.

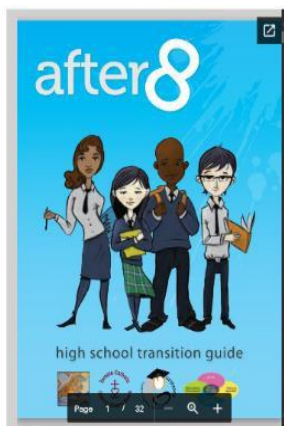
Students

This website has the information you did not even know you needed to know about high school. It covers topics like how to manage your locker, what to do in the cafeteria, who is available to help you, what kind of clubs are available, and more. When you are feeling nervous or anxious about going to your new school come back to this website to help ease those feelings.



Parents

Check out the Parent Resource section to find out how to support your teen's transition to high school. The section includes a questionnaire to send to your teen's high school in the fall and a presentation about the transition. Have a look at the FAQ section for potential questions you might have. It will also give you direction with regards to who to contact about specific concerns you might have.



After 8 Student Book

After 8 is the TCDSB High School Transition Guide for all students in the TCDSB. This resource can answer lots of questions you might have about high school and provides additional information to supplement the information you find on this website.

Created by the TCDSB Autism Programs and Services Transition Team, 2020.



Our teams of Social Workers, Psychologists and Mental Health Professionals have collectively intervened and continue to help over 2,100 students and families to date since school closure.



The Mental Health Team has:

- Delivered two live webinars to staff on **Staff-Well-Being: Fostering our own well-being** in May and June with about 40 participants in each session.
- Other team members have offered other Mental Health webinars locally to the schools they service.
- Distributed a June newsletter for parents focusing on mental wellness and kindness as a transition to summer.
- Distributed Tip Sheets for Educators on Anxiety, Attention problems, Substance Use, Eating problems, Mood problems.
- Distributed Tip Sheets for Parents on Behaviour problems and Substance Use.
- 109 Health and Physical Education teachers from both secondary and elementary panels were in-serviced on Stress Lessons from the Psychology Foundation of Canada. Teachers are planning to implement strategies from this program in their schools in the fall and winter terms 2020-2021. This 5-7 week evidence-based program fosters resiliency in students by helping them develop positive coping strategies.

Mental Health Newsletter – June 2020

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/newsletters/2020%20June%20Newsletter.pdf>





continued.....



The Social Work department is currently providing support to 1,700 students via tele counselling.

They are also "visiting" virtual classrooms with teachers to deliver social-emotional programming sessions. We continue to provide crisis support for mental health emergencies and bereavement counseling for those who have lost loved ones during this time. This has involved partnering with community agencies and few in-person wellness checks.

We work closely with The Angel Foundation to facilitate financial support for families with food insecurity and other imminent needs.

The department meets regularly for professional development and supervision.

We remain engaged with School Mental Health Ontario (SMHO) and look forward to partnering with our colleagues in planning the return to school protocol for supporting student well-being.



- Weekly speech and language calendars and newsletters were shared with educators and families for each level (primary, junior, intermediate) and resources to support Deaf/Hard of Hearing students were also provided across the system.
- The Speech and Language department hosted a number of *TALK TIP TIME* professional development webinars for teachers and support staff. Sessions were well received and attended, with more sessions planned for June.

Four sessions were offered for teachers highlighting parent-friendly lesson plans to support students with communication needs.

Four sessions were offered by the department's **AAC**cess Team (**AAC** Can Empower **S**tudents to **S**peak) to ME/DD- ISP teachers and support staff to help support students who use technology for communication purposes.





Special Services Staff have been working on the following:

- Intakes for students who are new to our board and who may have individual needs. They are doing intakes via telephone calls with parents. The report they write-up is shared with the school to help the school better prepare for the student's entry to school. The focus is always on welcoming the student and aiming to meet the student's needs for a smooth transition to school.
- Continued support to teachers on Distance Learning as they work collaboratively with our colleagues from the Curriculum Team.
- Resources and ideas that teachers can take advantage of as they plan for students with specific needs in their classrooms. The site is updated regularly.
- Providing professional development in the form of webinars for our staff.
- Collaboration with the Transition Team to help develop resources for students moving from grade 8 Multiple Exceptionalities/Developmental Disability (ME/DD) ISP classrooms to Grade 9 ME/DD ISP classrooms and for students with Autism transitioning to secondary school:

<https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home>

<https://sites.google.com/tcdsb.ca/transitiontohighschoolasd/home>

- Assisting school administrators and the Chief of IPRC and Assessment as they conduct the IPRC reviews via zoom.
- Involvement in the exchange of information meetings with schools to ensure that the individual students strengths, needs and interests are shared and planned for in the upcoming year.

A great deal of good work is being done by all to ensure that students, teachers and families are supported.

Protocols for Supporting Students with Special Education Needs



Identification, Placement, and Review Committees (IPRCs):

Ministry Guidance to Boards (updated May 2020)

- IPRCs should continue to conduct annual reviews.
- Any initial IPRC decisions that were in progress at the start of the school closure period should also continue.
- Going forward, as set out in Ontario Regulation 181/98, initial IPRCs may be requested by parents and/or initiated by boards following the appropriate processes.

Individual Education Plans (IEPs):

Ministry Guidance (updated May 2020):

- For some students, online learning is challenging, and work should be provided in alternate formats and/or with guidance on how the work should be staged and delivered to the student, to help parents and students prioritize and make connections in their learning.
- educators and education workers should continue to connect individually with families to listen, ask about the student's needs and strengths and work together to respond as circumstances shift.
- Flexibility and a differentiated approach are key.

TCDSB Protocol:

The Term/Semester 2 IEP should already be completed, although it may have required updating for the Distance Learning Environment.

Report Cards:

TCDSB Protocol:

Please refer to the TCDSB protocol for Assessment, Evaluation, and Reporting.

Mental Health Supports:

Ministry Guidance:

- Having school-based mental health staff providing remote supports to students, including the use of virtual telehealth practices by regulated mental health professionals.
- Providing ongoing consultation to support promotion of positive mental health, coping strategies when learning at home, maintaining healthy routines and general wellness for students and families.



- Using platforms that are fully accessible to persons with disabilities to engage.
- SMH-ON continues to prepare a number of resources for parents/families, students, and educators to consider during school closures. These resources can be found on the SMH-ON website at <https://smho-smso.ca/>.
- Specific supports designed for school-based mental health professionals are being shared through a private community of practice.
- To support access to virtual care for students working with school board-employed regulated health professionals, the ministry has partnered with Ontario Health (OTN) to provide school boards with a free trial of OTN's video conferencing platform to support video visits with students, until October 31, 2020.
- The platform is used by hospitals and other regulated health professionals in the province. Ontario Health advises that its platform complies with the *Personal Health Information Protection Act, 2004*.
- Ontario Health will provide online learning and support to registered users, who will be onboarded in groups.
- School Mental Health Ontario will provide learning to school board employed regulated mental health professionals to support the use of virtual care for student mental health.

Empower™ Programs/Procedures:

During Distance Learning and 2020-2021 School Year Only

- Empower™ programs are research-based programs with specific operational compliance parameters established within the TCDSB/Hospital For Sick Children (HSC) Memorandum of Understanding (MOU)
- Existing Empower™ programs will resume upon return to regular school operations and **continue for the duration of 2020-2021 school year**
- Wrap-around to the 2020-2021 school year will allow for the completion of all remaining lessons as well as the consolidation of learning of lessons taught prior to the Covid-19 closure.

Procedure:

- Communication letter will be sent to parent/guardian
- Exit meeting will take place when program is complete

Rationale:

- Limitations on program admissions/demissions remain consistent with TCDSB Distance Learning procedures for Special Services specialty and Intensive Support programs (ISPs).
- Students will be able to resume the program and learn/consolidate all Empower strategies



New Empower programs must start at the beginning of the school year and require the duration of the school year to be completed.

New Programs/Programs New to Schools:

- Due to programming/staffing decisions made within the regular staffing timelines (prior to the Covid-19 closure), some schools had been selected to receive a new program or a program new to their location.
- New programs/programs new to schools are required to begin at Lesson One due to new teacher assignments
- All new Empower™ teachers need to begin teaching at Lesson One and progress through all Empower™ program lessons in order to be considered a trained Empower™ teacher (as per HSC guidelines)

Applications

Internal

- Internal applications will proceed for programs beginning at Lesson One upon return to regular school operations
- SBSLT/Case Conference will occur prior to start of program (deadline: mid-September 2020)
- Criteria as established in the TCDSB Empower Handbook

External

- No external applications will be received
- No HUB Transfer students will be admitted for 2020-2021 school year

Schools with Changes to Empower Allocations in 2020-2021:

- Program ends
- Principal will send a letter for communication to parent/guardian
- Parent/guardian waiver obtained for release from program
- Meeting occurs if requested by parent/guardian

Transfer students returning to Home School

- Home-school principal will ensure that students are monitored through the SBSLT process



2020 Summer School and Summer Learning Opportunities: Special Education and Mental Health - Other Funding

The Ministry of Education is investing \$22 million, funded through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer. This will allow schools boards to offer voluntary summer employment to supporting staffing in the summer months.

This funding will be allocated for:

- regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations (\$8 million)
- staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants (\$6.4 million), and
- in-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21 school year for students with special education needs and mental health concerns (\$7.6 million).

School boards have the flexibility to design programs within their funding allocation to address student need based on local priorities.

The following costs are eligible expenditures:

- ✓ Educational staff (teachers, educational assistants)
- ✓ Professional/paraprofessional staff (e.g. mental health professionals, Speech-Language Pathologists, psychologists, child and youth worker, etc.)
- ✓ Program Materials/classroom supplies
- ✓ Administrative/Supervisory Costs

Transfer payment agreements (TPAs) will be provided to all school boards. Additional program details will be provided with the agreements.

TCDSB Ministry Allocated Funds and Considerations:

Summer Mental Health Professionals	\$219, 101.00
Summer Staffing Supports: Special Education	\$193, 738.00
Summer Transition Programs: Special Education and Mental Health	\$201, 224.00

The TCDSB Special Services Department is currently working on proposals for Summer Distance Learning as well as scenarios that could include face-to-face learning (pending any change to the current ministerial school-closure order).

Post-Pandemic Pending List as of June 10, 2020

	Title/Description
Reports of Officials for Information by the Board/Other Committees	<p><u>From April 22, 2020 SEAC Meeting</u></p> <ul style="list-style-type: none"> Graduation Statistics for Students with Special Education Needs <p><u>From March 25, 2020 SEAC Meeting - cancelled</u></p> <ul style="list-style-type: none"> Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education plan Safe Schools Committee Mental Health Committee
Consideration of Motions for which previous notice has been given	<p><u>From November 20, 2019 SEAC Meeting</u></p> <ul style="list-style-type: none"> Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility Consideration of Motion from Melanie Battaglia regarding Third Party Protocol
Notice of Motion	<p><u>From February 19, 2020 SEAC Meeting</u></p> <ul style="list-style-type: none"> Consideration of Motion from Trustee Angela Kennedy on Operational Procedures and Protocol for appealing student exclusions as clearly outlined in the Education Act
Unfinished Business from Previous Meetings	<p><u>From February 19, 2020 SEAC Meeting</u></p> <ul style="list-style-type: none"> Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request
Items deferred from Previous Meetings	<p><u>From April 22, 2020 SEAC Meeting</u></p> <ul style="list-style-type: none"> New Policy on Age-Appropriate Placement-Curriculum and Program Supports (originally from February 11, 2020 Governance and Policy Committee Meeting) <p><u>From January 22, 2020 SEAC meeting:</u></p> <ul style="list-style-type: none"> Special Education Superintendent Update Parent Reaching Out (PRO) Regional Grant 2019-2020 - \$5,000; Communication from Windsor-Essex Catholic District School Board; Set SEAC Goals for this year (from the Draft Annual Calendar); Special Plan Review (from the Draft Annual Calendar); Review of Policy: Special Education Programs and Services (S.P.01); Inquiry from Sandra Mastronardi regarding Student Trustee Report; and SEAC Email Requirements and Internal Member Contact Information Autism Ontario 2020 Pre-Budget Consultation Submission Pending List as at February 19, 2020 <p><u>From November 20, 2019 SEAC Meeting</u></p> <ul style="list-style-type: none"> Inquiry from Tyler Munro regarding Special Education Fair Inquiry from Tyler Munro regarding Email Blasts;
List of Communications	<p><u>From March 25, 2020 SEAC Meeting - cancelled</u></p> <ul style="list-style-type: none"> Greater Essex County District School Board Letter to Minister of Education, February 20, 2020
Annual Calendar/Pending List	<p><u>From March 25, 2020 SEAC Meeting - cancelled</u></p> <ul style="list-style-type: none"> SEAC Annual Calendar Pending List as of February 19, 2020 Pending List as at March 25, 2020

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Set SEAC goals for the year - Annual Accessibility Report 2019 - Multi-year Accessibility Plan/AODA-Updates - Review of Policy: Special Education Programs (S.P.01) - Mental Health Annual Report 2018-19 - Priority Budget Setting Discussion (effective January 2020) - Special Education Plan Review (document included in October 2019 SEAC agenda) https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Special Education Staff o Specialized Equipment o Transportation for Students with Special Education Needs o Transition Planning 	<ul style="list-style-type: none"> - Bell Let's Talk Day (late January) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing)
February	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Roles & Responsibilities o Categories and Definitions of Exceptionalities o Provincial and Demonstration Schools in Ontario 	<ul style="list-style-type: none"> - Psychology Awareness Month - New term begins in Secondary semesters - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences
March	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Safe Schools Committee Update - Mental Health Committee Update - Budget Approval Updates - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Board's Consultation Process o Early Identification Procedures and Intervention Strategies o Specialized Health Support Services in School Settings o Parent Guide to Special Education 	<ul style="list-style-type: none"> - Easter Seals Awareness Month - World Down Syndrome Day – March 21 - National Social Work Week (1st week) - CYW & EA Appreciation Day (first Monday) - Ontario Secondary School Literacy Test (OSSLT)
April	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Financial Report as at January, 2020 (GSNs) 	<ul style="list-style-type: none"> - Autism Awareness Day – April 2 - ONSIS report on identified students

SEAC Annual Calendar

	<ul style="list-style-type: none"> - March 31st Special Education student count - Update to Special Education Programs for 2020-2021 - Budget Approval Updates - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Educational and Other Assessments o Coordination of Services with other Ministries or Agencies o Staff Development o Protocol for Partnerships with External Agencies for provision of services by Regulated health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website 	
May	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Student Grants 2020-2021 - PRO Grants Application Update - Budget Approval Updates - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Accessibility (AODA) 	<ul style="list-style-type: none"> - Children's Mental Health Week (first week) - Speech, Language & Hearing Awareness - Megan's Walk - Budget Consultation - EQAO Assessment
June	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Budget approval update - Status of PRO Grant application 	<ul style="list-style-type: none"> - World Sickle Cell Day – June 19 - National Deaf Blind Awareness - EQAO Grade 3 and 6 Testing (not administered for June 2020)
July		<ul style="list-style-type: none"> - School Board Submits to the Ministry a balanced Budget for the following year - Special Education Report Checklist submitted to the Ministry of Education
August		
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Special Education Advisory Committee (SEAC) 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9

SEAC Annual Calendar

October	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) 	<ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate) - Engagement and Governance Supports Discussion - Professional Learning Plan - Special Education Fair - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Model for Special Education o Identification, Placement, and Review Committee (IPRC) Process o Special Education Placements Provided by the Board o Individual Education Plans (IEP) o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement 	<ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT) - Engagement and Governance Supports Discussion Guide - ONSIS report on identified students - Year End for School Board Financial Statements - Multi-Year Strategic Plan (MYSP)
December	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - SEAC Elections (Inaugural) - SEAC Elections: Chair & vice-Chair (Annual) - SEAC Mass and Social 	<ul style="list-style-type: none"> - International Day of Persons with Disabilities (December 3) - Human Rights Day (December 10) - Independent review of assessment and reporting

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO June 10, 2020**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	March 27, 2019 SEAC	TBC	Regular Board	<p>That the Board direct staff to provide a report with respect to the following Items and report back to Board:</p> <p>*Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe</i></p>	Superintendent of Special Services

SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO June 10, 2020

				<p><i>Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified</p>	
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SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO June 10, 2020

				<p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p>	
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SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO June 10, 2020

				<p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p>	
2	December 12, 2019	TBC	Regular Board	<p>Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO June 10, 2020**

3	April 23, 2020	TBC	Regular Board	<p>Received; and</p> <p>1. That staff provide information regarding the Protocol contained within the IEP cover letter provided annually in September to students and/or parents/guardians of students D. Koenig The SO of Special Services will ensure that the information is shared via the cover letter for the IEP.</p> <p>2. That staff include information regarding the Protocol in the cover letter including how to access the Protocol such as website links and where they can receive a hard copy of the Protocol encouraging students and parents/guardians to use the Protocol to facilitate collaboration with their privately retained community professionals to observe and/or work with the student and to provide additional supports and resources to teachers and other school staff, including ongoing consultation as necessary.</p> <p><i>Motion recommended at February 19, 2020 SEAC meeting; carried at April 23, 2020 Regular Board meeting.</i></p>	<p>The Superintendent of Special Services will ensure that the information is shared via the cover letter for the IEP.</p>
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