

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA October 14, 2020

**Nancy Crawford, Chair and  
Trustee Member**

**George Wedge, Vice Chair  
Easter Seals**

**Melanie Battaglia  
Autism Ontario**

**Lori Mastrogiuseppe  
Fetal Alcohol Spectrum Disorder (FASD)**

**Tyler Munro  
Integration Action for Inclusion  
Representative**

**Deborah Nightingale  
Association for Bright Children**

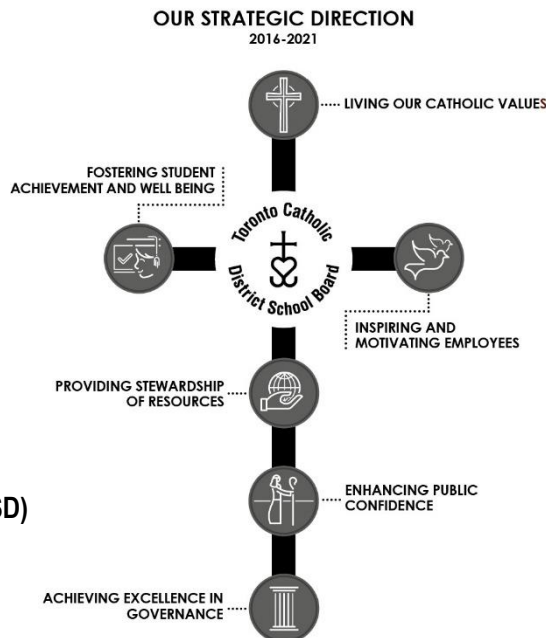
**Mary Pugh  
VOICE for Hearing Impaired**

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

**Joy Alma  
Community Representative**

**Wendy Layton  
Community Representative**

**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**

**Dr. Brendan Browne  
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.**

## **LAND ACKNOWLEDGEMENT**

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

Nous tenons d'abord à souligner que toutes les écoles du conseil TCDSB se situent sur des territoires traditionnels. Ces territoires comprennent ceux des Wendats, de la Nation Anishinabek, de la Confédération de Haudenosaunee, des Mississaugas of the Credit First Nations. Nous voudrions également reconnaître la pérennité de la présence des peuples des Premières Nations, des Métis et des Inuits sur ces terres en Ontario et partout dans le Canada.

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# **AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

## **PUBLIC SESSION**

Nancy Crawford, Chair

George Wedge, Vice Chair

Wednesday, October 14, 2020

7:00 P.M.

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	Pages
1. Opening Prayer	
2. Land Acknowledgement	1
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval and Signing of the Minutes of the Meeting held September 16, 2020	2 - 18
7. Annual Calendar Items	
7.a. Special Education Advisory Committee (SEAC) Annual Calendar	19 - 21
7.b. Special Education Plan Review: The Special Education Advisory Committee (SEAC)	22 - 28
 <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/SpecEdPlanDoc/13%20SEAC%20rev.pdf">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/SpecEdPlanDoc/13%20SEAC%20rev.pdf</a>	
• Model for Special Education	

- Identification, Placement, and Review Committee (IPRC) Process
- Individual Education Plans (IEP)

7.c. Special Education Fair (Verbal) - Maria Meehan, Superintendent  
Special Services

## **8. Presentations**

## **9. Nominations**

9.a. Letter of Interest to Serve as Special Education Advisory Committee Member from Geoffrey Feldman for the Ontario Disability Coalition 29 - 31

## **10. Reports of Officials for Information**

10.a. Special Education Superintendent Update - October 2020 32 - 38

10.b. Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments 39 - 45

## **11. Consideration of Motions for which previous notice has been given**

## **12. Consent and Review**

## **13. Unfinished Business**

## **14. Matters Referred/Deferred to the Committee by the Board and Other Committees**

## **15. List of Communications**

## **16. Association Reports**

## **17. Inquiries and Miscellaneous**

## **18. Pending List**

18.a. Pending List as at October 14, 2020 46 - 50

## **19. Adjournment**

## LAND ACKNOWLEDGEMENT

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

**HELD WEDNESDAY SEPTEMBER 16, 2020**

## **PRESENT:**

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

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

**Staff:** B. Browne  
D. Koenig  
M. Meehan  
V. Cocco  
M. Gendron  
R. Macchia  
J. Mirabella  
F. Piddisi  
D. Reid  
P. Stachiw  
  
S. Pellegrini, Acting Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**2. Call to Order**

Maria Meehan and Dr. Brendan Browne were introduced as the new Superintendent of Special Services and Director of Education respectively

**2. Roll Call & Apologies**

Glenn Webster was absent.

**3. Approval of the Agenda**

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum; and that Items 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report; 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility; and 16a) Autism Ontario 2020 Pre-Budget Consultation Submission be reordered after Item 6c) SEAC Annual Calendar as of March 2020, be approved.

On the Vote being taken, the Motion was declared

**CARRIED**

**4. Declarations of Interest**

There were none.

**5. Approval and Signing of the Minutes**

MOVED by Deborah Nightingale, seconded by Mary Pugh, that the Minutes of the Regular Meeting held June 10, 2020 be approved.



On the Vote being taken, the Motion was declared

CARRIED

**6. Annual Calendar Items**

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 6a) be adopted as follows:

- 6a) SEAC Annual Calendar as of September 2020** that the SEAC Annual Calendar begin with September each year.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 6b) be adopted as follows:

- 6b) Special Education Plan Review: The Special Education Advisory Committee (SEAC)** that the changes to the Special Education Plan be referred to Staff for their review.

On the Vote being taken, the Motion was declared

CARRIED

**6c) SEAC Annual Calendar as of March 2020**

Superintendent Meehan indicated that this item was dealt with during Item 6a) SEAC Annual Calendar as of September 2020.

**14. Matters Referred/Deferred to the Committee by the Board and Other Committees**

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 14h) be adopted as follows:

- 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report** that Staff extend an invitation to Student Trustees to present their 2020/21 Goals Report at the October 14, 2020 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that Item 14i) be adopted as follows:

- 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility** that the Item be tabled.

On the Vote being taken, the Motion was declared

CARRIED

## **16. Association Reports**

MOVED by Melanie Battaglia, seconded by George Wedge, that Item 16a) be adopted as follows:

### **16a) Autism Ontario 2020 Pre-Budget Consultation Submission received.**

On the Vote being taken, the Motion was declared

CARRIED

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

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

### **9a) Superintendent Update - September received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9b) be adopted as follows:

### **9b) Superintendent Update - March received.**

On the Vote being taken, the Motion was declared

CARRIED

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

- 9c) Safe School Report 2019-2020** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9d) Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education Plan** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9e) Safe Schools Committee** received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Deborah Nightingale, that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Main Motion, as amended, was declared

CARRIED

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

**9f) Mental Health Committee** received.

On the Vote being taken, the Motion was declared

CARRIED

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

**9g) Special Education Superintendent Update - February** received.

On the Vote being taken, the Motion was declared

CARRIED

**10. Consideration of Motions for which Previous Notice has been Given**

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 10a) be adopted as follows:

**10a) From Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act:**

**WHEREAS:** The operational procedures and protocol for appealing student exclusions as clearly outlined in the *Education Act*;

**WHEREAS:** The operational procedures and protocol for appealing are clearly understood and acted on by the school administrators;

**WHEREAS:** Parents who are faced with the question “How do I appeal an exclusion?” would only know the protocol if their own child was involved;

**WHEREAS:** Most parents are not reading the *Education Act* to get information regarding a policy or protocol that would affect their child; and

**WHEREAS:** Parents would likely go to the TCDSB website and search for a policy and/or form for information.

**BE IT RESOLVED THAT:** SEAC recommend to the Board to develop and draft a policy with protocol and procedures outlining the appeal process for Exclusion Appeals.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Kennedy, that “*the use of exclusions*” be added after “outlining” (paragraph 6, line 2). On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Main Motion, as amended, was declared

CARRIED

## **12. Consent and Review**

The Chair reviewed the Order Page and the following Items were held:

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request – Tyler Munro;

14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn – Trustee Kennedy;

14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports – Tyler Munro

14f) Set SEAC Goals for this Year (From the Draft Annual Calendar) – Deborah Nightingale;

14g) Review of Policy: Special Education Programs and Services (S.P.01) – Tyler Munro;

14j) Inquiry from Tyler Munro regarding Special Education Fair – Tyler Munro;

14k) Inquiry from Tyler Munro regarding Email Blasts – Tyler Munro;

17a) Letter of Resignation from Lori Ciccolini as Special Education Advisory Committee (SEAC) Community Representative – Deborah Nightingale; and

18a) Pending List as at September 16, 2020 – Tyler Munro

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that all Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

**ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION**

**14b) Graduation Statistics for Students with Special Needs;**

**14d) Parent Reaching Out (PRO) Regional Grant 2019-2020;**

**14e) Communication from Windsor-Essex Catholic District School Board;**

**15a) Greater Essex County District School Board Letter to Minister of Education, February 20, 2020;**

**17b) SEAC Email Requirements and Member Contact Information;**

**18b) Pending List as at March 25, 2020; and**

**18c) Pending List as at February 19, 2020**

The Chair declared a 5-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

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



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

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 13a) be adopted as follows:

**13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request:**

**WHEREAS:** The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

**WHEREAS:** Special needs students without an Individual Education Plan (IEP) detailing their needed accommodations will not meet their potential at school, may become disruptive at school and become alienated;

**WHEREAS:** The Auditor General of Ontario in their 2008 report raised concerns about IEP not being completed in a timely manner. (Section 4.14. Recommendation 9, page 392);

**WHEREAS:** The Ministry of Education’s IEP Resource Guide states: “The 30-day requirement for completion of an IEP applies to the IEPs of all students, including those who have not been formally identified as exceptional but who receive a special education program and/or service.” (pg. 42); and

**WHEREAS:** The TCDSB does not provide a public report to SEAC or the Board on how many IEPs are to be created within 30 school days or the beginning of the school year or term/semester and the number and percent of IEPs completed within the 30-school day requirement.

**THEREFORE BE IT RESOLVED THAT:** SEAC recommend to the Board a report be prepared for counting the number of IEPs due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day

period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period Expires;

The report should not include more than the previous five school years of Reporting;

The report to separate Elementary and Secondary results with a boardwide cumulative result; and

The report to be included with the Annual Accountability Framework Report.

On the Vote being taken, the Motion was declared

CARRIED

**14. Matters Referred/Deferred to the Committee by the Board and Other Committees**

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

- 14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn** that SEAC recommend to Board that the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that Item 14c) be adopted as follows:

- 14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports** that SEAC recommend to Board that SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 14f) be adopted as follows:

- 14f) Set SEAC Goals for this Year (from the Draft Annual Calendar)** that SEAC recommend to the Board:

1. That a budget presentation be made to SEAC on the SEAC budget;
2. That SEAC review, provide feedback and make recommendations about the Special Education Plan; and
3. That membership be encouraged on the SEAC Committee.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 14g) be adopted as follows:

- 14g) Review of Policy: Special Education Programs and Services (S.P.01)** that SEAC recommend to Board that the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that SEAC recommend to Board that *in the most inclusive way possible* be added after students (Page 76, Line 2).

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that SEAC recommend to Board that the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 14j) be adopted as follows:

- 14j) Inquiry from Tyler Munro regarding Special Education Fair** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 14k) be adopted as follows:

- 14k) Inquiry from Tyler Munro regarding Email Blasts** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

### **Inquiries and Miscellaneous**

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

- 17a) Letter of Resignation from Lori Ciccolini as a Special Education Advisory Committee (SEAC) Community Representative** received.

On the Vote being taken, the Motion was declared

CARRIED

**18. Pending List**

MOVED by Tyler Munro, seconded by George Wedge, that Item 18a) be adopted as follows:

**18a) Pending List as at September 16, 2020** received.

On the Vote being taken, the Motion was declared

CARRIED

**19. Adjournment**

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Review TCDSB Accessibility Plan (September 2022)</li> <li>- Develop or review SEAC annual Agenda/Goals</li> <li>- Annual Safe Schools Report</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o The Special Education Advisory Committee (SEAC)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- FASD Awareness Day – September 9</li> </ul>
October	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Model for Special Education</li> <li>o Identification, Placement, and Review Committee (IPRC) Process</li> <li>o Individual Education Plans (IEP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness (Canada)</li> <li>- Child Abuse Prevention Awareness</li> <li>- Learning Disabilities Awareness</li> <li>- World Mental Health Day (October 10)</li> <li>- EQAO Preliminary Results for Gr. 3 and 6 and OSSLT</li> <li>- Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education</li> <li>- Engagement and Governance Supports Discussion Guide</li> </ul>
November	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- AFSS Report: Exceptionality Frameworks-Goals &amp; Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</li> <li>- Engagement and Governance Supports Discussion</li> <li>- Professional Learning Plan</li> <li>- Special Education Fair</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Special Education Placements Provided by the Board</li> <li>o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Down Syndrome Awareness (first week)</li> <li>- EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)</li> <li>- Engagement and Governance Supports Discussion Guide</li> <li>- ONSIS report on identified students</li> <li>- Year End for School Board Financial Statements</li> <li>- Multi-Year Strategic Plan (MYSP)</li> </ul>



# SEAC Annual Calendar

December	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- SEAC Elections (Inaugural)</li> <li>- SEAC Elections: Chair &amp; vice-Chair (Annual)</li> <li>- SEAC Mass and Social</li> </ul>	<ul style="list-style-type: none"> <li>- International Day of Persons with Disabilities (December 3)</li> <li>- Human Rights Day (December 10)</li> <li>- Independent review of assessment and reporting</li> </ul>
January	<ul style="list-style-type: none"> <li>- Review of Draft SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Set SEAC goals for the year</li> <li>- Annual Accessibility Report 2020</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Review of Policy: Special Education Programs (S.P.01)</li> <li>- Mental Health Annual Report 2019-20</li> <li>- Priority Budget Setting Discussion (effective January 2020)</li> <li>- Special Education Plan Review (document included in October 2019 SEAC agenda)  <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Special Education Staff</li> <li>o Specialized Equipment</li> <li>o Transportation for Students with Special Education Needs</li> <li>o Transition Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bell Let's Talk Day (late January)</li> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan (ongoing)</li> </ul>
February	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review  <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Roles &amp; Responsibilities</li> <li>o Categories and Definitions of Exceptionalities</li> <li>o Provincial and Demonstration Schools in Ontario</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Psychology Awareness Month</li> <li>- New term begins in Secondary semestered Schools</li> <li>- Report Cards are distributed (Elementary and Secondary)</li> <li>- Parent-Teacher Conferences</li> </ul>
March	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Committee Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review  <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o The Board's Consultation Process</li> <li>o Early Identification Procedures and intervention Strategies</li> <li>o Specialized Health Support Services in School Settings</li> <li>o Parent Guide to Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Easter Seals Awareness Month</li> <li>- World Down Syndrome Day – March 21</li> <li>- National Social Work Week (1<sup>st</sup> week)</li> <li>- CYW &amp; EA Appreciation Day (first Monday)</li> <li>- Ontario Secondary School Literacy Test (OSSLT)</li> </ul>

# SEAC Annual Calendar

April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 2021 (GSNs)</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Update to Special Education Programs for 2021-2022</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Educational and Other Assessments</li> <li>o Coordination of Services with other Ministries or Agencies</li> <li>o Staff Development</li> <li>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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness Day – April 2</li> <li>- ONSIS report on identified students</li> </ul>
May	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Student Grants 2021-2022</li> <li>- PRO Grants Application Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> <li>- <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx">https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx</a> <ul style="list-style-type: none"> <li>o Accessibility (AODA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Children’s Mental Health Week (first week)</li> <li>- Speech, Language &amp; Hearing Awareness</li> <li>- Megan’s Walk</li> <li>- Budget Consultation</li> <li>- EQAO Assessment</li> </ul>
June	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Budget approval update</li> <li>- Status of PRO Grant application</li> </ul>	<ul style="list-style-type: none"> <li>- World Sickle Cell Day – June 19</li> <li>- National Deaf Blind Awareness</li> <li>- EQAO Grade 3 and 6 Testing (<b>not administered for June 2020</b>)</li> </ul>
July		<ul style="list-style-type: none"> <li>- School Board Submits to the Ministry a balanced Budget for the following year</li> <li>- Special Education Report Checklist submitted to the Ministry of Education</li> </ul>
August		

## Model for Special Education

### Provision of Special Education Programs and Services within Toronto Catholic District School Board

#### Philosophy of Special Services

*"Our commitment is to every student. This means ...[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances."*

***-Reach Every Student: Energizing Ontario Education, 2008***

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional wellbeing of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment. The exceptional student is a unique child of God and has a right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, intensive support programs, itinerant services and alternative curriculum where required.

*"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."*

*"We are bound together by a common faith and in common service."*

***-Fulfilling the Promise (Pp. 6-7)***

*"Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students."*

***-Learning for All, 2013 (p.12)***

Inclusion of students with special educational needs in our schools can be summed up in the following quote:

*"We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education."*

***-This Moment of Promise (P. 22)***

#### Parental Involvement in Education within the Toronto Catholic District School Board

The Toronto Catholic District School Board recognizes parents as the primary educators of their children. To this end, the Toronto Catholic District School Board recognizes and promotes the involvement of parents in all decisions that are made with regard to their children.

Parents are invited to be partners in the process utilized to address the learning needs of the child.

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.

## **Identification, placement and Review Committee (IPRC) Process**

### **Identification Placement and Review Committee (IPRC)**

#### ***Regulation***

The composition and function of the Identification, Placement and Review Committee (IPRC) is governed by Regulation 181/98.

#### **Ministry of Education and Training Categories of Exceptionality and Definitions**

- Mild Intellectual Disability
- Learning Disability
- Multiple Exceptionalities
- Language Impairment
- Speech Impairment
- Autism
- Deaf and Hard of Hearing
- Developmental Disability
- Behaviour
- Giftedness
- Physical Disability
- Blind and Low Vision

For description of each category please refer to “Parent Guide to Special Education.”

#### **Composition of Function of Identification, Placement & Review Committee *Composition:***

- An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.
- Where possible the size of the IPRC should reflect the Ministry requirements (3). Documentation can be presented and clarified, then those individuals can be excused.
- No member of the board may be appointed to a committee or may be designated to act on the committee.
- A board may establish procedures for committees in addition to those set out in Regulation 181/98.

Committee decisions must be consistent with the board’s special education plan.

- parents are entitled to participate in all discussions from SBST level to IPRC;
- parents are invited to have an advocate (or representative) present to speak on their behalf;
- interpreter/translators should be arranged by principal as required.

## **Timeline**

- notice of an IPRC must be provided to parents (students 16 years and older) in writing 10 days prior to the meeting being held;
- students 16 and older are entitled to participate and have a representative speak on their behalf;
- IEP must be completed within 30 school days of placement of student;
- principal must acknowledge an IPRC request in writing within 15 days outlining an expected IPRC date
- copy of Parent Guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Polish, Chinese, Tamil, Tagalog, Braille, and Large Print) is provided (ParentGuide Appendix A)
- if parent has indicated they will attend and don't verbal permission is needed to continue with IPRC;
- conduct a review at least once a year or upon parental request after 3 months;
- parents may waive the review by notifying the principal.

## **Attendance at an IPRC**

- parents and students age 16 and older
- the principal or designate
- other resource people such as your child's teacher, special education and Board support staff
- students under the age of 16 with parent's consent
- an interpreter (requested through the principal of your child's school)
- a person to support or speak on the parent's and student's behalf

## **Function of IPRC**

### ***Function:***

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan

### **IPRC must:**

- consider educational assessments
- consider other assessments, e.g., psychological, psychiatric, health, audiological, social work, speech and language as required
- dialogue with the parent (& student 16 years of age) if they agree;
- consider Joint Team recommendations

**IPRC documentation must:**

- identify strengths and needs
- declare student as exceptional or not exceptional
- provide an exceptionality definition based on ministry definitions
- recommend a placement where the student's needs can be addressed in consultation with the parents
- reason for placement in a class other than the regular class

A written statement must be provided to the parent outlining the above.

**Placement:**

- as per Regulation 181/98, the regular class with appropriate support is the first consideration if the parent declares this as their preference;
- additional settings can then be considered based on the range of service provided by the board. For the TCDSB this includes withdrawal to registered placements, congregated settings.

**Referral to IPRC Committee:**

The principal of the school at which a pupil is enrolled:

- may on written notice (10 days) to a parent of the pupil; and
- shall at the written request of a parent of a pupil
- refer the pupil to a committee established by the board.

**Individual Education Plan**

- responsibility of school principals;
- developed within 30 school days of placement as per the Regulation by teacher, special education teacher, principal;
- prepared in consultation with the parent;
- include strengths and weaknesses;
- learning expectations for students;
- accommodations/modifications to the curriculum expectations that can be expected;
- how progress will be evaluated;
- specific grade levels at which students are performing;
- a transition plan for pupils aged 14 or older;
- presented to parent for signature upon its completion;
- retained in OSR.

**Parent Guide for Special Education**

- available for any parent whose child is discussed at even first phase of discussion (SBST);
- provided in Braille, audio version and large print if requested by parent;
- provided in other languages (Polish, Chinese, Italian, Spanish, Tamil, Tagalog, Portuguese, Braille, and Large Print) for which it is available.

### **Identification, Placement Committee Reviews**

- to review identification or placement;
- convened at the request of parent after placement has been in effect for three months (not more than once in every three month period);
- principal will respond to the parental request within 15 days;
- as soon as possible after a review the chair of the committee shall send a written statement of the decision to appropriate individuals.
- a parent may wave the review under certain circumstances

**IPRC review committee** composition for which no issues have been raised and the recommendation is for a continued identification and placement, pending consultation with parents be:

- principal or vice-principal will chair the committee
- special education teacher;
- regular classroom teacher.
- IPRC reviews will be chaired by an outside chair (another Principal) under the following circumstances:
- for students requiring a regional classroom (Intensive Support Programs –ISP)

## Parent/Guardian/Student Role

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal and parent
- experience has shown that educators and parents who work together in the development of the IEP share a common understanding that
- reduces potential future conflicts (Shared Solutions, Pg 14)

## IEP In-services

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

## Ministry of Education Resources



[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.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

## Supports for IEP Development

### In-School Supports:

Classroom/Subject Teacher  
Special Education Teacher  
School Principal/Vice Principal

### Special Services Supports:

Assessment and Programming Teacher  
Autism Support Teacher/Team  
Behaviour Team  
DHH Itinerant Teacher  
Programming and Assessment Teacher  
Psycho-Educational Consultant  
Social Worker  
Speech/Language Pathologist

### As well as:

Curriculum Resource Teachers

**Linda Maselli-Jackman,**  
**Superintendent of Special Services**

**SEAC,**  
**Special Education Advisory Committee**

**Rory McGuckin,**  
**Director of Education**

**TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD  
TRUSTEES 2018-2019**

### Wards

1. Joseph Martino	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo, Chair	416-512-3405
6. Frank D'Amico	416-512-3406
7. Michael Del Grande, Vice-Chair	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford	416-512-3412
Taylor Dallin Student Trustee	416-512-3413
Joel Ndongmi Student Trustee	416-512-3417

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Phone: 416-222-8282 • [www.tcdsb.org](http://www.tcdsb.org)

January 2019



# The Parent Guide to THE INDIVIDUAL EDUCATION PLAN IEP



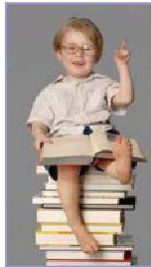
**Parents · Guardians · Students**



**Prepared by: TCDSB**

**Assessment and Programming Teachers  
Programming and Assessment Teachers**





## Understanding the Individual Education Plan

### An **IEP** is...

- a written plan/working document describing the special education program and/or services required by a particular student, based on assessments of the student's strengths and needs

### An **IEP** is not . . .

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

### The **IEP** timeline

- Principal ensures an **IEP** is completed within 30 school days after placement in the program / or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

### The **IEP** summarizes...

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan (if required)

### Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- unique to specific needs of the student

### Annual Program Goals

- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- set for students who require modifications and/or alternative curriculum expectations

### Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- changes in number and/or complexity of grade level/course expectations
- representative samples expressed as observable and measurable outcomes

### Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills etc.



### Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning style—visual, auditory, kinesthetic

### Assessment Methods

- on-going assessment of expectations using range of methods and techniques and incorporating assessment accommodations identified in the **IEP**

### Evaluation and Reporting

Provincial Report Card:

- The **IEP** and the Provincial Report Card are interrelated documents
- Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements:

**IEP with Modified Curriculum Expectations:**

"This (letter grade/percentage mark) is based on expectations in the **IEP** that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

**IEP with Alternative Learning Expectations:**

"This (letter grade/percentage mark) is based on alternative learning expectations in the **IEP**, which are not based on the Ontario curriculum."

### Transition Plan

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the **IEP**".



## 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:	Feldman	First Name:	Geoffrey
Main Contact Number:		Alternate Contact Number:	
E-mail address:			
Child(ren)'s School(s):	Father John Redmond CSS		
Organization Name:	Ontario Disability Coalition		
Organization Address:	5 Skywood Drive, Richmond Hills, Ontario, L4E 4L2		
Main Contact Person:	Sherry Caldwell		
Main Contact Number:	416-903-5067		

1. To which other TCDSB parent organizations do you presently belong:



CSAC



CPIC



TAPCE



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:

Ontario Disability Coalition - Director role to assist with management, wordpress, and advocacy.

Ontario Genetics Advisory Committee - Parent Advisor - Ontario Health - setting policy for genetic procedures in the Province of Ontario.

Genomics ADVISER 2.0 - Parent Advisor - revise web-page that informs patients on genomic testing and results.

Ontario Health - part of Health Quality team of Parent Advisors - setting quality care measures, policy & info booklets for the Province of Ontario.

3. Briefly outline the reasons why you are interested in being a member of this committee:

My daughter is my SN teacher as she is a member of the community of youth that require additional assistance. As my role in CPIC is winding down after serving since its conception in 2007, I am looking to other committees that can use my experience and knowledge.

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:

As a business consultant and a parent of a wonderful daughter with multiple exceptionalities caused by an extremely rare syndrome I have spent many years advocating for her at school and at Ontario Parliament for all children, youth and adults with a disability. I am on various committees at Health Quality Ontario which is part of Ontario Health adding a parent perspective to Ontario Health quality standards

5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:



NO



YES Please explain:

6. Have you been selected to be part of another TCDSB Committee within the past 12 months?



NO



YES Please specify the Committee:

Secretary of Toronto Catholic PIC.



## Special Education Advisory Committee (SEAC) Membership Application

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

8. Provide any additional comments to be considered in regards to your participation on this committee: Toronto CPIC is entering a new phase of leadership of the parent voice. As many of the TCDSB Staff and Trustees know I can work with others, represent and delegate parent viewpoints, used to Committee process including Robert's Rules.

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

[rory.mcguickin@tcdsb.org](mailto:rory.mcguickin@tcdsb.org) & [nancy.crawford@tcdsb.org](mailto:nancy.crawford@tcdsb.org)

Date:

### **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 31<sup>st</sup> 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>

5 Skywood Drive, Richmond Hill, ON L4E 4L2 (416) 903-5067

Thursday, October 1 2020

Toronto Catholic District School Board  
Catholic Education Centre  
80 Sheppard Avenue East, Toronto Ontario M2N 6E8

Attention: Trustee Nancy Crawford, Chair SEAC Committee,  
Dr. Brendon Browne, Director of Education

I'm writing to highly recommend Geoff Feldman as a representative for Toronto Catholic District School Boards, Special Education Advisory Committee. Geoff Feldman, has been a long-time volunteer with the Ontario Disability Coalition since it was established in 2017. He is a passionate change maker, who works collaboratively and diligently to ensure ALL students have equitable education opportunities and access to health services they require to reach their full potential.

The Ontario Disability Coalition (ODC) is a grassroots coalition that was established in 2017 to be the voice of disabled individuals, parents, caregivers, and health service professionals. Our primary goal is to advocate for health care services that a person needs to find their way towards achieving as normal a life as possible. Our secondary goal is to ensure that all publicly funded services, have minimal wait times, are fully accessible and flexible to meet the needs of all disabled individuals. We are willing to assist with policy development related to issues of children, youth and adults with disabilities. We will co-operate where possible with other organizations and advocates for individuals with disabilities. We will assist with and support the efforts of parents, caregivers and professionals to meet the needs of people with disabilities. We will preach accountability and transparency with all publicly funded or public supported health services.

Sincerely,



Sherry Caldwell  
Co-Founder, Ontario Disability Coalition

Contact:  
Tel: 416-903-5067 Email: [OntarioDisabilityCoalition@gmail.com](mailto:OntarioDisabilityCoalition@gmail.com)



# Special Education Superintendent Update

October 2020

## OCTOBER IS AUTISM AWARENESS MONTH



In Canada, October is Autism Awareness and Acceptance Month. Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that includes impairments in language, communication skills, and social interactions combined with restricted and repetitive behaviours, interests or activities.<sup>1</sup> Today prevalence rates of ASD in Canada are approximately 1 in 66.<sup>2</sup>

An increase in the number of students with Autism has been observed in the Toronto Catholic District School Board. Currently there are over 1,900 students with Autism in our schools, making this the second largest exceptionality in the board.

The TCDSB continues to offer a range of programs, services and resources to support students, staff and families.



Multi-disciplinary staff on the Autism Team are available on a referral basis to help support schools and students with building capacity focusing on ABA strategies and promising practices.



Connections For Students is an Ontario government initiative, intended to facilitate the transition of children with Autism Spectrum Disorders from Autism Intervention Programs (AIPs) to school. This initiative partners schools boards with AIP providers.



The Program to Assist Social Thinking (PAST) is an elementary school program for students diagnosed with Asperger's, high functioning Autism or Autism level 1 for students who meet the admission criteria.



Information about resources available through the Autism Department are available on the board's portal [Autism Programs and Services](#). Resources and materials for board staff are available through the board's intranet [TCDSB Autism Services Team Site](#).



For preparing students to transition into secondary school, parents can visit the following Google sites for more information.

[Transition to High School for Students with ASD on the Credit Earning Pathway](#)  
[Transition to High School Support for Parents of ME/DD ISP Students](#)

The following websites may be of interest for those looking to learn more about Autism.

Autism Ontario: [www.autismontario.com](http://www.autismontario.com)

Autism Canada: [www.autismcanada.org](http://www.autismcanada.org)

Ontario Autism Program: [Ontario Autism Program](#)

**For additional information, please contact Autism Programs and Services at 416-222-8282 ext. 2799**

*Information for World Autism Awareness Day on April 2<sup>nd</sup> will be forthcoming!*

<sup>1</sup> American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5 (5th ed.). Arlington, VA: American Psychiatric Association.

<sup>2</sup> Public Health Agency of Canada. (2018). Autism Spectrum Disorder among Children and Youth in Canada 2018: A Report of the National Autism Spectrum Disorder Surveillance System. Ottawa, ON.





Every TCDSB employee views and signs that they understand the Duty to Report. Social workers will continue to provide consultation and support to the system as we prepare for October 27: Go Purple Day to highlight Child Abuse Prevention and Education



On October 9, 2020, the Social Work Department participated in a webinar training from The Canadian Centre For Child Protection in Winnipeg. The training, "Trends in Online Child Sexual Victimization" highlighted areas of concern online and red flags to look for in our work with youth and adolescents.



**CANADIAN CENTRE for  
CHILD PROTECTION**  
*Helping families. Protecting children*



The Student Support Response Team continues to provide consultation and staffing support to select behaviour programs in the system. They are also preparing a training webinar on “De-escalation” through the Safe Schools Department set to deliver in December.



The following Mental Health resources are shared with the system to ensure a continued mentally-healthy return to school:

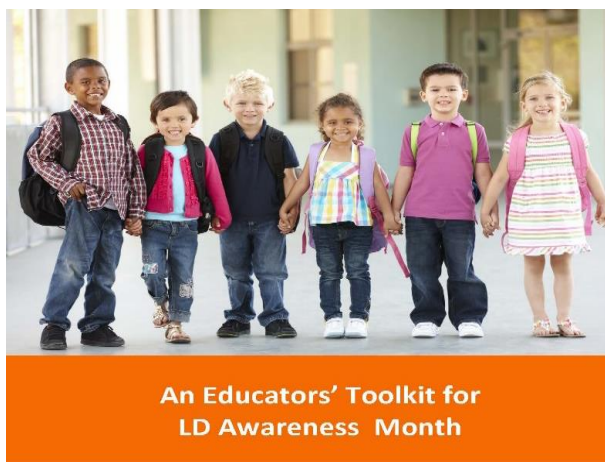
<https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/Default.aspx>

- Faith & Wellness: brief classroom mental health activities (5-10 mins) to support students' well-being through a Catholic lens
- Supporting Students' Mental Health and Wellness During Return to School: tip sheet for parents and families
- Noticing Mental Health Concerns for Your Child: Info Sheet for parents and families
- Supporting the Mental Health & Well-Being of Students Returning Remotely to School
- First 10 Days and Beyond: lesson plans for educators to integrate mental health into the classroom
- Supporting Students' Anxiety: 30 minute webinar
- Mentally-Healthy Return to School: 60 minute webinar
- Staff Well-Being: How to Foster Our Own Well-Being During COVID: 45 minute webinar

The Mental Health team is in the process of hiring 6 Mental Health Professional workers to support all our secondary schools in a complementary role to other mental health service providers.

# OCTOBER is

## Learning Disabilities Awareness Month



### STAY IN TOUCH WITH LD@SCHOOL!

Do you want to find out about the newest resources posted on LD@school and be made aware of upcoming events, such as FREE webinars?

**CLICK HERE TO SIGN UP FOR OUR  
MONTHLY SUBSCRIBER EMAIL!**



Stay informed and ahead of the latest information and professional resources to best support students with learning disabilities in Ontario.



October is Learning Disabilities Awareness Month. Learning Disabilities (LDs) affect approximately 10% of Canadians, which means that 1 in 10 students in the classroom may have an LD. Psychology staff play an essential role in the identification and diagnosis of learning disabilities, and can assist in recommending interventions that focus on the strengths and abilities of these students. They can also assist in the development of self-advocacy, where students with learning disabilities are able to understand and speak about their needs, and advocate for learning supports.

In collaboration with staff at the George Hull Centre for Children and Families, Psychology staff will begin delivering *Feelings Explorers* to primary classrooms across the board this Fall. This 10-week program was developed by the Department and George Hull, and is designed as a social emotional learning program with a uniquely Canadian perspective.



Our Speech-Language Pathologists (SLP) have developed a flexible model of service delivery for speech and language assessment and treatment that includes both in-person and virtual support for students and educators.

SLPs have developed a new parent/guardian consent form that clearly outlines the risks and benefits of in-person and virtual assessments and therapy so that parents/guardians can make informed decisions.



Over the past month, our SLPs have:

- Connected with administrators and school teams (SBSLT) to prioritize outstanding assessments. They are addressing any existing backlog from school closures.
- Completed professional development on how to use Ontario Telemedicine Network (OTN) for secure and confidential virtual meetings with parents, teachers and students.
- Participated in additional department-wide Anti-Bias training through Speech Pathology and Audiology Canada.
- Worked with other disciplines to provide Professional Development for kindergarten teachers and DECEs about encouraging oral language in virtual and in-person classrooms.



The Department developed new one-page Tip Sheets about communicating effectively while wearing a mask and about taking care of your voice/vocal cords while wearing a mask. These have been widely distributed to TCDSB staff. A short workshop for teachers about preserving vocal health while wearing a mask launched on October 9 and repeated at later dates was also recorded for asynchronous viewing.

In addition, Professional Development (PD) module addressing how to teach literacy and phonological awareness skills in virtual settings was developed. This will be shared with educators through our connection with the Early Years Department.



The launch of our Google Site to house our newly-developed digital resources in an organized fashion, so that these can be easily shared with parents and educators via email or as hard copies. Digital resources include both tip sheets and videos.

In addition, an internal *Frequently Asked Questions* site to streamline communications to allow SLPs to stay abreast of changes in service delivery, health and safety recommendations, and links to professional development.







**Kindergarten Language Program – KLP**  
*early intervention program for Year 2 Kindergarten children with communication and related early literacy needs*

Typically, KLP students complete exit assessments at the end of the school year. These were deferred for 2019-2020 KLP students due to school closures.

KLP staff have started the process demission assessment process for the students who attended KLP last year. Demission testing is in-person for in-person students and will be virtual for virtual students.

Students have been referred for the KLP program for the 2020-2021 school year. These students will be screened either in-person or virtually for this year's program, which will combine in-person and virtual support for Year 2 Kindergarten students.



## AACcess Team

*Team of Speech-Language Pathologists who provide students with “AACcess” to Augmentative and Alternative Communication (AAC).*



AACcess Team designed and delivered 4 **AACcess** Assessment Kits (one to each SLP area office). These bins contain a variety of low-tech Augmentative and Alternative Communication tools including communication boards and communication books for effective assessment of students with no or limited verbal communication.

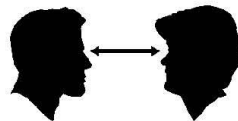
We are in the process of expanding the AACcess Team CORE BOARD Initiative in Multiple Exceptionality classrooms at St. Kevin and Blessed Trinity. These classrooms will have large boards with Core Vocabulary pictures to use with the class during gathering times.



## Masks and Communication: Getting your message across while wearing a mask

Adapted from: <https://www.sac-oac.ca/professional-resources/resource-library/communication-and-masks-info-sheet>

To reduce the spread of COVID-19, many people are wearing masks and physically distancing, which may impact the ability to communicate effectively or understand speech. Masks and increased distance may reduce the volume of speech, impact our ability to focus on speech and reduce our ability to read lips and notice facial expressions, which help us understand someone's message. The following tips can facilitate effective communication while wearing a mask and physical distancing.



1. **Make sure the listener(s) can see you. Position yourself to face the person you are speaking to with nothing blocking the way.**

2. **Ensure you have the other person's attention – say their name and establish eye contact.**

3. **Speak clearly and a bit slower to facilitate understanding.**



4. **Use gestures and visuals to support your message (e.g., photographs, drawings, pointing).**



5. **Check that your listener has understood you. If not, try saying your message a different way, or write it down.**

6. **Move to a quieter location if possible.**



7. **Ask your communication partner if there is anything you can do to make communication easier.**

For more information on effective communication during these challenging times, especially related to specific students or settings, contact your school Speech-Language Pathologist.

COMMUNICATING EFFECTIVELY WHILE WEARING A MASK OR PHYSICAL-DISTANCING – Speech and Language Department



## Masks and Vocal Hygiene: Protecting Your Voice While Wearing a Mask



Masks are great barriers against airborne infectious germs. However, they also create barriers for our voice. When wearing a mask, the intensity of our voice diminishes. Consequently, we strain our vocal cords so that our voice can reach the same intensity as when we are not wearing a mask. ***Teachers are already at a high risk for developing voice problems due to the fact that they speak considerably more than the average person on a daily basis.*** The following tips can help protect your voice while wearing a mask.

1. ***Frequently drink water:*** Hydration reduces harmful effects of straining on the vocal cords. Ideally, it is recommended that a sip of water is taken *every 30 minutes*.



2. ***Reduce or eliminate background noise:*** This prevents teachers from having to speak louder to be heard. For example, instead of using your voice to request that students be quiet, establish a *non-verbal code* with them, such as *shutting the lights*, or *ringing a bell*.

3. ***Take pauses from speaking:*** Plan for quiet work at different times throughout the day and take advantage of that time to rest your voice. Ideally, it is recommended that you plan a few quiet voice periods of at least *15 minutes throughout the day*, such as during recess, lunchtime, etc.



4. ***Do not whisper:*** Whispering results in a greater strain on the vocal cords. Choose a *soft voice*, over a whispering voice.

5. ***Try to not clear your throat:*** This irritates the vocal cords. Instead, *take a sip of water*, or *swallow your saliva*.



**For more information on effective communication during these challenging times, especially related to specific students or settings, contact your school Speech-Language Pathologist.**



## REPORT TO

## REGULAR BOARD

# RESPONSE TO DELEGATION REGARDING COMPLETION OF IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC) MEETINGS AND ASSESSMENTS

*"I am confident of this, that the one who began a good work among you will bring it to completion by the day of Jesus Christ." (Philippians 1:6)*

### Created, Draft

August 10, 2020

### First Tabling

August 20, 2020

### Review

[Click here to enter a date.](#)

Linda Maselli-Jackman, Superintendent of Education, Special Services

Maria Meehan, Superintendent of Education, Special Services

## INFORMATION REPORT

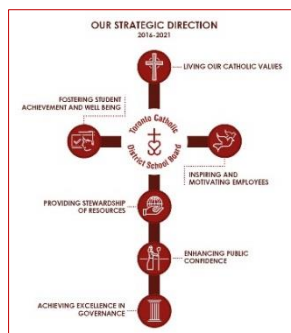
### Vision:

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

### Mission:

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

In response to concerns articulated by a delegation to the July 23, 2020 Board meeting, this report provides updates regarding the status of completion of Identification, Placement, and Review Committee (IPRC) meetings as of the end of June 2020 and the Board's intent to resume efforts to complete summer assessments during the Summer of 2020 in the Covid-19 pandemic environment. Contextual information is provided vis-à-vis the latest update of the *A Faith Community of Believers: Toronto Catholic District School Board (TCDSB) Distance Learning Implementation Plan, v.3.0*, updated July 8.

*The cumulative staff time required to prepare this report was 5 hours*

## **B. PURPOSE**

1. This information report is on the Order Paper for the August 20, 2020 Regular Board meeting. It is provided in response to a delegation by SEAC member Deborah Nightingale which identified the following concerns:
  - A. Toronto Catholic District School Board (TCDSB)'s decision to postpone many IPRC meetings and Special Education assessments until after the start of the new school year;
  - B. Since the IPRC meetings which normally are completed prior to the end of June were not completed, then students will be unable start the first day of the new school year in the appropriate class or school and with appropriate supports; and
  - C. Students who are still seeking IPRCs are students who have not waived these meetings and are seeking placements or supports different from their current situation.
2. Information provided in this report is intended to clarify the understandings articulated by the delegation and provide a reminder regarding the intent of the protocols established for Special Education Programs and Services during both the Distance Learning environment and as they will continue into the new school year, still within the Covid-19 environment.



## C. BACKGROUND

1. Since the Covid-19 closure on March 13, the TCDSB established a protocol document entitled, *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan*. This plan includes the protocols and priorities for the provision of programs and services for students with Special Education needs.
2. Since the first version of this document, indicated Special Services protocols have prioritized the provision of programs and services for students with the highest priority needs. The protocols also articulate the Board's intent to provide programs and services at the start of the 2020-21 school year with the least amount of disruption and change in the event that the Board were required to continue within the Distance Learning format. Otherwise, if the Board were to resume regular operations with the implementation of a face-to-face learning environment, then it has been the intent of TCDSB Special Services Department to resume Psycho-educational (and other) assessments, initial and central IPRCs, and program placements into Intensive Support Programs (ISPs) and specialty programs within the regular operations context.
3. At the time of the delegation, the Board was still in the process of preparing the suite of return-to-school plans that had been required of school boards by the Ministry of Education. Since the time the July 23 Board meeting, the Ministry of Education has since announced the return-to-school plans for boards.
4. Since the time of the delegation, the TCDSB Special Services Department has more fully implemented the proposed Summer Learning Opportunities – Programs and Services whose plans have been underway since the end-of-June Ministry of Education announcement of the provision of one-time funding for summer Special Education programs/services.
5. During the early weeks of the summer, Toronto Public Health (TPH) announced its intention to clear the TCDSB for the operation of face-to-face programs for our students with Multiple Exceptionalities/Developmental Disabilities (ME/DD). As a result, those programs have been scheduled for for fourteen days between August 4-21.
6. This newly-minted face-to-face learning opportunity has consequently opened up the avenue for Special Services Psychology staff to re-ignite

considerations for the provision of Summer Psycho-educational assessments. Summer assessment opportunities had been previously established in order to address the backlog that has been a long-standing priority. Unfortunately, however, early plans for summer 2020 assessments had been halted with the Covid-19 pandemic closure.

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

1. As articulated in the TCDSB Distance Learning Implementation Plan, Psycho-educational and other TCDSB service provider assessments (ex. Speech and Language, etc.) had been postponed until the Board resumes regular school operations. Psychology, Social Work, Speech/Language, and Autism service providers had indicated deep professional concerns about the factors that could influence the virtual assessment environment, which could consequently yield unreliable testing outcomes. Those concerns precipitated the decision of the TCDSB Special Services Department to withhold assessments until the Board's return to regular operations.

However, as indicated above, the ability to provide programs and services in a face-to-face environment with the appropriate personal protective equipment (PPE) has recently enabled the Special Services Psychology providers to reconsider the implementation of summer assessments. The establishment of a Psychology assessment team for the month of August will facilitate the address of at least some of the priority assessments for the new school year.

2. The delegation expressed concern about potentially inappropriate placements for students at the beginning of the new school year. To address this concern is an important reminder that even during regular Board operations, not all students necessarily start in ISPs or specialized programs at the beginning of a school year. Continuous starts have occasionally been provided in order to address individual needs of students. The program in which a start at the beginning of the school year is critical, however, is Empower, since this program requires the bulk of a school year in order to achieve completion of the required, research-based content provided by Sick Kids hospital.
3. Students served by Special Education programs and services have an IEP and receive supports once the requirement for the IEP has been determined. It is important to note that the ISP is *another* level of support; it is not the *only*

option for support. Through an IEP and with the assistance of a Special Education Teacher, other school-based staff and Special Services providers, ongoing supports are routinely provided for the learning needs in question.

4. The TCDSB Special Services Department concurs with the Ministry of Education's guidance that IPRC annual reviews continue take place during the Covid-19 closure, or they must be waived - on an annual basis. Therefore, it had mandated that all IPRC annual reviews were take place prior to the end of June 2020 or be waived. A review of the Board's Plan provides a reminder about the priority list of IPRCs to be conducted utilizing a centrally-assigned committee during the Covid-19 Board closure.

In recent Board and SEAC committee meetings, the Superintendent of Special Services spoke about initial IPRCs (for the new identification of an exceptionality and placement), and those conducted centrally (to address the need for a change in identification and/or placement). The TCDSB Distance Learning and Implementation Plan articulates a reminder about the priority list established for this purpose.

The Superintendent furthermore reiterated the requirement for the completion or waiver of all IPRC annual reviews by the end-of June 2020. To reinforce understandings about which IPRCs were to have been completed and which could be waived, information about compulsory IPRC annual reviews has also been provided in the Plan.

5. The intent of the IPRC meeting is to review the identification and placement of students with special education needs. In order to facilitate opportunities for more detailed conversations about student needs, Principals may establish post-IPRC meetings utilizing the appropriate school-level committee ex. Case Conference, School Based Support Learning Team.
6. The following chart contains vital statistics regarding the 2019-20 IPRC annual reviews. The chart identifies the total number of Exceptional students who require an annual review. The total number is broken down by: those that were *completed* (conducted with appropriate members of the IPRC); those that were *waived* (parents/guardian permission given to forego the meeting for the current year); and those that are *pending* (neither completed nor waived; but which still need to be addressed as soon as possible in September 2020).



Complete	Pending	Waived	Total (Exceptional)
2542	252	4222	7016
36.23%	3.59%	60.17%	99.99%

Total IPRCd (Identified exceptional) = 7016  
 Total waived (parental permission) = 4222 (60.2%)  
 Total pending = 252 (3.6%)  
 Total complete = 2542 (36.2%)

Pending	Number	%	/7016
Autism	58	0.83	
Behaviour	25	0.36	
BLV	1	0.014	
DHH	1	0.014	
DD	3	0.042	
Giftedness	33	0.43	
LI	28	0.47	
LD	72	1.03	
MID	19	0.27	
ME	10	0.14	
PD	2	0.03	
<b>Total</b>	<b>252</b>	<b>3.63</b>	

7. In response to the request of the delegation to have all outstanding IPRCs and Special Education assessments prioritized to be completed before the first day of school in September, it is important to note that it is not possible to convene IPRCs during the summer months. IPRCs consist of members who are from a variety of employee groups whose regular annual employment takes place between September and June.

However, the above statistics demonstrate that only 3.6% of IPRCs remain incomplete as of June 30<sup>th</sup>. Therefore, they are being prioritized for completion as soon as possible upon return in September.

Noteworthy is the fact that IPRCs happen in tandem with Exchange of Information meetings and Transition Plans between the schools. The planning and execution of these meetings is detailed, and it often involves ongoing discussions and connections between the sending and receiving schools. Therefore, those rich discussions will continue to be an important part of the

transition process for all students, but particularly those with the highest needs.

8. The TCDSB Distance Learning Plan indicates that any considerations for admissions to or demissions from ISP placements and specialty programs will be made upon return to regular school operations.

## **E. METRICS AND ACCOUNTABILITY**

1. Updates regarding the delivery of Special Education programs and services will be provided in tandem with the ongoing updates provided by the TCDSB for all of its programs and services. Those updates may be provided within the context of future Board and/or Committee meetings and/or periodic briefings to Trustees.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO October 14, 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 October 14, 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 October 14, 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 October 14, 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 October 14, 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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