

## OUR MISSION

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

## OUR VISION

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



# REVISED AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

## PUBLIC SESSION

Nancy Crawford, Chair

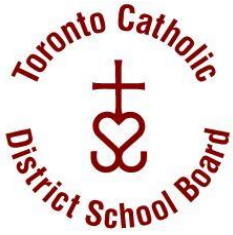
George Wedge, Vice Chair

Wednesday, November 18, 2020

7:00 P.M.

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<b>9. Delegations</b>	
9.a. <i>Julie Altomare-Di Nunzio and Anthony Bellissimo, representatives of Toronto Elementary Catholic Teachers (TECT) regarding the Elementary Special Education Delivery Model (With Submission)</i>	1 - 3
<b>10. Annual Calendar Items</b>	
10.c. <i>Report from the Informal Working Group to Review the Toronto Catholic District School Board Special Education Plan (Refer to Item 10b)</i>	4



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**DELEGATION REGISTRATION FORM  
FOR STANDING OR OTHER COMMITTEES**

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

Public Session

Private Session

Three (3) Minutes

Name	Julie Altomare-DiNunzio and Anthony Bellissimo	
Committee	SEAC	
Date of Presentation	11/18/2020	
Topic of Presentation	The Elementary Special Education Delivery Model	
Topic or Issue	The challenges with the "hybrid" Special Education Delivery Model.	
Details	TECT believes that there are other delivery models that should be considered other than this "hybrid" model.	
Action Requested	That other Special Education delivery models be considered.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/11/2020	



Delegation to the Special Education Advisory Committee  
(SEAC)  
Wednesday, November 18, 2020

Good evening, I am Julie Altomare-Di Nunzio, President of TECT, and I represent over 5000 elementary teachers. Also delegating tonight is Anthony Bellissimo co-chair of the TECT-TCDSB Special Education Committee.

The Board document, *Model for Special Education* states: “Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment.”

In early October, Senior Management began to implement a hybrid Special Education delivery model whereby, in most cases, in-school Special Education teachers would be responsible for supporting exceptional students in both the brick and mortar schools and in St. Anne Catholic Academy, School of Virtual Learning.

On a without prejudice or precedent basis, TECT offers the following:

This hybrid model is not the most “enabling environment” for our students with Special Education needs.

This approach is inequitable as most students are either taught virtually or in the brick and mortar school – not within the hybrid model.

Special Education Teachers are now required to reduce teacher-student contact time by dividing instructional blocks between online and in-school students. When the teacher attempts to instruct in-school students and St. Anne students simultaneously, the expectation of more personalized instruction may be compromised.

Scheduling is also difficult as the timetable at St. Anne may not be aligned with that of the brick and mortar school. Cohorting requirements have already created scheduling challenges when programming for exceptional students. These challenges are amplified within this model.

With the ongoing cancellation of Special Education classes in the brick and mortar schools, the continuity of instruction for students, including St. Anne, is not guaranteed. The current practice for tracking these cancellations is cumbersome. TECT recommends the implementation of an electronic tracking process with both the teacher and administration reporting the cancellation of special education classes. This strategy would better safeguard the continuity of programming.

TECT recommended on October 6, that a pause be placed on the current hybrid model to allow for dialogue between the Board and the Association. This collaborative strategy may have resulted in the development of a better approach to support our most vulnerable students. This recommendation was not acted upon.

TECT continues to make this recommendation to Senior Management and is now making this recommendation to SEAC.

Our teachers are committed to addressing the needs of our exceptional students and TECT believes that if these recommendations are implemented, meeting these needs will be better achieved.

To: Special Education Advisory Committee (SEAC)

From: Informal Working Group to review the TCDSB Special Education Plan

Date: November 18, 2020

Subject: Report from Informal Working Group's Zoom meeting of Nov 17, 2020

The informal working group (Members: Nancy Crawford, Tyler Munro, and Deborah Nightingale) met via Zoom on November 17, 2020 to discuss sections 3 and 22 of the Special Education Plan.

The informal working group recommends the following to the Special Education Advisory Committee:

1. The current "Range of Placements" section of the Special Education Plan is published on the TCDSB website as a series of documents accessed by tabs and drop-down menus. There are approximately 400 pages. Guided by the desire to make the Special Education Plan easy to understand and user friendly for parents as well as compliant with Ministry of Education guidelines, we suggest that the plan be improved by describing the range of supports and placements provided by the TCDSB in one consolidated document (approximately 10-30 pages).
2. That the Accountability Framework for Special Education (2017-2018) be updated with a focus on the TCDSB programs and supports offered to Special Education students.
3. The overall format of the current Special Education Plan, which has lots of links and menus, is potentially overwhelming for parents. We propose that a more concise version of the Plan that describes a) the range of placements and supports, and b) how the best fit for each Special Education student is determined (including steps such as identification, placement and the purpose of the Identification, Placement and Review Committee meetings).
4. The Special Education Plan would be easier for parents to understand and use if we remove the Board Learning Improvement Plan.