

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA March 24, 2021

George Wedge, Chair
Easter Seals

Melanie Battaglia, Vice Chair
Autism Ontario

Geoffrey Feldman
Ontario Disability Coalition

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

Lisa McMahon
Community Representative

Deborah Nightingale
Association for Bright Children

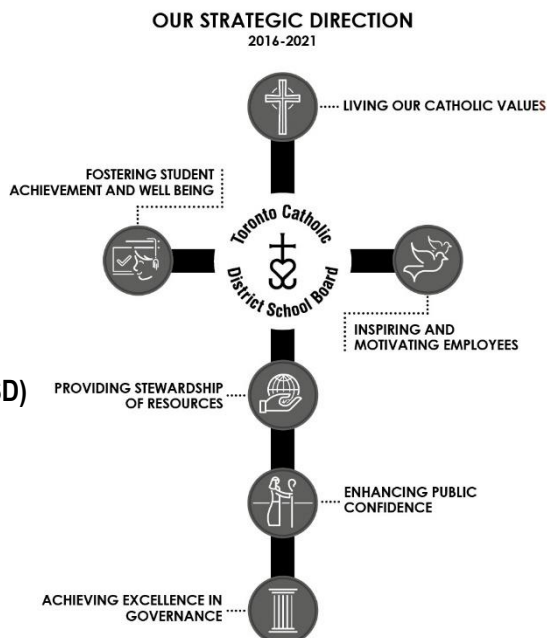
Mary Pugh
VOICE for Hearing Impaired

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

Wendy Layton
Community Representative

TRUSTEE MEMBERS

Angela Kennedy
Daniel Di Giorgio
Nancy Crawford



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 of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

George Wedge, Chair

Melanie Battaglia, Vice Chair

Wednesday, March 24, 2021

7:00 P.M.

	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Notices of Motion	
6. Declarations of Interest	
7. Approval & Signing of the Minutes of the Meeting held February 17, 2021 for Public Session	1 - 7
8. Delegations	
9. Annual Calendar Items	
9.a. SEAC Annual Calendar (Draft) as of March 24, 2021	8 - 10
9.b. Special Education Plan Review - Input from SEAC Informal Working Group	11 - 39

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

- *The Board's Consultation Process*
- *Early Identification Procedures and Intervention Strategies*
- *Specialized Health Support Services in School Settings*
- *Parent Guide to Special Education*

10. Presentations

- 10.a. Fostering Innovation in Students of All Abilities - Megan Douglas, Melissa Morrison and Andria Chui-Moeini, Assistive Technology Team Co-op Student Initiative

11. Nominations

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

- 12.a. Special Education Superintendent Update - March 2021 40 - 42
- 12.b. Response to Motion regarding Identification, Placement and Review Committee (IPRC) Form 43 - 47
- 12.c. Mental Health Advisory Council Update (Verbal) - Marie-Josée Gendron, Chief, Mental Health and Well-Being Strategy
- 12.d. Safe Schools Committee Update (Verbal) - Tyler Munro, SEAC Committee Member
- 12.e. 2021-2022 Budget Consultation (Verbal) - Maria Meehan, Superintendent Special Services

<https://www.tcdsb.org/board/tcdsb-community-consultations/2021-2022-budget-consultation/pages/default.aspx>

- Online survey April 1-20
- Virtual Town Halls
 - March 30, 6:00-7:30pm Theme 1: Students
 - March 31, 6:00-7:30pm Theme 2: Staffing

- April 20, 6:00-7:30pm Theme 3: Facilities

13. **Consideration of Motions for Which Previous Notice has been Given**
14. **Consent and Review**
15. **Unfinished Business**
16. **Matters Referred/Deferred to the Committee by the Board and Other Committees**

From the February 17, 2021 Special Education Advisory Committee Meeting

- 16.a. Special Education Plan Review - Input from SEAC Informal Working Group: Provincial Information 48 - 56

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/specialeducationplan/pages/default.aspx>

a) Roles and Responsibilities

17. **List of Communications**

18. **Association Reports**

19. **Inquiries and Miscellaneous**

- 19.a. Hanen Program (Verbal) - Sheila Flood, Acting Chief Speech-Language Pathologist

- 19.b. Gifted Testing (Verbal) - Maria Meehan, Superintendent Special Services

20. **Pending List**

- 20.a. Pending List as at March 24, 2021 57 - 61

21. **Adjournment**

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

HELD WEDNESDAY FEBRUARY 17, 2021

PRESENT:

Trustees:

N. Crawford
D. Di Giorgio
A. Kennedy

External Members:

George Wedge, Chair – In Person
Melanie Battaglia, Vice Chair
Geoffrey Feldman
Lori Mastrogiuseppe
Lisa McMahon
Tyler Munro
Deborah Nightingale

Staff:

D. Koenig
M. Meehan
V. Cocco
S. Flood
M. Gendron
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

4. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Agenda, as amended to reorder Item 16a) Special Education Plan Review – Input from SEAC Informal Working Group after Item 9b) Special Education Plan Review – Input from SEAC Informal Working Group: Provincial Information, be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held January 20, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

9. Annual Calendar Items

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

- 9a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of February 17, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that Items 9b) and 16a) be adopted as follows:

- 9b) Special Education Plan Review - Input from SEAC Informal Working Group: Provincial Information** received and referred to Staff; and

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

- 16a) Special Education Plan Review - Input from SEAC Informal Working Group** received and referred to Staff.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Crawford that Category a) *Roles and Responsibilities*, Pages 12-16 of 96, be deferred to the March 24, 2021 SEAC Meeting.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

11. Consent and Review

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

- 12a) Selection of New Member to replace Lori Mastrogiuseppe on the Special Education Plan Informal Working Group – Held by Trustee Crawford;
- 13a) Special Education Superintendent Update – February 2021 – Held by Trustee Kennedy; and
- 13b) Accountability Framework for Special Services - Report Back 2019-2020 – Held by Deborah Nightingale

12. Nominations

Lisa McMahon nominated herself to the Informal Working Group

Geoffrey Feldman nominated himself to the Informal Working Group.

MOVED by Trustee Crawford, seconded by Tyler Munro, that Item 12a) be adopted as follows:

- 12a) Selection of New Member to replace Lori Mastrogiuseppe on the Special Education Plan Informal Working Group** that Lisa McMahon and Geoffrey Feldman be accepted into the Informal Working Group.

On the Vote being taken, the Motion was declared

CARRIED

- 13) Reports of Officials for Information by the Board/Other Committees**

MOVED by Melanie Battaglia, seconded by Trustee Crawford, that Item 13a) be adopted as follows:

- 13a) Special Education Superintendent Update – February 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 13b) be adopted as follows:

- 13b) Accountability Framework for Special Services - Report Back 2019-2020** received.

On the Vote being taken, the Motion was declared

CARRIED

20) Pending List

MOVED by Lori Mastrogiuseppe, seconded by Trustee Crawford, that Item 20a) be adopted as follows:

20a) Pending List as at February 17, 2021 received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Lori Mastrogiuseppe, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Set SEAC goals for the year (moved from month of January as of 01/2021) - 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 - The Special Education Advisory Committee (SEAC) 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9
October	<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 Model for Special Education o Identification, Placement, and Review Committee (IPRC) Process o Individual Education Plans (IEP) 	<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 to 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 Special Education Placements Provided by the Board 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)

SEAC Annual Calendar

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
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Annual Accessibility Report 2020 - Multi-year Accessibility Plan/AODA-Updates - Review of Policy: Special Education Programs (S.P.01)- next review is January 2023 - Mental Health Annual Report 2019-20 - 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 semestered Schools - 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 Advisory Council 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)

SEAC Annual Calendar

April	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Financial Report as at January, 2021 (GSNs) - Graduation Statistics for Students with Special Education Needs Update - March 31st Special Education student count - Update to Special Education Programs for 2021-2022 - 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 	<ul style="list-style-type: none"> - Autism Awareness Day – April 2 - ONSIS report on identified students
May	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Student Grants 2021-2022 - 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		

Item 9.b.

Special Education Plan - Sections for Review

- The Board's Consultation Process
- Early Identification Procedures and Intervention Strategies
- Specialized Health Support Services in School Settings
- Parent Guide to Special Education



The Board's Consultation Process

When developing and updating the TCDSB Special Education Plan, many sources of stakeholder input are taken into consideration. Feedback is provided at various times throughout the school year by members of the TCDSB community including students, parents/guardians, teachers, members of Catholic School Parent Councils (CSPCs), community organizations, the Special Education Advisory Committee (SEAC), and Student/Adult Trustees. Parents/Guardians and other TCDSB community stakeholders are always welcome to provide input about Special Education programs and services and can do so through contact with the Superintendent of Special Services or any other member of the TCDSB Special Services team.

The SEAC committee, in particular, monitors the Special Education Plan and has the opportunity, several times a year, to provide feedback. Other annual sources of stakeholder input are found in the student voice through CSLIT - the Catholic School Leadership Impact Team and E-CSLIT; the Elementary Catholic School Leadership Impact Team; individual expressions of parent/guardian concern regarding Board procedures and/or policies; parent/community involvement in the annual Special Education Information Fair; CSPC parent input regarding local and system Special Education programs/services; input from SEAC Organization and Community Reps (Members-at-Large); by members of other Board statutory committees such as CPIC (Catholic Parent Involvement Committee); and both Elementary and Secondary school staff through ongoing engagement with schools regarding Special Education programs and services being delivered at those sites. These collective sources of input help to inform updates and changes to the delivery of TCDSB Special Education programs and services where practical throughout the school year.

The Accountability Framework Committees for Special Education (representing the various Ministry Exceptionalities) meet several times a year to review the implementation of TCDSB Special Education programs and services as well as their impact on student achievement. Student achievement measures related to both Ministry curriculum expectations as well as Individual Education Plan goals are reviewed and analysed in order to continually improve the efficacy of TCDSB Special Education programs and services.

With the help of the TCDSB Research Department student, staff, and parent/guardian input about TCDSB programs/services, including Special Education, is garnered through a variety of surveys such as the: Administrator Voice , My School My Voice, Parent Voice, Safe and Caring Catholic School Climate, Safe Schools, Teacher Voice, and Transitions.

Planned for the 2019-2020 school year are the creation of a SEAC sub-committee for the development of a unique parent voice survey for parents/guardians of students who are served by TCDSB Special Education programs and services, and the implementation of focused monthly engagement opportunities for SEAC members regarding the various components of the Special Education Plan.

TCDSB EARLY IDENTIFICATION OF CHILDRENS'S LEARNING NEEDS STRATEGY FOR JK TO GRADE 1

Early identification is a process through which educators, in conjunction with parents and community partners, identify the needs and abilities of early learners. The purpose is to help students succeed in school by providing early assessment, monitoring, instruction, intervention and community support as needed. In the Province of Ontario, documented early identification procedures are a requirement of each school board, as described in PPM 11.

The learning needs of all children should be identified initially through the Board's early identification procedures. These procedures, which are part of a continuous assessment and program planning process, are in place to ensure the educational programs are designed to accommodate each child's learning needs and to facilitate his or her growth and development (Ontario Ministry of Education, Kindergarten Program, 1998).

WHAT IS THE TCDSB EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS STRATEGY?

The Toronto Catholic District School Board welcomes children with diverse learning needs. Our staff is dedicated to nurturing each child's spiritual, academic, physical, social and emotional growth in a caring Catholic environment.

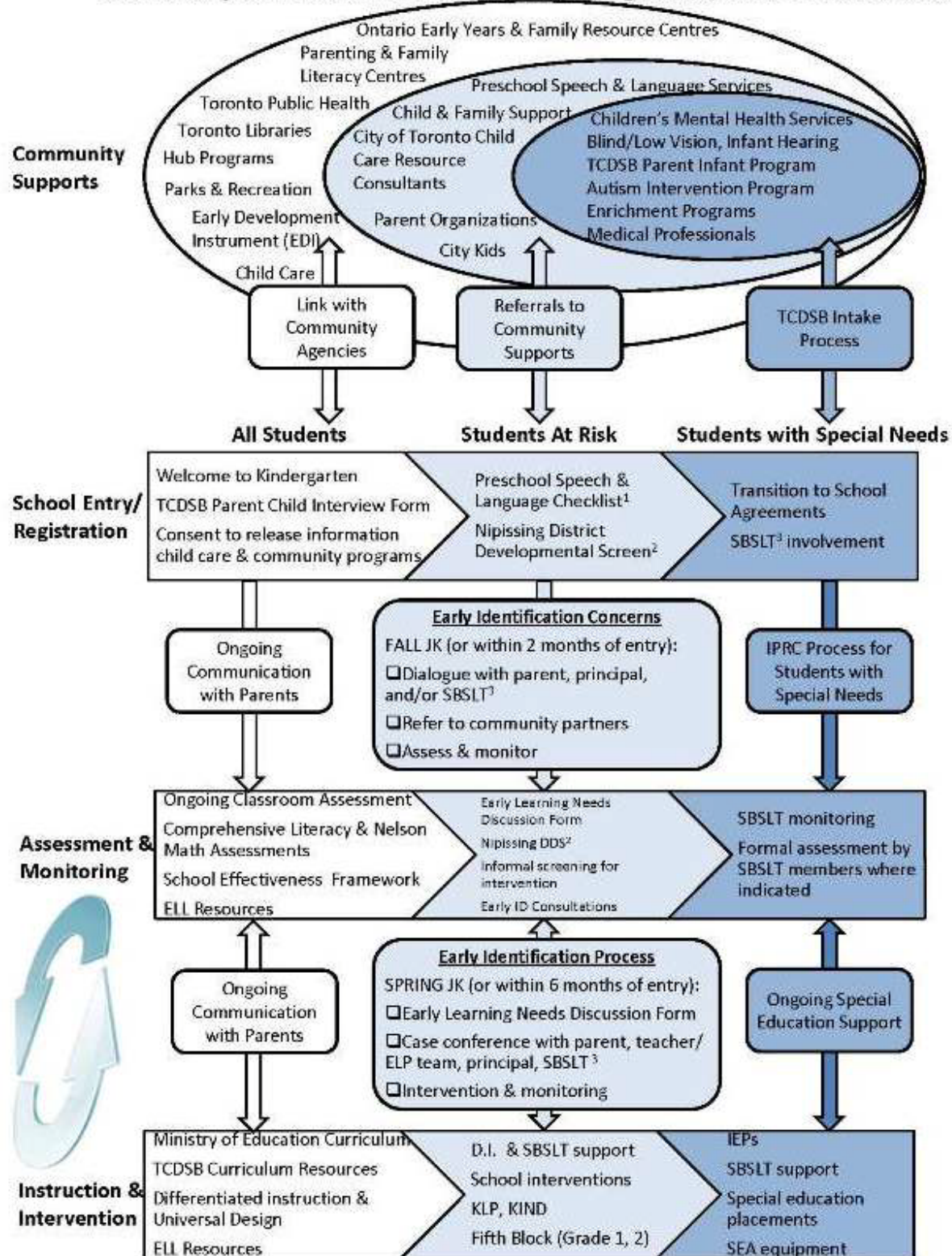
The procedural model attached illustrates the TCDSB early identification strategy for JK to Grade 1. The strategy builds upon key content from Learning for All, K to 12 (2009) and the Full-Day Early Learning Kindergarten Program Draft version (2010).

The TCDSB strategy is one that includes **all** students from Junior Kindergarten to Grade 1, including those who are experiencing school success, those at risk for social or academic difficulties, and those who have special needs that are formally identified or diagnosed.

Four components for early identification are outlined: community supports, school registration and entry, assessment and monitoring, and instruction and intervention. Available tools, resources and supports are listed **within** each component. Recommended processes and timelines are documented **between** the components and show the flow from one component to the next (e.g., from assessment and monitoring to instruction and intervention).

Tools, resources and supports for students at risk and students with special needs are cumulative. Early identification tools and resources for students at risk include those listed for all students as well as those listed for students at risk. The intensity of supports provided as part of each early intervention component is reflected in the intensity of colour used in shading the boxes. White shading is used for all students, light blue shading for students at risk, and dark blue shading for students with special needs.

TCDSB Early Identification of Children's Learning Needs, JK to Grade 1 revised MAY 2013



¹ and ² are optional at school entry and may be completed with the parents of children at risk for social or academic difficulties. Translations are available. ² is recommended within 6 months of entry for students at risk.

³ SBSLT includes the school-based support team and the multidisciplinary team (i.e., Joint Team)

Below is a list of early intervention initiatives that are currently underway in the TCDSB:

1. Early Identification Consultations
2. Full Day Kindergarten
3. Kindergarten Language Program
4. Kindergarten Intervention and Needs Development Program
5. Autism Services
6. Programs for Social-Emotional Needs

Kindergarten Intervention & Needs Development Program (K.I.N.D.)

The K.I.N.D. program is an intervention program for children in Senior Kindergarten who have demonstrated adjustment problems in their early school career. The main goals of the program are to support the development of social and interpersonal skills, to enhance the student's academic development and to enable students to return to their home school at the beginning of grade one.

It is important to note that K.I.N.D. program is not a Special Education program and therefore not a Kindergarten Behaviour program.

ONLY THOSE STUDENTS WHO APPEAR TO HAVE THE POTENTIAL TO RETURN TO A REGULAR PLACEMENT SHOULD BE CONSIDERED FOR THE PROGRAM.

Staff working within the programs are qualified special education teachers with child youth worker support. There is a parenting skills component which is integral to the intervention and provides strategies on parenting/child management issues.

A detailed research component evaluates the success of the intervention as the child is gradually reintegrated in the home school for grade one.

Transportation is provided from home to centre.

Kindergarten Language Program provides intensive oral language and literacy programming for groups of students in senior kindergarten who have significant difficulties in speech and /or language development. The focus of the program is preventative with the focus on the enhancement of young students' oral language development as the foundation for learning literacy and social development.

The Kindergarten Language Program (KLP) is offered in 8 elementary schools. Thirty-two students are admitted to each program, which is co-instructed by a teacher and speech language pathologist. Students attend the program in groups of eight for two half days per week, in addition to attending their regular senior kindergarten program.

Transportation is provided from home to each Kindergarten Language Program Centre.

Early Identification Consultations: The school speech-language pathologist visits each kindergarten teacher in the fall term to provide consultation regarding early identification. With parental consent, specific strategies are discussed for students who are struggling with speech, language, social, and/or academic development. Where appropriate referrals are facilitated to early intervention programs within the TCDSB and Community.

Practical Applied Living Skills: Social Skills Development for MID students

P.A.L.S. is one-day a week withdrawal program for students with a Mild Intellectual Disability from grades 4 to 8. The Program is an intervention social skills program for MID students delivered by a qualified special education teacher and supported by a CYW. Transportation is provided to the program from home to the center:

- Social and adaptive skills development
- For MID students in Junior and Intermediate grades
- Practical, with the focus on social situations
- Social skills to be directly throughout the day
- Social skills integrated into every lesson
- Alternate curriculum
- Builds basic interpersonal skills for school and home

Autism Programs Services: TCDSB Autism Team staff provide early intervention services and work in collaboration with community agencies providing intervention. A transition protocol is in place with the Toronto Partnership for Autism Services (TPAS) to ensure that students make a smooth transition to school. TCDSB is also participating in a ministry demonstration project, Connections for Students, which has been designed to ensure that students with Autism Spectrum Disorders (ASD) receiving intensive behaviour intervention (IBI) services make a smooth transition to full time school.

Autism Team staff participate in the 'intake' of new students with ASD and work in partnership with Special Services staff to plan for a smooth entry to school. The Support Service for Students with Autism also provides a course to Kindergarten Teachers who have a new student with ASD in their class. In addition, a kindergarten kit has been distributed to all schools to support students with ASD.

Prevention/early intervention programs to address social-emotional needs

A variety of different prevention/intervention programs are offered by psychology and social work staff.

The following types of programs have been offered:

Anti-Bullying Programs: The primary objective of these programs is to address issues related to bullying. If students feel safe in all school environments they are more likely able to focus on academics.

Healthy Relationship Programs: The primary purpose of these programs is to develop and enhance students' capacity to relate to peers and adults. Classroom and school settings that promote healthy relationships will be more conducive to a positive learning environment.

Social Skills: The primary focus of these programs is to develop and enhance specific skills that will improve students' ability to interact in a positive manner. A reduction in interpersonal conflict will lead to increased focus on academics.

Emotional Issues: These programs' primary goal is to address issues related to emotional well-being. Students will be better able to focus on academics if mental health issues are being addressed.

Attendance Problems: The primary purpose of these programs is to improve student attendance. Increased attendance in school will contribute to improved academic ability.

Specialized Health Support Services in School Settings

Specialized health support services in school settings are governed by Policy Program Memorandum 81 (PPM 81, 1982). PPM 81 can be found at the following link <http://www.edu.gov.on.ca/extra/eng/ppm/81.html>. This policy outlines responsibilities for the delivery of health support services in schools, including nursing, occupational therapy, physiotherapy, speech therapy, administration of medications, lifting and positioning, suctioning, assistance with mobility, feeding and toileting. School Health Support Services (SHSS) are currently delivered by the Community Care Access Centres (CCAC) at the request of school board staff and with parent permission. School Health Support Services are currently being reviewed by the Ministries of Education, Health and Children and Youth Services.



PARENT GUIDE FOR SPECIAL EDUCATION

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

2020

OUR MISSION AND VISION

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

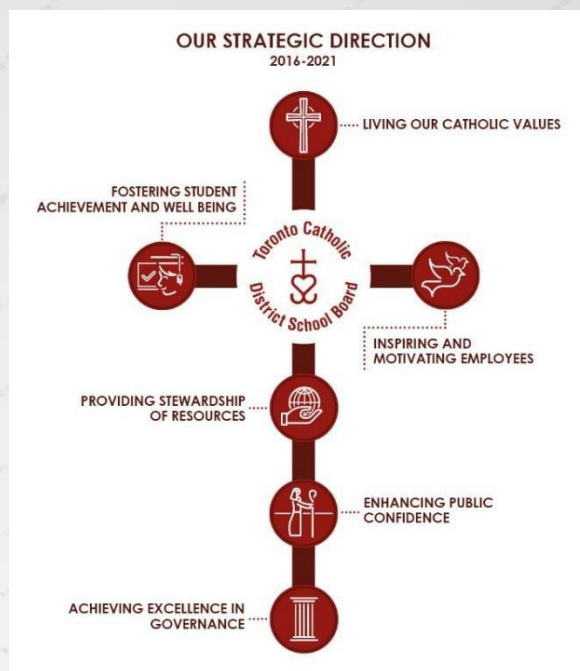
At Toronto Catholic we transform the world through witness, faith, innovation and action.

OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person,
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human dignity, solidarity, and the common good,
- that high standards and expectations foster greater achievement,
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that teaching is responsive to individual needs,
- that teaching and learning be rooted in research and evidence,
- that each of us shares responsibility for creating collaborative communities of learning,
- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community, and,
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

MULTI-YEAR STRATEGIC PLAN 2016 – 2021



LIVING OUR VALUES.

To understand and apply Catholic Teachings to all that we do

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic Graduate School Expectations

INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

PURPOSE

The purpose of this Parents' Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB), and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions.

It is understood that a parent can, at any time, contact the principal if they wish to access special services for their child. Throughout this brochure, "parent" will mean one or both parents or guardians.

PHILOSOPHY

"...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)

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.

"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

"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)

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, and intensive support programs.

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)

Who is an Exceptional Student?

The Education Act defines an exceptional student as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Are Special Education Services?

Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is a Special Education Program?

A Special Education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What Is an Individual Education Plan (IEP)?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received

- a statement about the methods by which the student's progress is reviewed
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program.

What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staffs available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from private sources outside the Board at their own cost.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology.

All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

What is an Identification, Placement and Review Committee (IPRC)?

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

- to determine the strengths and needs of a student
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp 13-15)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

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 Ontario Ministry of Education.

How is an IPRC Meeting Requested?

The principal:

- may, with written notice to the parent, refer the student to an IPRC *when* the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents' Guide to Special Education and a written statement of approximately when the IPRC will meet.

Who Attends the IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff
- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

What Information Will Parents and Students Receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or

- inform the school principal that he/she will not attend and give written or verbal permission for the IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

What Happens at an IPRC Meeting?

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- consider an educational assessment
- consider other assessments as needed
- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement.

What will the IPRC Consider in Making Its Decisions?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

What will the IPRC's Written Statement of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:

- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education
- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

What Happens after the IPRC has made its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

How is a Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education program for 3 months. At the review meeting, the following information is considered:

- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP).

The IPRC will review the placement and identification decisions and make appropriate recommendations.

What if the Parent Disagrees with the IPRC Decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns; or
- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting, the parent may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

The Appeal Process

The **Notice of Appeal** must:

- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The **appeal process** involves the following steps:

- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions
- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the

IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement

- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations
- within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board's recommendation
- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available at some school locations:

- Autism
- Behaviour
- Deaf and Hard-of-Hearing
- Developmental Delays
- Gifted Congregated
- Kindergarten Language Program (KLP)
- Learning Disability
- Language Impairment
- Multiple Exceptionalities

The student's home school will first be considered in providing and appropriate program.

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (222-8282 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

Overview of the Special Education Process

Classroom Teacher identifies student needs. The Classroom Teacher provides instruction to support student needs as per **Learning for All, 2013**.

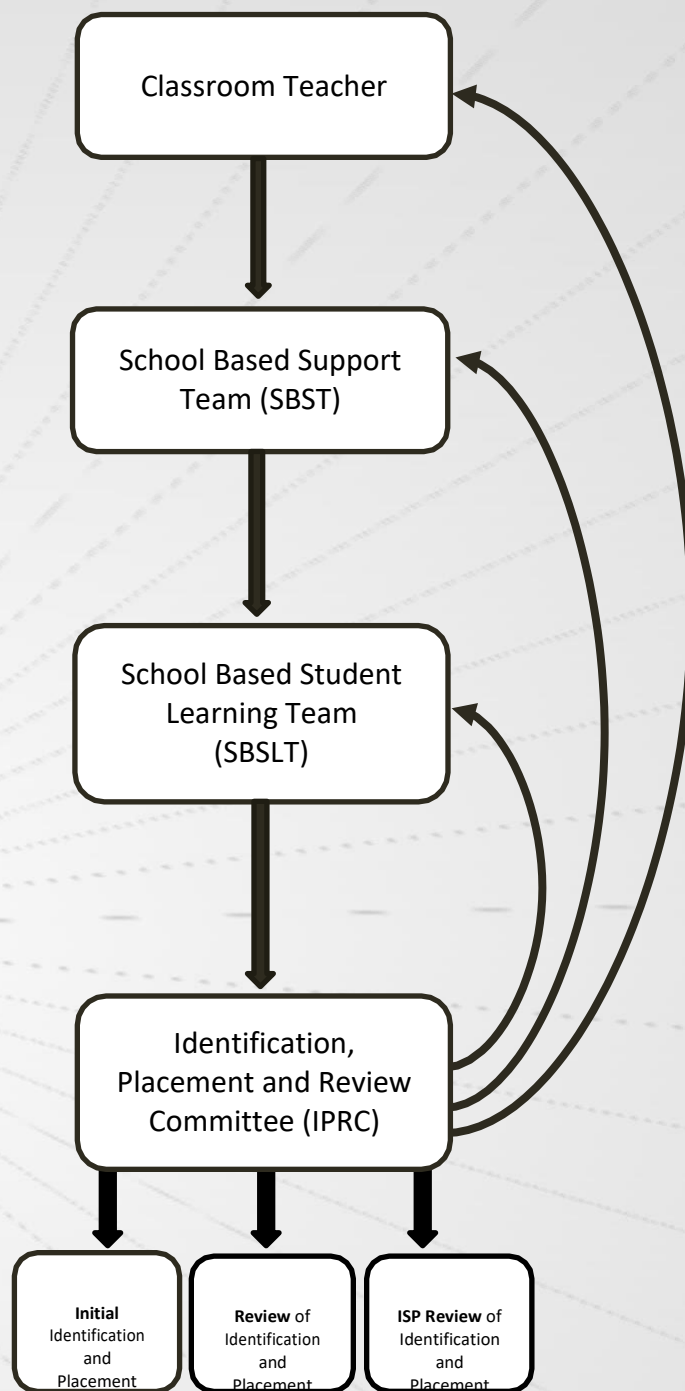
Parents are involved at each level of the process.

Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). He/She implements suggested strategies and observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. The Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to school staff to support student learning at an SBSLT. An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, a student assessment may be requested.

Assessment results may indicate the need to identify a student. An IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



Ontario Ministry of Education Category of Exceptionalities

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

Each category is further defined below:

BEHAVIOUR:

Behaviour: A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to

adversely affect education performance. This may be accompanied by one or more of the following:

- (a) an inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;
- (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

Autism: A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes the language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system or which may be associated with neurological, psychological, physical, or sensory factors and which may;

- (a) involve one or more of the form, content, and function of language in communication; and
- (b) includes one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that:

(a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;

(b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;

(c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

INTELLECTUAL:

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

- (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;
- (b) an inability to profit educationally within a regular class because of slow intellectual development;
- (c) a potential for academic learning, independent social adjustment and economic self-support.

Developmental Disability: A severe learning disorder characterized by:

- (a) inability to profit from a special education program because of slow intellectual development;
- (b) ability to profit from a special education program that is designed to accommodate slow intellectual development;
- (c) a limited potential for academic learning, independent social adjustment and economic self support.

PHYSICAL:

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the

opportunity for educational achievement equivalent to that of pupils without exceptionalities who are the same age or developmental level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE:

Multiple: A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Summary of Parental Involvement

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their children especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student.

Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student's strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the actions taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student's placement.

Parent(s) have the right to appeal the decisions of an IPRC.

Provincial and Demonstration Schools

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD

Sagonaska School (613) 967-2830
350 Dundas Street West, Belleville, Ontario K8P 1B2

Trillium School (905) 878-8428
347 Ontario Street South, Milton, Ontario L9T 3X9

Amethyst School (519) 453-4408
1090 Highbury Avenue, London, Ontario N5Y 4V9

Provincial Schools For The Deaf

E. C. Drury School
255 Ontario Street South, Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
• TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue, P.O. Box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY
(519) 453-4400

Sir James Whitney School
350 Dundas Street West, Belleville, Ontario K8P 1B2
Telephone and TTY:
(613) 967-2823

Provincial School For The Blind And Deaf-Blind
W. Ross Macdonald School (519) 759-0730
350 Brant Avenue, Brantford, Ontario, N3T3J9

Additional information is available the Special Services Department.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP – 2020

Joy Alma, Community Representative
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Daniel Di Giorgio, Trustee
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Angela Kennedy, Trustee
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Organizations to Assist Parents

Many community organizations provide information and support to parents of exceptional students:

Association for Bright Children
1-844-443-8332

Autism Ontario 1-866-925-9969

Down Syndrome Association of Toronto
416-966-0990

FASworld Toronto
416-264-8000

Integrated Action for Inclusion
<http://www.integration-inclusion.com/>

Learning Disabilities Association of Toronto District
416-229-1680

Ontario Association for Families of Children with Communication Disorders (OAFCCD)
519-842-9506

Ontario Federation of Cerebral Palsy
416-244-9686

Toronto Association for Community Living
416-968-0650

Tourette Syndrome Foundation of Canada
416-861-8398

VOICE for Hearing Impaired Children
416-487-7719

Representatives nominated by these organizations are members of the Special Education Advisory Committee (SEAC) of the Board. The role of the Committee is to provide advice to the Board on issues related to exceptional students. Monthly meetings are open to the public.

Toronto Catholic District School Board
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8
416-222-8282
www.tcdsb.org

Without a vision the people perish
Proverbs 29:18

Item 9.b.

Special Education Plan – Input from SEAC Informal Working Group

- The Board's Consultation Process
- Early Identification Procedures and Intervention Strategies
- Specialized Health Support Services in School Settings
- Parent Guide to Special Education

For each section of the TCDSB Special Education Plan we have commented with 3 sections:

1. "Required" refers to what is required by the ministry guidelines.
2. "Findings" are what the working group observed in the TCDSB Spec Education Plan currently on the website.
3. "Recommendations" are what we think needs to change in the TCDSB plan, and in some areas, our suggested changes.

1. Board Consultation Process

a. Required by the Ministry Guidelines

- i. describe the consultation process
- ii. a statement of how, in accordance with Regulation 464/97 made under the Education Act, the board ensures that its SEAC is involved in the annual review of the board's special education plan
- iii. a description of any majority or minority reports concerning the board's approved plan that have been received from members of the board's SEAC
- iv. the board's response to these reports
- v. a statement of how members of the community, particularly parents of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the board's special education plan
- vi. a summary of feedback received as a result of consultation with members of the community
- vii. results of any internal or external reviews of existing special education programs and services within the board that have taken place in the previous or current school year.
- viii. list of internal and external reviews of the board's special education programs and services that are planned for the following year.

b. Findings

- i. Many of the sections required by the guidelines for the consultation process are present. They are often difficult to identify as there are no headers explaining the section.
- ii. The "describe the consultation process" is present.
- iii. There is no specific statement that refers to Regulation 464/97 as required. There is a statement that the board ensures that SEAC is involved in the annual review of the board's special education plan. There is a description of SEAC's review process. There is no header for this section.
- iv. The "description of any majority or minority reports concerning the board's approved plan that have been received from members of the board's SEAC", how they are dealt with and their inclusion in the submission to the ministry is missing.
- v. The section on "the board's response to these reports" (majority/minority reports) is missing.
- vi. There is a general "statement of how members of the community, particularly parents of children who are receiving special education

programs and services, are informed of the timelines and methods for providing input into the board's special education plan". Information specifying the process for parents to receive information and provide input is missing. There is no header for this section.

- vii. "Summary of feedback received" is missing as is any indication that any feedback was received.
- viii. "Results of any internal or external reviews of existing special education programs and services within the board that have taken place in the previous or current school year" is missing. There is no clear section allocated to this requirement.
- ix. There is no section that "lists internal and external reviews of the board's special education programs and services that are planned for the following year".

c. Recommendations

- i. Add headers for every required sub-section so it is easy to understand. For example, add a header to "describe the consultation process" with a brief description of the process. Add bullet points to list each method of consultation.
- ii. Add a reference to Regulation 464/97. State that it requires a review of the Special Ed plan by SEAC annually. Keep the description of SEAC's review process. Add a header for this section.
- iii. Add a section describing how SEAC reviews the Special Education Plan over 12 months and reports its recommendations for changes and improvements throughout a one-year cycle.
- iv. Add a section describing how the board responds to SEAC's recommendations.
- v. Add a section on majority and minority reports from SEAC, how they are reviewed at the board and how they are included with the Spec Ed plan submission to the ministry. For example, all submissions from the 2020-2021 working group reviewing the Special Education Plan to SEAC should be included here. If no reports were received, this section should indicate as such rather than be left blank or removed.
- vi. Add a section with a header on "the board's response to majority and minority reports". Place staff's response in this section (including staff response to the reports from the 2020-2021 working group reviewing the Special Education Plan).
- vii. Add a brief header for the "statement of how members of the community, particularly parents of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the board's special education plan". Detail specific opportunities along with general feedback.
- viii. Provide a summary of feedback received and add an appropriate header. If none was received, indicate this in the report. If received from multiple

- types of sources (i.e. CPIC, Parent Survey, SEAC), create a subsection for each type of source and place the feedback in the appropriate subsection.
- ix. Create a section with header for the “results of any internal or external reviews of existing special education programs and services that have taken place.” Although only the current and previous school years are required, we recommend adding results from the previous 3, 4 or 5 years. If no reviews were done in a given school year, indicate this in the report.
 - x. Create a section listing any “internal and external reviews of the board’s special education programs and services that are planned for the following year”. Add a header for that section. If there are no plans for review, indicate this in the report.

2. Early Identification Procedures and Intervention Strategies

a. Required by the Ministry Guidelines

- i. The statement “these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child’s school life” (Policy/Program Memorandum No. 11) must be included
- ii. the guiding principles or philosophy used by the board for early identification of children’s learning needs
- iii. the teacher’s role in early identification
- iv. the parent’s role in early identification
- v. policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of special education programs and services
- vi. procedures for providing parents with notice that their child is having difficulty
- vii. procedures used within the board for referring a student for an assessment (e.g. an assessment by an in-school team or by professional resource staff) should learning problems be identified that might result in the student’s being referred eventually to an Identification, Placement, and Review Committee (IPRC) (these procedures include notifying parents and involving them in the process)
- viii. procedures for providing parents with notice that their child is being considered for referral to an IPRC
- ix. procedures for providing parents with notice that their child is being considered for a special education program and related services if the child is not referred to an IPRC
- x. the types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs

- xi. the types of early intervention strategies that are used to support students prior to referral to an IRPC

b. Findings

- i. The first and second paragraphs do not fully meet the required statement (see 1.a.i. above) and required principles and philosophy;
- ii. Documents dated 2009 and 2010 are referenced, are these the most recent?
- iii. This section relies heavily on the chart of the procedural model; this chart is very crowded and the font is small, the process flow is difficult to understand and complex making it uninviting, not suitable for newcomers to the Board, and hard to read;
- iv. The requirements include policies, procedures and types of tools and assessments, some of which are stated in the procedural model chart, but they are not described;
- v. There is no description of “the teacher’s role in early identification” or “the parent’s role in early identification”;
- vi. Procedures for providing the various notices to parents are not present in the section;
- vii. There is no description of the “types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs”;
- viii. There is no description of the “types of early intervention strategies that are used to support students prior to referral to an IRPC”;
- ix. Acronyms are used frequently. They need to be spelled out in full in a list of commonly used acronyms, or spelled out in full the first time they are used in each section.
- x. The last two pages of this section contain descriptions of the “early intervention initiatives that are currently underway in the TCDSB”. The font size needs to be increased to 12. Is Full Day Kindergarten considered to be an early intervention initiative?
- xi. The Kindergarten Intervention and Needs Development Program (K.I.N.D.) section contains a bolded and capitalized sentence describing acceptance criteria.
- xii. “Transportation is provided from home to centre” is confusing.
- xiii. In the Autism Programs Services paragraph “TCDSB is also participating in a ministry demonstration project Connections for Students.” Is this still accurate?
- xiv. Social-Emotional Needs Programs: all of these programs have similar goals.

c. Recommendations

- i. Update the reference to the Learning for All, JK to 12 document to 2013 version.

- ii. Update the required statement to “these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child’s school life”.
- iii. Create a clear “guiding principles or philosophy” statement that defines the board’s approach to early identification of children’s learning needs
- iv. Create clear description of “the teacher’s role in early identification”
- v. Simplify the policies and procedures on screening, assessment, referral, identification, and program planning for students who may need special education programs. Put under clear headings and if you keep the procedural chart simplify it and expand it to more than one page.
- vi. Create a section setting out the “procedures for providing parents with notice that their child is having difficulty” with an explanation and an appropriate heading.
- vii. Create section for notifications outlining the “procedures used within the board for referring a student for an assessment”. Any notice of assessment should indicate there will be a meeting to review the results, it could lead to an IPRC, placement in an ISP class, the parent’s rights regarding assessments including they can source an assessment privately and if the assessment will become part of the Ontario Student Record (OSR).
- viii. Create section that outlines the “procedures for providing parents with notice that their child is being considered for referral to an IPRC” with an appropriate header.
- ix. Create a section that outlines the “procedures for providing parents with notice that their child is being considered for a special education program and related services if the child is not referred to an IPRC”, with an appropriate header.
- x. Create a list of the “types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs” with the appropriate header and some details as to the purpose of the assessment.
- xi. Create a list of the “types of early intervention strategies that are used to support students prior to referral to an IPRC”. Include a brief description on each strategy and an appropriate heading.
- xii. Summary of the Early Intervention section. This section was very difficult to follow. Some of the information expected from the guideline is here but it is not presented in a cohesive manner and does not follow the guidelines in terms of points to be covered in a logical manner. It is recommended that it be rewritten following the points required by the guideline with additional information added to the specific points where appropriate.
- xiii. Re xi in the Findings above: remove bolding and capitalization to maintain neutrality.

- xiv. Re xii in the Findings above: If this is a full-time withdrawal program it should be explained earlier in the section.
- xv. Re xiv in the Findings above: the five programs could simply be listed following an introductory paragraph.

3. Specialized Health Support Services in School Settings .

a. Required by the Ministry Guidelines

- i. Describe the provision of specialized health support services for students who require them in school settings
- ii. Outline specific information about each type of specialized health support service provided by
 - 1. Local Health Integration Networks (LHIN)
 - 2. School board staff
 - 3. Other service providers
 - 4. Use the chart in Appendix B-1 for the layout.
- iii. For each type of specialized health support service described, the plan must describe the following:
 - 1. The agency or the position of the person who performs the service (e.g., LHIN, board staff, parent, student)
 - 2. Eligibility criteria for students to receive the service
 - 3. Position of the person who determines whether a student is eligible to receive the service and what the level of support will be
 - 4. Criteria for determining when the service is no longer required
 - 5. Review or appeal procedures (if any) available for parents who dispute the provision of these services
 - 6. Time limits on requesting reviews or appeals when available

b. Findings

- i. There is a description but it describes PPM 81, not “the provision of specialized health support services for students who require them in school settings” with a link to PPM 81.
 - 1. There is no outline with specific information about each type of specialized health support service provided by local Health Integration Networks (LHIN), school board staff, and other service providers in this section.
- ii. There is no chart similar to Appendix B-1
- iii. The points below are all part of Appendix B-1. The chart does not exist.
 - 1. The agency or the position of the person who performs the service (e.g., LHIN, board staff, parent, student)
 - 2. Eligibility criteria for students to receive the service
 - 3. Position of the person who determines whether a student is eligible to receive the service and what the level of support will be
 - 4. Criteria for determining when the service is no longer required
 - 5. Review or appeal procedures (if any) available for parents who dispute the provision of these services

6. Time limits on requesting reviews or appeals
- c. Recommendations
 - i. Describe the provision of specialized health support services for students who require them in school settings specific to this school board.
 - ii. Create and complete the required chart shown in Appendix B-1.
 - iii. Ensure the chart includes the following columns for each specialized Health support service listed in the chart on Appendix B-1:
 1. The agency or the position of the person who performs the service (e.g., LHIN, board staff, parent, student)
 2. Eligibility criteria for students to receive the service
 3. Position of the person who determines whether a student is eligible to receive the service and what the level of support will be
 4. Criteria for determining when the service is no longer required
 5. Review or appeal procedures (if any) available for parents who dispute the provision of these services
 6. Time limits on requesting reviews or appeals

4. Parent Guide to Special Education

- a. Required by the Ministry Guidelines
 - i. It is not required by the Ministry Guidelines to be part of the board's Special Education Plan but it is required under Reg. 181/98 and is part of the Board's "Roles and Responsibilities" outlined in Section A and referred to in Section B.
 - ii. The Ministry provides a sample of the "Parents' Guide to Special Education" in appendix D-1 pages D32 to D43 of the Ministry's Special Education in Ontario, Kindergarten to Grade 12. Much of the TCDSB "Parent Guide to Special Education" could and should be copied from the sample guide without needing to make any changes. Board specific information can be copied from the Special Education Plan without changes.
 1. District School Board Name
 2. Mission Statement of the Board
 3. Philosophy of the Board
 4. What is an IPRC?
 5. What is the role of the IPRC?
 6. Who is identified as an exceptional pupil?
 7. What is a special education program?
 8. What are special education services?
 9. What is an IEP?
 10. How is an IPRC meeting requested?
 11. May parents attend the IPRC meeting?
 12. Who else may attend an IPRC meeting?
 13. Who may request that they attend?
 14. What information will parents receive about the IPRC meeting?

15. What if parents are unable to make the scheduled meeting?
16. What happens at an IPRC meeting?
17. What will the IPRC consider in making its placement decision?
18. What will the IPRC's written statement of decision include?
19. What happens after the IPRC has made its decision?
20. Once a child has been placed in a special education program, can the placement be reviewed?
21. What does a review IPRC consider and decide?
22. What can parents do if they disagree with the IPRC decision?
23. How do I appeal an IPRC decision?
24. What happens in the appeal process?
25. What special education programs and services are provided by the board?
26. What organizations are available to assist parents?
27. What are the ministry's Provincial and Demonstration Schools?
28. English-language Demonstration Schools for students with severe learning disabilities
29. Provincial School for the blind and deafblind
30. Where can parents obtain additional information?

b. Findings

Bold items are important to address and represent significant variances from the Ministry sample "Parents' Guide to Special Education.

1. District School Board Name is there.
2. Mission Statement of the Board is there.
3. We have a Catholic Values statement.
4. There is a screen shot of the front page of the 2016-2021 MYSP
5. There are links to
 - a. Living out catholic values
 - b. Fostering student achievement and well being
 - c. Inspiring and motivating employees
 - d. Providing stewardship of resources
 - e. Enhancing public confidence
 - f. Achieving excellence in governance.
6. Philosophy of the Board statement is there. It appears to be the one used in the Model for Special Education document.
7. The purpose of the guide is included.
8. **What is an IPRC? It is there it is out of order form the Ministry Sample guide. The content does not match the sample guide. It does not reference the legislation that governs IPRCs (reg 181/98) The content is the content is from the "What is the role of the IPRC?" of the sample guide.**
9. **What is the role of the IPRC? This section does not exist.**
10. Who is identified as an exceptional pupil? Is there. The header question was changed. The words "identified as" was deleted.

11. What is a special education program? This section exists and matches the guide.
12. What are special education services? This section exists and matches the guide.
13. What is an IEP? This section exists and does not match the guide. Additional information is included in the opening statement. **Strengths and weakness point has been removed.** The transition point was altered. There is a statement about distribution of the parent guide that is not in the ministry sample. **The creation and distribution of the IEP has removed the Principal's obligations to distribute section.**
14. There is a section on "what assessments are carried out" in our guide that is not in the sample guide.
15. How is an IPRC meeting requested? This section exists. The order of the bullet points was altered putting the parental request after the Principal's authority to initiate the process.
16. "May parents attend the IPRC meeting?", "Who else may attend an IPRC meeting?" and "Who may request that they attend?" appear to have been combined into "Who attends the IPRC meeting". The reference to reg 181/98 is missing. The points in the sample guide stating parents can participate all committee discussions and the parents being present when the decision is made is not there. The sample guide allows outside professionals to participate and our guide omits this. The terminology for a parent representative does not match the sample guide. The sample guide does not allow for a "Principal's designate" to attend.
17. "What information will parents receive about the IPRC meeting?" and "What if parents are unable to make the scheduled meeting?" have been combined under "What information will parents receive about the IPRC meeting?" The wording from the sample guide has been changed of concern is the wording in the second bullet point to the end does not match the sample guide.
18. What happens at an IPRC meeting? There section exists but the wording has changed from the sample guide. **The reference to the assessment being reviewed was altered with the "subject to the Health Care Consent Act" was removed.** Other points were edited around interviewing the student and information submitted by the parents or student **including recommendations for programs and services.** There is a statement at the end about forwarding the decision that belongs in the "What if parents are unable to make the scheduled meeting?".

19. What will the IPRC consider in making its placement decision? The section exists. The wording and formatting of the last paragraph changes slightly from the sample guide.
20. What will the IPRC's written statement of decision include? Section exists. The wording and formatting changes slightly from the sample guide.
21. What happens after the IPRC has made its decision? Section exists. The wording has changed slightly from the guide.
22. **"Once a child has been placed in a special education program, can the placement be reviewed?" and "What does a review IPRC consider and decide?"** under **"How is a Special Education Placement Reviewed?"** have been combined, the bullet point order and wording changed from the sample guide.
23. What can parents do if they disagree with the IPRC decision? Section exists. **It follows the sample guide except does not include the director of the board name and address information needed for parents to send an appeal to the appropriate place/person.**
24. **"How do I appeal an IPRC decision?" and "What happens in the appeal process?"** have been combined under **"The Appeals Process"**. **There is a paragraph in the sample guide at the start of the "How do I appeal" section that is not in our guide. It includes timelines for appeals.** There are other small changes in wording.
25. What special education programs and services are provided by the board? This exists. The last sentence about placement in the home school was stated earlier too.
26. What organizations are available to assist parents? The section exists.
27. What are the ministry's Provincial and Demonstration Schools? This section exists.
28. English-language Demonstration Schools for students with severe learning disabilities. This section exists.
29. Provincial School for the blind and deafblind. This section exists.
30. Where can parents obtain additional information? This is combined with "what organizations are available to assist parents" under "Organizations to Assist Parents".
31. The "Overview of the Special Education Process" section is not in the sample guide.
32. The Ontario Ministry of Education "Category of Exceptionalities" is not in the sample guide.
33. The "Summary of Parental Involvement" section is not in the sample guide. There is some duplication from prior sections.

c. Recommendations

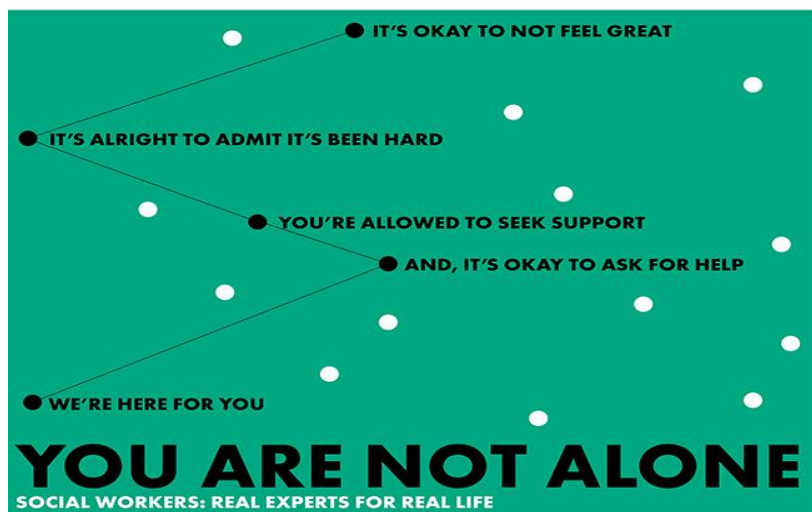
Bold items are important to address and represent significant variances from the Ministry sample “Parents’ Guide to Special Education.

1. The overall recommendation is much of this guide can be copied directly from the “Sample Parents’ Guide to Special Education.” Often wording was changed unnecessarily and at times those changes diminish the information provided compared to the Sample Parents’ Guide.
2. State the board’s philosophical approach to special education it should align with the board’s Mission, vision statements and the philosophy espoused in the Model for Special Education section.
3. **Create a simple purpose of the document statement.**
4. **What is the role of the IPRC? Add this section and use the sample guide wording.**
5. What is an IEP? Replace our wording with the sample guide wording.
6. **Delete the section on “what assessments are carried out” in our guide. Assessments are addressed in a different manner in the sample guide.**
7. **May parents attend the IPRC meeting? Who else may attend an IPRC meeting? Who may request that they attend? Separate these sections use the wording in the sample guide.**
8. What information will parents receive about the IPRC meeting? **Use the wording in the sample guide.**
9. What happens at an IPRC meeting? **Use the wording in the sample guide.**
10. **“Once a child has been placed in a special education program, can the placement be reviewed?” and “What does a review IPRC consider and decide?” Separate the sections and use the wording in the sample guide.**
11. What can parents do if they disagree with the IPRC decision? **Add the director of the board information and address so parents may send an appeal to the appropriate place/person.**
12. **“How do I appeal an IPRC decision?” and “What happens in the appeal process?” Separate the sections and use the wording in the sample guide. To make it easier for parents to send appeals, add the director of the board information and address.**
13. What special education programs and services are provided by the board? Remove the duplicate sentence.
14. What organizations are available to assist parents? Ensure it is up to date. Make sure we note which are agencies vs. parent organizations. The last paragraph starts with “Representatives nominated by these...” add the word “Parent” to the start.



Special Education Superintendent Update

March 2021




SOCIAL WORK MONTH

Your mental health is essential. We're here on the front lines. We've been here for your family. We've been here for your friends, and we've been here for your neighbours. We're here for you too.
VISIT OASW.ORG



ONTARIO ASSOCIATION OF SOCIAL WORKERS



SCHOOL SOCIAL WORKERS

School Social Workers are employed by the Toronto Catholic District School Board in order to provide support to students, families and schools. They assist in enhancing a student's adjustment, well-being and achievement in school.

School Social Workers hold a minimum of a Master's Degree in Social Work (MSW). They are regulated by the Ontario College of Social Workers and Social Service Workers (OCSWSSW) and are bound by its standards of practice.

SERVICES WE PROVIDE

The role of the School Social Worker is to support students, on a short-term basis, in their development of a healthy sense of well-being and in their ability to reach their full academic, social-emotional and spiritual potential. A range of services may include:

- Advocacy
- Assessment
- Classroom and school-wide interventions
- Community liaison
- Consulting with school staff
- Counseling individuals, families and groups
- Crisis intervention
- Crisis Response and Intervention
- Prevention programs
- Refer and support alternative education programs
- Referrals to appropriate community agencies
- Staff professional development and education
- Suicide Risk Reviews
- Threat and Risk Assessment

ISSUES WE ADDRESS

School Social Workers are mental health professionals equipped to address concerns such as:

- Abuse and neglect
- Anger and stress management
- Anxiety
- Attendance
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders
- Behaviour management
- Bereavement
- Bullying/Cyberbullying
- Divorce and Separation
- Domestic and Family Violence
- Healthy Relationships
- Learning Difficulties
- Mental Health Disorders
- Self-Esteem
- Self-harming behaviour
- Substance use
- Suicidal ideation
- Suspension and Expulsion
- Threat and Risk Assessment
- Trauma

SPECIALTY PROGRAMS AND SERVICES

In addition to offering a broad range of services, School Social Workers hold positions in specialized programs such as:

- Attendance Counsellor
- Autism Team
- Deaf and Hard of Hearing Team
- Monsignor Fraser College, St. Martin Campus (expulsion program)
- Safe Schools
- Supervised Alternative Learning (SAL)
- Transitional Intervention Program for Suspended Students (TIPSS)
- Urban Priority Project

REFERRAL PROCESS

Social Work services are provided with the informed and written consent of parents or guardians. Requests for social work service can be made by contacting the school Principal or Vice Principal.



The social work department is engaging in professional Development through Liberation Practice International which helps facilitate ways of working to integrate equity, trauma informed practice, relationship building and leadership perspectives into everyday practice.

The Psychology Department continues to serve students directly through psychoeducational assessments to determine or diagnose learning, behavioural and mental health problems, and through counselling and mental health interventions. We also continue to provide consultation with parents and school staff, as well as psychology education for school staff and the community.





On the February 12th Professional Activity Day, the Autism Department provided the following professional learning opportunities to support staff. The feedback from each session was very positive.

Supporting Students with Autism Virtually and In-Person

Description: Staff will become familiar using resources while supporting students with ASD in the virtual and in-person setting. They will also learn about resources created by the Autism Team found on the portal. Staff will also view videos created by the Autism Team focusing on ABA strategies.

"Very informative, love the sharing of ideas and learned something new, thank you."

"I hope to experience more training and workshops to enhance the learning of our most vulnerable students. Thank you for this workshop and additional training that is imperative for the future progression of our students."

Understanding & Addressing Challenging Behaviours of Students with Autism Spectrum Disorder

Description: This workshop will identify underlying causes of behavior difficulties and functions of behavior as they relate to students with ASD. Discussion will address challenges with social communication, repetitive/stereotyped behaviours, difficulties with perspective taking, and co-morbid diagnoses that impact behaviour. Participants will have a better understanding of the functions of challenging behaviour and effective strategies to implement change.

"The workshop was very helpful and informative. The examples were explained in details and I learned new strategies to use with my students in class."

"Very formative! I will recommend it to others."



Surrey Place also offered the following webinars on the February 12th Professional Activity Day.

Self-Regulation Module

This half hour module will introduce participants to the concepts of self-regulation and co-regulation. The module will identify how anxiety and stress impact self-regulation in students with an ASD. By the end of the session, participants will begin to identify skill gaps in their students that will facilitate teaching of self-regulation skills and tools.

Visuals Module: Creating a First Then Board

This thirty-minute module will show teachers the benefits of including visuals in their classroom practices. After introducing why visuals are a useful tool for students with ASD, it will demonstrate the best practices of including visuals and choice making in supporting students. This module specifically teaches how to motivate students using a *First-Then* board. Useful in increasing skill and reducing inappropriate behaviours, a *First-Then* board can be a "go to" tool in your classroom. Listeners will receive a free downloadable .pdf that includes a *First-Then* board template, and a choice board with some generally used icons. A brief Q&A will follow the presentation.

Visuals Module: Task Analysis

This 30-minute focuses on using a task analysis to promote independence of a skill in the classroom. How to develop a task analysis will be demonstrated. Participants will receive a free downloadable pdf of slides and sample visuals. A brief Q&A will follow the presentation.

On Saturday February 20th, the Transition Team in partnership with Surrey Place, *Disability Services Ontario (DSO) and Passport Funding* ran a webinar for parents of adolescents in Multiple Exceptionalities/Developmental Disability (ME/DD) Intensive Support Programs (ISPs) entitled, **Preparing for Life After High School: Transition Workshop**. This webinar was well attended and included presentations from the *Disability Services Ontario (DSO) and Passport Funding*. Parents were provided a link to the Google site, *Preparing For Life After High School*, which includes the resources discussed and the various presentations. <https://sites.google.com/tcdsb.ca/post21parentsite/home>



In the month of February, the Mental Health team engaged in the following activities to support the mental health and well-being of students across the system:


- The Team presented the Student Mental Health Action Kit (<https://smho-smso.ca/covid-19/educators/>) from School Mental Health Ontario (SMHO) to all principals across the system for promotion among educators.
- The Team created a 3-part learning series for new and existing Stop the Stigma Teacher mentors to support them in developing and implementing a Mental Health initiative at their local school this year. To date, there are 73 elementary schools and all 32 secondary schools participating in Stop The Stigma this year. A total of 19 educators and their classrooms from St. Anne Virtual Catholic School are also involved in the campaign this year.
- The Stop the Stigma Symposium will be virtual this year: March 24 AM for elementary students and March 25 PM for secondary students. There will be 3 keynote speakers that speak to our theme: We Become COMPASSIONATE, empowering students with positive messages of resiliency, self-compassion and empathy for others.

Elementary Stop the Stigma Student Mental Health Virtual Symposium March 24th 9:45-11:45 AM

WE BECOME COMPASSIONATE!


Secondary Stop the Stigma Student Mental Health Virtual Symposium March 25th 2:45-4:45 PM

WE BECOME COMPASSIONATE!




As an alumni of RBC's Top 35 Canadian immigrants, Will Shih is a poet and public speaker. His work inspires thousands to follow his voice, his journey, and his advocacy. Will Shih is the people's messenger. Will has also served his hometown, as Poet Laureate for the City of Mississauga.

Workshop Description - "KITHIN & POETRY"
Changing the world is a process. One vertex at a time. Every single day it is a process that requires all of us to be intentional about choosing action in our daily lives from standing up to bullying and being an ally to being responsible and taking ownership for our mistakes we need to choose action to make a difference. This session will focus on a variety of different stories that speak to character building and resilience across at a middle-grade audience. The session will include different musical and poetic messages interspersed with story telling.




Tanika Riley aka Nigeli is an energetic storyteller, entrepreneur and artist, with a message of personal growth through the leading arts & financial empowerment. Tanika was featured in 2020, as one of the 100 Accomplished Black Women in Canada for her 5th years working in education, community and youth development. Tanika is also the co-founder of POC ARND, a multidisciplinary arts and culture organization dedicated to wellness & equity.

Workshop Description: Wellness Through the Healing Arts
Through stories, videos and creative expression students will have the opportunity to reflect on personal experiences and learn wellness tools such as personal boundaries and self-care. From an inside out approach Participants will also have the opportunity to learn how awareness, empathy and creativity build compassion and resilience within themselves, to navigate this journey of life in a way that honours who they uniquely are.




Born in 83 Salvador, Miguel Martinez moved to Canada when he was 10 years old. In his early years, he worked for MuchMusic, representing the network across Canada. Miguel is passionate about telling his life story as an early age. Miguel has found purpose & purpose through dance, laughter, and music. - how now serve as cornerstones of his company MYTCLC Inc. Workshop Description - "The Power healer"
As we grapple with an ever-changing normal, anxiety can consume. Students and educators are situated under challenging times. So how do we deal with these stresses? Through this highly interactive and engaging workshop, participants will discover evidence-based strategies to help develop routines to increase resiliency and boost good mental health.




Jeff Ad Martin is a soul-winning, thought-provoking highly requested transformational speaker, who has been using his platform to inspire people from around the world, share his gift of purpose in efforts to help others find their true potential. He is a youth communication specialist, with over 1000 corporate interviews with children. Jeff is also an author of two critically acclaimed books.

Workshop Description - "YOU CANOE"
Jeff reminds us that as tough as life can sometimes be, we always get to choose. No we can't control the weather, the pandemic, or how others feel, but we can control our own lives. Every single day and the compassion that we have for others and even for ourselves. Jeff speaks about the importance of self-compassion, particularly using positive self-affirmations to encourage ourselves. By the end of the talk, you will be reminded of your value, your worth and how important you are to the world.



Sought after speaker, author, and transformational coach, Elizabeth Corbett is an award-winning entrepreneur with an unrelenting story of transformation and a contagious zest for life. Through trial and triumph, Elizabeth has built her career on her unwavering strength and a strong mission to impact others through her own story.

Workshop Description - "THE LIFE CHANGING POWER OF COMPASSION"
The presentation will focus on the life changing power of Compassion & empathy, and how it allows us to step outside of ourselves and see the circumstances of others. The how and why apply the willpower to do what is necessary to make the world a more caring place. The goal of my presentation is to help students understand how compassion gives us the ability to understand someone else's situation and the desire to take action to improve their lives.



As an alumni of RBC's Top 35 Canadian immigrants, Will Shih is a poet and public speaker. His work inspires thousands to follow his voice, his journey, and his advocacy. Will Shih is the people's messenger. Will has also served his hometown, as Poet Laureate for the City of Mississauga.

Workshop Description - "KITHIN & POETRY"
Changing the world is a process. One vertex at a time. Every single day it is a process that requires all of us to be intentional about choosing action in our daily lives from standing up to bullying and being an ally to being responsible and taking ownership for our mistakes we need to choose action to make a difference. This session will focus on a variety of different stories that speak to character building and resilience across at a middle-grade audience. The session will include different musical and poetic messages interspersed with story telling.

BONUS! Guest artist: Lila Soma from Think Link

JOIN YOUTUBE LIVE HERE:
<https://youtu.be/3U-dZ-bg3is>

BONUS! Guest artist: Lila Soma from Think Link

JOIN YOUTUBE LIVE HERE:
<https://youtu.be/heGRVY-ZtdPI>

- The 6 mental health professionals who support the secondary schools have recently started facilitating student mental health workshops for the entire school. To date this year, they have facilitated 16 mental health workshops in 6 high schools, reaching over 1,700 students overall on topics such as Tips for Stress Management, Gratitude, Strength and Hope.
- On February 12, the Mental Health team in collaboration with Nurturing our Catholic Community department facilitated a half-day professional development on **Faith & Well-Being** for all 4 000 secondary school educators for Leaders of Our Own Learning (LOYOL). We also facilitated a live webinar on SMHO tools and resources for educators.
- The mental health team facilitated self-directed Suicide Awareness course for 24 support staff this month, aiming to reach a total of 100 support staff by the end of this school year.
- The mental health team facilitated a workshop for 50 new educators to convey strategies to help support them with students with Attention Deficit Hyperactivity Disorder (ADHD).



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**RESPONSE TO MOTION REGARDING
IDENTIFICATION, PLACEMENT AND REVIEW
COMMITTEE FORM**

For the word of the Lord is upright, and all his work is done in faithfulness. He loves righteousness and justice; the earth is full of the steadfast love of the Lord. Psalm 33:4-5

Created, Draft

February 8, 2021

First Tabling

February 11, 2021

Review

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

Maria Meehan – Superintendent of Special Services

RECOMMENDATION 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.



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

S. Camacho
Acting Associate Director
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

This report provides information and a recommendation regarding the inclusion of “additional services available to the students as per their identification” on the Identification, Placement and Review Committee (IPRC) written statement of decision form.

The cumulative staff time required to prepare this report was 22 hours

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Student Achievement and Well-being Catholic Education and Human Resources Committee, in response to the November 18, 2020 Special Education Advisory Committee (SEAC) meeting motion. The motion asserts that “*the IPRC form include additional services available to students as per their identification.*”
2. The minutes of the November 18, 2020 SEAC meeting were received and approved by the Board at the December 10, 2020 Regular Meeting of the Toronto Catholic District School Board.
3. This report provides information about the Ministry of Education requirements related to the **IPRC written statement of decision form**. Context is provided for the use of the form as documentation of the determination of the committee. Further, information is provided about the next steps that follow an IPRC meeting, which take place at the local school level. These next steps relate to programming and implementation of recommendations of the committee.

C. BACKGROUND

1. The following Ministry of Education publications have informed this report:
 - *Regulation 181/98*
 - *Guiding Document Highlights of Regulation 181/98*
 - *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12*
2. The following TCDSB documents have informed this report:

- *Parent Guide for Special Education 2020*
 - *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*
3. The *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12* describes the IPRC as “a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student’s needs.”
 4. Prior to an IPRC meeting at the TCDSB, parents are provided a *Parent Guide for Special Education 2020* that provides information about Special Education at the TCDSB. This information includes details about the IPRC process, Special Education Programs, and an overview of the Special Education process.
 5. The *Guiding Document Highlights of Regulation 181/98* itemizes details that must be included in the statement of decision once a determination has been made by the committee.
 6. **Following an IPRC meeting, next steps are taken at the local school level where the student’s special education placement needs are met.** If the IPRC has identified the student as exceptional, and the parent agrees with the Identification and Placement, the principal of the student’s school is notified of the appropriate Special Education program placement and the need to develop or update an Individual Education Plan (IEP) for the student.
 7. **Programming and supports for students are determined and facilitated at the local school level.** Informed by the recommendations noted on the IPRC meeting documentation form, the principal of the student’s school leads the development of the IEP, in collaboration with the designated team of educators and special services staff as appropriate.
 8. **The expertise of other special services staff or special services teams may support the local school with meeting the student’s needs.** In consultation with the specific team member(s), the local team meeting documentation may include a recommendation and referral. With parental permission, the special services staff member or team will be engaged to provide any requested support in a timely manner with consideration for triaged needs across the system and availability of staff.

9. Exceptional students continue to be monitored at the school level, as required through local special education team meetings. An overview of the Special Education process is described and illustrated in the *Parent Guide for Special Education 2020*. All students with an exceptionality are reviewed annually at an IPRC review meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The IPRC committee makes a determination as to a student's identification and placement, after which, the home-school team of educators and supporting staff who are most familiar with the student and family, engage in the next steps of the process related to programming and accessing supports.
2. Led by the local school principal the development of or update to the student's IEP and programming, responsive to the student's learning needs, is initiated.
3. The demonstrated needs of students may require additional special services. When relevant supportive services provided by school board resource staff with specific expertise are being considered, this is discussed with parents at the local school level and assessed as per suitability and availability to address student needs through a referral process requiring parental permission.
4. Although not all students with the same exceptionality require the same service, some resource staff target the needs of students who share a specific exceptionality. The Special Services department model of support for students is based on collaboration among staff members with varied expertise.

E. METRICS AND ACCOUNTABILITY

1. The *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form* meets all criteria as outlined by the Ministry of Education.
2. The *Parent Guide for Special Education 2020* that is provided to parents includes an overview of the IPRC and Special Education process.
3. **Following the IPRC meeting, staff who are most familiar with the student inform the student's IEP and programming needs, which may include**

accessing additional resources through a referral process, with parental permission.

4. Special education services are responsive to TCDSB priorities, Ministry direction, and adapted based on promising evidence-based practices. These services are provided to students based on demonstrated need are strategically allocated, and are not necessarily specific to an exceptionality.
5. All forms are reviewed as required by the TCDSB Special Services Forms Committee and will continue to be reviewed in anticipation of the implementation of the new Student Information System and in response to any updated Ministry of Education requirements.

F. STAFF RECOMMENDATION

Having considered the information provided in this report, it is recommended that the IPRC statement of decision form (*TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*) maintain its present format.

Item 16.a.

Special Education Plan - Section for Review

- Roles & Responsibilities

Roles and Responsibilities

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework;
- funding;
- school system management;
- programs and curriculum;

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually and submit amendments to the ministry;
- requires schools boards to establish Special Education Advisory Committees (SEAC);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The Toronto Catholic District School Board:

- educates students to their full potential in a school community formed by Catholic beliefs and traditions;
- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and our Catholic philosophy;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- establishes policy regarding the delivery of special education programs and services;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- works to secure sufficient funds in a timely manner to provide programs and services and reports on the expenditures for special education as required;
- has undertaken an extensive consultation process with the various stakeholders in the development of its plan;
- three implementation teams are presently undertaking a gap analysis and will develop strategies in the area of accountability, delivery of service, communication, staff development and individual education plan compliance;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- has prepared a parent guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print) to provide parents with information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee and provides an opportunity for SEAC to be heard prior to making decisions which impact on special education;
- takes SEAC's recommendations into account before making a decision which impacts on Special Education.
- provides professional development to staff on special education.

The Special Education Advisory Committee: (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- opportunities for discussion and dialogue regarding these recommendations will be provided;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education within the time constraints provided;
- reviews the financial statements of the board as they relate to special education;
- invites ongoing information/presentation regarding new initiatives within the TCDSB and partnerships;

- advocates for needs of exceptional students including sufficient resources for equipment, transportation and staff to enable the delivery of service;
- shares information with respect to the Associations represented;
- **The school principal:**
 - promotes the education of the whole child within the context of a Catholic community rooted in Gospel values;
 - carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
 - communicates Ministry of Education and school board expectations to staff;
 - strives to provide that appropriately qualified staff are assigned to teach special education classes;
 - communicates board policies and procedures about special education to staff, students; and parents;
 - ensures that appropriate assessments are requested if necessary and that parental consent is obtained. Utilizes interpreters as required;
 - ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies;
 - consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
 - ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
 - ensures that parents and students 16 and older are consulted in the development of the IEP and that they are provided with a copy of the IEP;
 - ensures the delivery of the program set out in the IEP.

The teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda in keeping with the Catholic values espoused by the Toronto Catholic District School Board;
- follows board policies and procedures regarding special education as outlined in our delivery of services model;
- maintains up to date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil, as outlined in the IPRC and the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

The special education teacher, in addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary in conjunction with the regular class teacher and parent;
- assists in providing academic assessments for exceptional pupils.

The parent/guardian, through the Parents Guide to Special Education (Appendix A) and dialogue with school staff:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities as outlined in the Toronto Catholic District School Board's delivery model process;
- participates in the development of the IEP;
- works in participation with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to foster an enabling learning environment;
- is responsible for the student's attendance at school;
- keeps school staff informed of changes which may impact on learning as the child works towards his/her full potential.

Within the TCDSB our vision of students are students who:

- are formed in the Catholic faith
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness
- apply Christian values to life's opportunities, challenges and choices
- demonstrate global perspective and community responsibility
- a discerning believer formed in the Catholic faith community
- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor
- a caring family member
- a responsible citizen

In addition exceptional students within the TCDSB:

- will become effective communicators within the scope of their potential
- will make a commitment to work consistently in achieving the expectations that have been outlined in their Individual Education Plan especially at the intermediate and secondary level
- will learn to be self advocates and learn to effectively communicate their needs to their teachers so that appropriate accommodations and modifications can be determined and implemented.
- willingness to attend and work hard.
- will demonstrate a willingness to attend class and to work hard.

Item 16.a.

Special Education Plan – Input from SEAC Informal Working Group

- Roles & Responsibilities

For each section of the TCDSB Special Education Plan we have commented with 3 sections:

1. "Required" refers to what is required by the ministry guidelines.
2. "Findings" are what the working group observed in the TCDSB Spec Education Plan currently on the website.
3. "Recommendations" are what we think needs to change, and in some areas, our suggested changes.

Roles and Responsibilities

1. Required by Ministry guidelines

i. Information on the Roles and Responsibilities at the board in the area of special education covering the following roles

1. the Ministry of Education
2. the school boards
3. the board's SEAC
4. principals and teachers of the board
5. parents or guardians
6. students

ii. A reference is provided to the Roles and Responsibilities in Part A of the "Special Education in Ontario, Kindergarten to Grade 12" starting on page A-10.

2. Findings

- i. Many points are copied verbatim from the Guidelines.
- ii. Additional points have been added
- iii. Wording has been altered unnecessarily in some places
- iv. Some points are missing such as a section on ECE's
- v. The student sections ("vision" and "in addition") are not required in the guidelines. The current wording about students is very extensive and applies to special education students age 4-21. Many of the expectations are stated in adult terms and are not realistic standards for many special education students to achieve, especially younger students and students with disabilities.

3. Recommendations

i. The opening sentence in our plan says "The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas"... change "has begun to define" to "defines"

ii. Delete subsequent points and sentences up to where the roles and responsibilities of the Ministry of Education starts.

iii. A detailed word for word comparison is required between our plan and the Ministry guidelines. A copy and paste of the guidelines for this section should be considered.

iv. Where appropriate add wording supporting Catholic values but once per role.

v. Where appropriate keep helpful additional information such as the languages in which the Parents Guide is provided.

vi. Note when changes in wording diminishes or limits the scope of our plan vs the guidelines. Change the wording to what is found in the guidelines.

vii. Remove points that are not required by the guidelines unless they provide valuable additional information.

viii. Reword several bullets under "TCDSB Roles & Responsibilities" to state "The TCDSB

- *prepares, updates and distributes to parents a parent guide about special education programs, services and procedures prior to any Identification, Placement & Review Committee (IPRC) meetings (Parent guide to be available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print.);*
- *establishes a Special Education Advisory Committee and*
 1. *provides an opportunity for SEAC to be heard prior to making decisions which impact on special education,*
 2. *takes SEAC recommendations into account before making decisions which impact on special education;*
- *responds to SEAC recommendations advising the Board of Trustees of the feasibility and viability of the implementation of the recommendations.*

ix. Reorder the bullets under “SEAC Roles& Responsibilities” to present them in logical sequence. Reword several bullets under “SEAC Roles& Responsibilities” to state “The Special Education Advisory Committee (SEAC):

- *provides opportunities for discussion and dialogue regarding improvements to special education services;*
- *makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;*
- *receives regular updates on new initiatives.*

x. Following the section on the special education teacher, add a section for the early childhood educator (ECE) and describe ECE roles & responsibilities (see Ministry guidelines, page A-10).

xi. Rewrite the section on student roles and responsibilities using language such as “Students, to the best of their ability/potential, are...”

- a. Change title for this subsection to “The Students With Special Needs:”
- b. Remove the student “vision” and “in addition” sections
- c. Shorten this list significantly, consolidate where possible and remove unrealistic expectations.
- d. Include an initial statement that says students “will strive to fulfill their role and responsibilities with the skills they possess”
- e. Include one statement supporting catholic values (instead of the current 3) such as “apply Christian values to life's opportunities, challenges and choices”
- f. Add the 3 points required by the Ministry Guidelines that students will:
 - i. Strive to achieve academically and socially.
 - ii. Contribute in a constructive way to their class, school and community.
 - iii. Communicate with staff and fellow students in an acceptable way considering their level of development.

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 24, 2021**

#	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 MARCH 24, 2021**

				<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 MARCH 24, 2021**

				<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 MARCH 24, 2021**

				<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	September 16, 2020 SEAC	TBC	Regular Board	<p>Received; and That Recommendations 1 & 2 be referred to Staff for a report: 1. To develop and draft a policy with protocol and procedures outlining the use of exclusions and the appeal process for Exclusion Appeals; 2. That a report be prepared for the counting the number of Individual Education Plans (IEP) 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</p>	<p>The SO of Special Services will follow up to create a report on these two recommendations and implement the other approvals.</p>

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 24, 2021**

			<p>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 5 school years of reporting; and D. Koenig The SO of Special Services will follow up to create a report on these two recommendations and implement the other approvals.</p> <p>The report to separate Elementary and Secondary results with a board wide cumulative result; and The report be included with the annual accountability framework Report;</p> <p><i>Motion recommended at September 16, 2020 SEAC meeting; carried at November 12, 2020 Corporate Services, Strategic Planning and Property Committee Regular Meeting</i></p>	
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