

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA June 9, 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

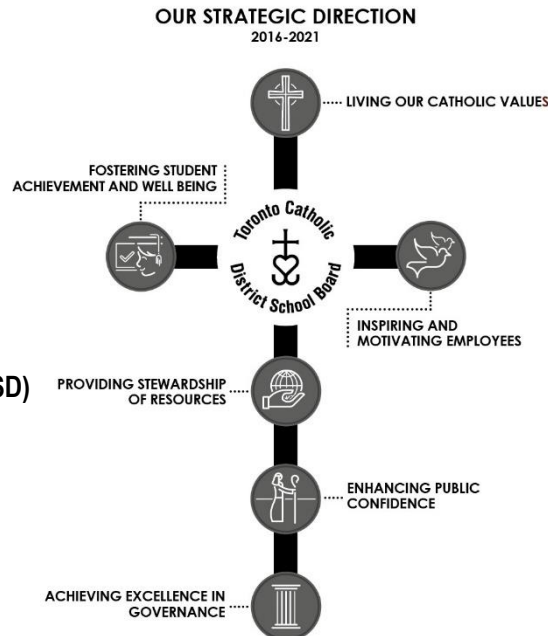
Mary Pugh
VOICE for Hearing Impaired

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 Haudenosaunee 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, June 9, 2021

7:00 P.M.

	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call and Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval and Signing of the Minutes of the Meeting held May 19, 2021	1 - 11
7. Delegations	
8. Presentations	
9. Notices of Motion	
10. Consent and Review	
11. Annual Calendar Items	
11.a. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of June 9, 2021	12 - 14

- 11.b. Budget Update (Verbal) - Maria Meehan, Superintendent of Special Services
- 12. **Nominations**
- 13. **Reports of Officials for Information by the Board/Other Committees**
 - 13.a. Special Education Superintendent Update - June 2021 15 - 18
- 14. **Consideration of Motions for Which Previous Notice has been Given**
 - 14.a. From Deborah Nightingale, SEAC Representative of Association for Bright Children Ontario regarding Grade 4 Assessments, Identification, Placement and Review Committees (IPRCs) and Placements 19 - 21
- 15. **Unfinished Business**
- 16. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
- 17. **List of Communications**
 - 17.a. From Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) to Minister Stephen Lecce in Support for Bill 172, Education Statute Law Amendment Act regarding Fetal Alcohol Spectrum Disorder (FASD) 22
- 18. **Association Reports**
- 19. **Inquiries and Miscellaneous**
- 20. **Pending List**
 - 20.a. Pending List as at June 9, 2021 23 - 27
- 21. **Adjournment**

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

HELD WEDNESDAY MAY 19, 2021

PRESENT:

Trustees:

N. Crawford
D. Di Giorgio
A. Kennedy

External Members:

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

Staff:

D. Koenig
V. Cocco
S. Di Nallo
M. Gendron
G. Iuliano Marrello
R. Macchia
M. Meehan
J. Mirabella
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary

3. Roll Call & Apologies

Apologies were extended on behalf of Glenn Webster and Wendy Layton.

4. Approval of the Agenda

MOVED by Lori Mastrogiuseppe, seconded by Trustee Kennedy, that the Agenda be approved.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that Item 7a) Multi-Year Strategic Plan (MYSP) 2021-2026 – Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education be dealt with after Item 13a) Special Education Superintendent Update – May 2021.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Melanie Battaglia, that Item 8a) Notice of Motion from Deborah Nightingale regarding Grade 4 assessments, Identification Placement and Review Committees (IPRCs) and Placements be added to the agenda.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Motion as Amended, was declared

CARRIED

6. Declarations of Interest

Trustee Kennedy declared an interest in Items 10c) PRO Grant Update (Verbal) – Maria Meehan, Superintendent of Education Special Services and 10d) Student Grants/Budget Approval Updated 2021-2022 (Verbal) – Maria Meehan, Superintendent of Education Special Services, as she has family members who are employees of the Board.

Trustee Kennedy indicated that she would not vote nor participate in discussions regarding those Items.

Geoffrey Feldman joined the virtual meeting at 7:15 p.m.

7. Approval and Signing of the Minutes

MOVED by Lori Mastrogiuseppe, seconded by Tyler Munro, that the Minutes of the Meeting held April 21, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh joined the virtual meeting at 7:19 p.m.

8. Notices of Motion

MOVED by Deborah Nightingale, seconded by Melanie Battaglia, that Item 8a) be adopted as follows:

8a) From Deborah Nightingale regarding Grade 4 assessments, Identification

Placement and Review Committees (IPRCs) and Placements that the By-laws 30-day requirement be waived, and that the Notice of Motion be considered at this meeting as Item 14a).

MOVED in AMENDMENT by Melanie Battaglia that the Item be presented to the Board of Trustees at the May 20, 2021 Board Meeting.

The Chair ruled the AMENDMENT out of order.

Trustee Di Giorgio joined the virtual meeting at 7:45pm.

On the Vote being taken, the Main Motion was declared

LOST

Trustees Crawford and Kennedy, Lori Mastrogiuseppe, Lisa McMahon, Tyler Munro and George Wedge wished to be recorded as voted is opposition.

The Notice of Motion from Deborah Nightingale regarding Grade 4 assessments, Identification Placement and Review Committees (IPRCs) and Placements will be considered at the June 9, 2021 Special Education Advisory Committee meeting.

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focused on the success, mental health and well-being of all students, including special education students;

WHEREAS: The TCDSB annually tests all Grade 4 students using the universal screen OLSAT-8 to identify areas students are struggling in and their learning needs as well as to determine giftedness. These tests are normally conducted for all TCDSB Grade 4 students between January and March;

WHEREAS: Special needs students without an initial or an annual IPRC review before the end of August 2021, will not have their support requirements updated and will not be prepared for the return to school on September 7, 2021;

WHEREAS: Parents and students should be afforded a fair and reasonable opportunity to be offered, consider and respond to student placements before the end of August 2021;

WHEREAS: IPRCs and offers of placement were conducted late last year;

WHEREAS: It has been proposed at SEAC that any Grade 4 tests not concluded in person can be administered virtually;

WHEREAS: The TCDSB is required by the Ministry of Education and our Special Education Plan, to have prompt and equitable assessment of all students in a timely manner;

WHEREAS: There was a delegation to the Board on April 8. This highlighted the need for timely testing of all Grade 4 students as well as IPRCs and placement offers for students identified as gifted as a result of those Grade 4 tests before school starts in September 2021; and

WHEREAS: This issue was extensively discussed at the SEAC meeting on April 21.

BE IT RESOLVED THAT: SEAC recommend to Board that all Grade 4 TCDSB students, whether attending school “in person” or “virtual”, have the OLSAT-8 assessment administered, if not in person, then virtually;

BE IT RESOLVED THAT: In order to accomplish the required goal of having all students placed in the correct program at the start of September, SEAC recommends that the TCDSB take the following steps:

1. Complete all OLSAT-8 assessments for all Grade 4 students, whether attending school in person or virtual, as soon as possible, and in any event, no later than June 30, 2021.
2. Complete all IPRCs for students identified with the exceptionality of gifted as soon as possible, and in any event, no later than July 31, 2021,

3. Issue all offers of placement for students identified with the exceptionality of gifted as soon as possible, and in any event, no later than August 20, 2021.
4. So that parents and students have time to consider and make inquiries with destination schools to make their decisions, allow parents to reply to placement offers on a rolling basis, at their earliest opportunity;

BE IT RESOLVED THAT: In order to conclude all of those steps for all Grade 4 students in an equitable manner, TCDSB does not wait to process IPRCs until the last assessment is written. Instead, as soon as students are assessed, their IPRCs should be held so that all students can equitably start in their appropriate placement at the start of the school year; and

BE IT RESOLVED THAT: It is not acceptable or equitable to not try to complete those steps this school year for a specific population. SEAC urges and strongly recommends that the TCDSB affirm that it will fulfill its obligation, as required by the Ministry of Education and Special Education Plan, to complete all assessments before the end of June and all resulting IPRCs and offers of placement for all special education students, including all Grade 4 students, before the end of August so that all students are equipped to start in their correct placement on the first day of school in September 2021.

9. Consent and Review

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

- 7a) Multi-Year Strategic Plan (MYSP) 2021-2026 - Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education – Trustee Crawford;
- 10b) Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group – Trustee Crawford;
- 10c) PRO Grant Update (Verbal) - Maria Meehan, Superintendent of Education Special Services – Tyler Munro;
- 10d) Student Grants/Budget Approval Updated 2021-2022 (Verbal) -

Maria Meehan, Superintendent of Education Special Services – Deborah Nightingale;

- 11a) Letter of Interest from Michelle Da Costa to Serve as Ontario Parent's Advocating for Children with Cancer (OPACC) Representative on the Special Education Advisory Committee – Tyler Munro;
- 13a) Special Education Superintendent Update - May 2021 – Trustee Crawford; and
- 20a) Pending List as at May 19, 2021 – Geoffrey Feldman

MOVED by Trustee Di Giorgio, seconded by Lori Mastrogiuseppe that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN ABOVE MOTION

- 10a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of May 19, 2021

10. Annual Calendar

MOVED by Trustee Crawford, seconded by Tyler Munro, that Item 10b) be adopted as follows:

- 10b) Special Education Plan Review - Input from Special Education Advisory Committee Informal Working Group - Accessibility (AODA)** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy recused herself from the virtual room at 8:11 p.m. due to a Declaration of Interest in Items 10c) and 10d) below, as earlier indicated.

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 10c) be adopted as follows:

- 10c) PRO Grant Update (Verbal) - Maria Meehan, Superintendent of Education Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that Item 10d) be adopted as follows:

- 10d) Student Grants/Budget Approval Updated 2021-2022 (Verbal) - Maria Meehan, Superintendent of Education Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy joined the virtual meeting at 8:25pm.

11) Nominations

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 11a) be adopted as follows:

- 11a) Letter of Interest from Michelle Da Costa to Serve as Ontario Parent's Advocating for Children with Cancer (OPACC) Representative on the Special Education Advisory Committee** that SEAC recommend to Board that the letter of interest from Michelle Da Costa to serve as Ontario Parent's Advocating for Children with Cancer (OPACC) Representative on the Special Education Advisory Committee be accepted.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh wished to be recorded as voted in opposition of the motion.

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 – May 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

7. Presentations

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 7a) be adopted as follows:

- 7a) Multi-Year Strategic Plan (MYSP) 2021-2026 - Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education** received.

On the Vote being taken, the Motion was declared

CARRIED

20) Pending List

MOVED by Mary Pugh, seconded by Deborah Nightingale, that Item 20a) be adopted as follows:

- 20a) Pending List as at May 19, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

MOVED by Geoffrey Feldman, 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		

Special Education Superintendent Update

June 2021



Surrey Place offered the following webinars on the June 4th PA Day.

Self-Regulation and Autism Spectrum Disorders Module 1

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.

Self-Regulation and Autism Spectrum Disorders Module 2

This presentation is the second module in the Self-Regulation series, which is geared towards Elementary school staff supporting students with ASD in ISP classrooms. This half hour module will take a closer look at the environmental strategies that were introduced at the end of the first module.

Self-Regulation and Autism Spectrum Disorders Module 3

This is the final Module in the Self-Regulation in Students with ASD series. Focus will be on when to intervene with the strategies previously discussed in Modules 1 and 2. The use of a “break” strategy will also be introduced along with some examples of modifying both “The Zones of Regulation” and the “5 Point Scale” for elementary and ISP classrooms.



The Social Work Department welcomed Olympian Sarah Wells to share her *Believe Initiative* program in order to recruit student leaders. Sarah also provided an inspiring and uplifting talk to encourage staff in their role.



The Social Work Department engaged in professional development from Wellspring and the FCJ Refugee Centre, two centers offering a variety of services for those who qualify.

 **wellspring**





Social Work, Psychology and Mental Health staff continue to plan and support Focus On Youth Summer Camp planning. We are providing training and support around Mental Health education and promotion to student leaders and camp coordinators every Monday and look forward to rolling out additional supports for all those engaged in summer learning.




In the months of May and June, the Mental Health team engaged in the following activities to support the mental health and well-being of students and staff across the system:

- The mental health professionals who support our secondary schools facilitated mental health workshops for students and staff in schools. This year, they have facilitated 32 mental health workshops in 19 high schools, reaching over 4000 students and 500 staff members overall on topics such as *Tips for Stress Management, Gratitude, Strength and Hope*, etc.
- Facilitated a workshop for elementary Support Staff on Creating *Mentally-Healthy Classrooms*.
- Shared a Pride Month Infographic for *Mentally-Healthy Conversations in Supporting our 2SLGBTQ+ students and families* for staff.
- *Self-Directed Suicide Awareness Course* offered to 50 School Administrators followed by a webinar on TCDSB Suicide Guidelines to allow support staff to be better prepared to support students who may present with suicidal ideation.
- In collaboration with Safe Schools, 112 Social Workers and Psychology staff members received a workshop on *Cannabis and Youth* by Dr. Abby Goldstein from OISE.
- Facilitated Staff Well-Being presentations on *How to Foster our Own Well-Being during COVID-19* to Secondary School Vice-Principals Association team members.
- Share the monthly system-wide Staff-Well-Being messaging focused on *Kindness* with embedded videos and activities for staff as well as activities for the classroom.
- **Mental Health Awareness Week** was celebrated from May 3-7 across the system by inviting educators to practice social-emotional skills in their classrooms with their students:








Get Real About How You Feel!



**Mental Health
MATTERS**

Mental Health Awareness Week May 3rd -7th

Monday May 3rd	Tuesday May 4th	Wednesday May 5th	Thursday May 6th	Friday May 7th
Morning Announcement Bible Quote Read Aloud Lesson: The Thing You Couldn't Do - Elem. Feelings Charades - Elem. Managing Stress - Sec.  TCDSB Culturally Responsive Virtual Library	Morning Announcement Bible Quote Name it to Tame it! - Elem. Conversation Jamboard - Sec.  <div style="text-align: center;"> School Mental Health Ontario (SMHO) Student Mental Health Action Kit: Educators SMHO Students SMHO Parents </div>	Morning Announcement Bible Quote Breathing Strategies - Pr. Breathing Strategies - Jr. Breathing Strategies - Int. Breathing Strategies - Sr. What Comforts You? - All 	Morning Announcement Bible Quote Tense and Relax - Elem. Healthy Sleep - Sec. <div style="border: 2px solid #4F81BD; padding: 10px; margin: 10px 0;"> <p>Win a prize by sharing activities on social media, <u>using the hashtag below</u>, to show how your class is getting real about how they feel!</p> <p style="font-weight: bold; color: #4F81BD;">#TCDSBMHW2021</p> </div>	Morning Announcement Bible Quote How Do You Feel? - Elem. Get Real About How You Feel - Sec.  Mental Health Week Canada

- Parents were also invited to celebrate **Mental Health Awareness Week** by engaging in mental wellness activities with their children and youth through this Special Edition Newsletter:



A Special Edition TCDSB Mental Health Newsletter in celebration of...

Mental Health Awareness Week: May 3 – 9, 2021

Good mental health isn't about being happy all the time. It is important that we acknowledge the full range of emotions we feel, even the uncomfortable ones. When we can identify and name our emotions we can better understand, process, and cope with them, allowing us to ultimately feel better ([CMHA](#)).

We encourage you to use the following resources to help with continued learning at home. These family-friendly strategies are meant to benefit everyone. Remember, children are more likely to learn and develop good habits when they see adults practicing them.

Activities for School-Aged Children:

- **EMOTION CHARADES:** On slips of paper write or draw different emotions. Family members take turn pulling slips from a bowl and acting out the emotions for others to guess.
- **DEEP BREATHING** can help to relax the body and mind and can be done anywhere. Help your child to practice this skill using the [Kids Help Phone Breathing Balloon](#).
- **PRAYER** can be a healing act in times of difficulty. Teach your child the [Pope Francis Five Finger Prayer](#).
- **WALK AND TALK.** Physical activity releases feel-good chemicals into our bodies which can improve our mood. Walking with your child provides opportunity for candid conversations, with the added benefit of connection time which is so important for our mental health.
- Visit the School Mental Health Ontario website for more [SIMPLE MENTAL HEALTH PRACTICES](#) that will help your family to cope with stress.

Activities for Youth and Teenagers:

Try these **CONVERSATION STARTERS:**

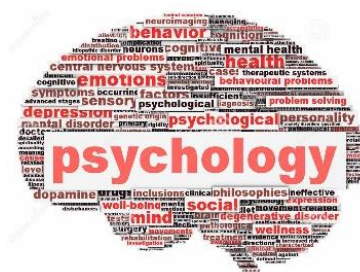
- How are you feeling about (school, friends, stay-at-home order, etc.) lately?
- How does your body and mind feel when you're feeling anxious due to stress?
- What helps you calm your body when you are feeling anxious due to stress?
- Learn with your child about how **MINDFULNESS** can support identification and acceptance of emotions [here](#).
- If your child struggles with sleep, this [video](#) provides some great tips for good sleep hygiene and how to create a good **SLEEP ROUTINE**.
- At times, **DISTRACTION** can be a good way to cope with intense emotions. [50 Ways to Take a Break](#) may offer your child some inspiration.
- Check out the [COVID-19 Youth Mental Health Resource Hub](#) and [Anxiety Canada: How to Chill](#) for **MORE STRESS MANAGEMENT IDEAS**.

This newsletter is brought to you by the TCDSB Mental Health Team. Feel free to contact us with any comments, questions or suggestions at 416-222-8282





Our Assessment and Programing Teachers (APTS) and our Programing and Assessment Teachers (PATs) have been completing INTAKES for new students to our school board. They are welcoming new students as they speak with their families and help the school prepare to welcome the students.



The Psychology Department continues to serve students, families and the school community. This includes the focus on in-person psychoeducational assessments, as well as ongoing counselling and mental health supports, school team consultation, and psychology education for school staff and community.

The Psychology Department continues to support school staff through professional development in June. Offerings include continuing presentations of the *Trauma-Informed Classroom*. A new webinar, *Helping Youth Co-Regulate Intense Feelings*, introduces the practice of Emotion Coaching: a set of tools and skills to assist staff in supporting students (and one another) in navigating strong emotions, such as anger, sadness, and anxiety.



Consideration of Motion – Grade 4 Assessments, IPRCs and Placements

To: Special Education Advisory Committee (SEAC), June 9, 2021

MOVED BY: Deborah Nightingale, SEAC Representative for ABC Ontario

SECONDED BY:

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focused on the success, mental health and well-being of all students, including special education students;

WHEREAS: The TCDSB annually tests all Grade 4 students using the universal screen OLSAT-8 to identify areas students are struggling in and their learning needs as well as to determine giftedness. These tests are normally conducted for all TCDSB Grade 4 students between January and March;

WHEREAS: Special needs students without an initial or an annual IPRC review before the end of August 2021, will not have their support requirements updated and will not be prepared for the return to school on September 7, 2021;

WHEREAS: Parents and students should be afforded a fair and reasonable opportunity to be offered, consider and respond to student placements before the end of August 2021;

WHEREAS: Identification, Placement and Review Committees (IPRCs) and offers of placement were conducted late last year. TCDSB staff had one year notice to ensure that all Grade 4 students complete these tests and related IPRCs and offers of placement before the end of June 2021;

WHEREAS: It has been proposed at SEAC that any Grade 4 tests not concluded in person can be administered virtually;

WHEREAS: The TCDSB is required by the Ministry of Education and our Special Education Plan, to have prompt and equitable assessment of all students in a timely manner;

WHEREAS: Even the appearance that a decision was made to not attempt to perform any assessments of giftedness for a full grade of students seems to be

inequitable and unjustified discrimination against an entire category of special education students;

WHEREAS: There was a delegation to the Board on April 8. This highlighted the need for timely testing of all Grade 4 students as well as IPRCs and placement offers for students identified as gifted as a result of those Grade 4 tests before school starts in September 2021; and

WHEREAS: This issue was extensively discussed at the SEAC meeting on April 21.

BE IT RESOLVED THAT: SEAC recommends that all Grade 4 TCDSB students, whether attending school “in person” or “virtual”, have the OLSAT-8 assessment administered, if not in person, then virtually;

BE IT RESOLVED THAT: In order to accomplish the required goal of having all students placed in the correct program at the start of September, SEAC recommends that the TCDSB take the following steps:

1. Complete all OLSAT-8 assessments for all Grade 4 students, whether attending school in person or virtual, as soon as possible, and in any event, no later than June 30, 2021;
2. Complete all IPRCs for students identified with the exceptionality of gifted as soon as possible, and in any event, no later than July 31, 2021;
3. Issue all offers of placement for students identified with the exceptionality of gifted as soon as possible, and in any event, no later than August 20, 2021; and
4. So that parents and students have time to consider and make inquiries with destination schools to make their decisions, allow parents to reply to placement offers on a rolling basis, at their earliest opportunity;

BE IT RESOLVED THAT: SEAC recommends that in order to conclude all of these steps for all Grade 4 students in an equitable manner, TCDSB does not wait to process IPRCs until the last assessment is written. Instead, as soon as students are assessed, their IPRCs should be held so that all students can equitably start in their appropriate placement at the start of the school year; and

BE IT RESOLVED THAT: It is not acceptable or equitable to not try to complete these steps this school year for a specific population. SEAC urges and strongly recommends that the TCDSB affirm that it will fulfill its obligation, as

required by the Ministry of Education and Special Education Plan, to complete all assessments before the end of June and all resulting IPRCs and offers of placement for all special education students, including all Grade 4 students, before the end of August so that all students are equipped to start in their correct placement on the first day of school in September 2021.



May 26, 2021

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lecce,

Re: Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder (FASD)

The Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) endorses Bill 172, the Education Statute Law Amendment Act regarding Fetal Alcohol Spectrum Disorder (FASD). The BHNCDSB in full support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee (SEAC) on May 25, 2021 to provide correspondence in support of the Bill.

Bill 172 will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD. Ontario Teacher College's and Early Childhood Education (ECE) programs shall be required to provide training with respect to suspected or diagnosed FASD.

There is a high prevalence of FASD among children in Ontario. This diagnosis impacts their ability to attend school due to a combination of deficits associated with the diagnosis, along with their capacity to understand the expectations and demands in an academic environment. Education staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodations in the classroom. Furthermore, the students will greatly benefit by promoting the awareness and understanding of FASD in teacher, early childhood educator and other educator programs, along with school boards developing policies and guidelines with respect to FASD.

The BHNCDSB asks that you acknowledge our support for Bill 172 as it will help our students experience success not only in their classrooms, but also within their communities.

Yours in Catholic Education,

A handwritten signature in black ink that reads "Lauren Freeborn".

Lauren Freeborn, Chair
Special Education Advisory Committee
Brant Haldimand Norfolk Catholic DSB

A handwritten signature in black ink that appears to read "Rick Petrella".

Rick Petrella
Chair of the Board
Brant Haldimand Norfolk Catholic DSB

c: Toby Barrett, MPP Haldimand-Norfolk
Will Bouma, MPP Brantford-Brant
Chairs of all Ontario Special Education Advisory Committees
Minister's Advisory Council on Special Education
Ontario Catholic School Trustees Association

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 9, 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 JUNE 9, 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 JUNE 9, 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 JUNE 9, 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 JUNE 9, 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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