

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA October 20, 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**  
Inclusion Action in Ontario  
Representative

**Lisa McMahon**  
Community Representative

**Deborah Nightingale**  
Association for Bright Children

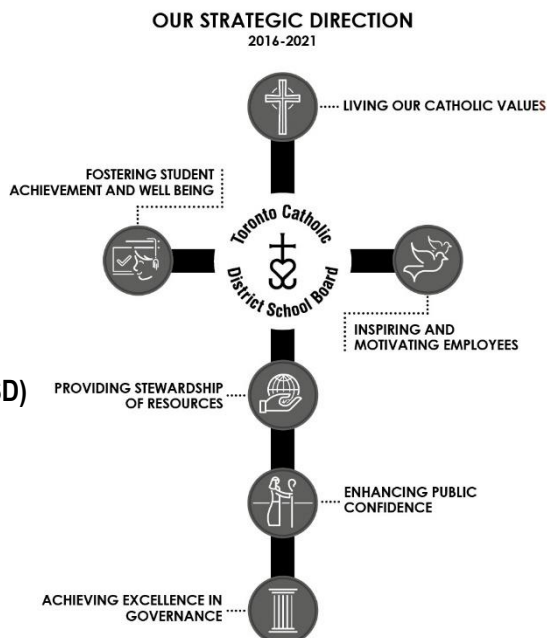
**Mary Pugh**  
VOICE for Hearing Impaired

**Michelle Da Costa**  
Ontario Parents Advocating  
for children with Cancer (OPACC)

**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, October 20, 2021

7:00 P.M.

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Pages

1. Opening Prayer
2. Land Acknowledgement
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held September 15, 2021 1 - 20
7. Delegations
8. Presentations
  - 8.a. Parliamentarian Presentation - Alasdair Robertson
9. Notices of Motion
10. Consent and Review
11. Annual Calendar Items

11.a.	Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of October 20, 2021	21 - 23
11.b.	Special Education Plan Review - Update from Informal Working Group (Verbal)	
11.c.	Parent Engagement Special Services Series (Verbal) - Maria Meehan, Superintendent of Special Services	
<b>12.</b>	<b>Nominations</b>	
12.a.	Letter of Interest from Jennifer De Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee	24 - 26
12.b.	Safe Schools Committee - Special Education Advisory Committee Representative for the New Academic Year (Verbal) - Tyler Munro, Inclusion for Action In Ontario Representative	
<b>13.</b>	<b>Reports of Officials for Information by the Board/Other Committees</b>	
13.a.	Special Education Superintendent Update - October 2021	27 - 29
<b>14.</b>	<b>Consideration of Motions for Which Previous Notice has been Given</b>	
14.a.	From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting	30 - 32
14.b.	From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan	33 - 39
	<b>Reference document:</b>	
	<a href="https://www.tdsb.on.ca/Portals/research/docs/reports/A%20Case%20for%20Inclusive%20Education13Aug13.pdf">https://www.tdsb.on.ca/Portals/research/docs/reports/A%20Case%20for%20Inclusive%20Education13Aug13.pdf</a>	
14.c.	From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff Use Clear Mouth Shields	40 - 43
<b>15.</b>	<b>Unfinished Business</b>	

16. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
17. **List of Communications**
18. **Association Reports**
19. **Inquiries and Miscellaneous**
20. **Pending List**
  - 20.a. Pending List as at October 20, 2021
21. **Adjournment**

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

**HELD WEDNESDAY, SEPTEMBER 15, 2021**

## **PRESENT:**

**Trustees:** N. Crawford  
A. Kennedy - Virtual

**Non-Voting  
Trustee:** M. de Domenico - Virtual

**External Members:** George Wedge, Chair  
Melanie Battaglia, Vice Chair - Virtual  
Geoffrey Feldman - Virtual  
Lori Mastrogiuseppe - Virtual  
Tyler Munro  
D. Nightingale - Virtual  
Wendy Layton - Virtual

**Staff:** N. Adragna  
M. Caccamo  
V. Cocco  
A. Coke  
A. Della Mora  
C. Fernandes  
M. Gendron  
R. Macchia  
M. Meehan  
J. Mirabella  
R. Putnam  
D. Reid

P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

**3. Roll Call and Apologies**

Trustee Di Giorgio, Michelle Da Costa, Mary Pugh and Lisa McMahon were absent.

**4. Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Tyler Munro, that the Agenda, as amended to include the Addendum and Item 19c) Inquiry from Trustee Crawford regarding the 2022 Calendar of Board Meetings in relation to the SEAC Meetings, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**5. Declarations of Interest**

There were none.

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

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that the Minutes of the Meeting held June 9, 2021 be approved.



On the Vote being taken, the Motion was declared

CARRIED

## **7. Delegations**

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

- 7a) From Paolo De Buono regarding Making the Safe Schools Report Safer** received.

On the Vote being taken, the Motion was declared

CARRIED

## **9. Notices of Motion**

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

- 9a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting** will be considered at the October 20, 2021 SEAC Meeting:

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

WHEREAS: Autism Ontario, Association for Ontarians with Disabilities Act (AODA), Inclusion Action Ontario, Advocacy Resource Center for the Handicapped (ARCH) Disability Law and many other organizations and associations in Ontario supporting students with special education needs and/or disabilities (“special needs students”) and their families have repeatedly raised concerns about the frequency of special needs students being excluded under section 265(1)(m) of the Education Act (a “formal exclusion”) and/or what are frequently referred to as soft exclusions where student hours of attendance are restricted or are requested to stay home for a number of days, including without limitation for off school premises field trips (“soft exclusions”);

WHEREAS: The Ministry of Education’s “Enrolment Register Instructions for Elementary and Secondary Schools” has since the 2018/19 school year required school boards to maintain Exclusion records for “audit purposes” (pages 23 and 24), including the following information:

- Documentation that shows the reason for the exclusion;
- Documentation of successful notification of the exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil’s parent or guardian;
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system;
- Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies); and
- Data on the number of students who have been excluded during the school year (including the name of student, Ontario Education Number (OEN), length of exclusion, and reason for exclusion).

WHEREAS: SEAC recommended to the Board and the Board affirmed the request for a report that would include summary information of Exclusions on March 27, 2019 and to date no report has been presented to SEAC, over 2.5 years later (“reporting delay”);

WHEREAS: The Ministry of Education has placed new limits on the suspension and expulsion of students in grade 3 and below effective this school year

(2021/2022) and Exclusions may be used as a method to circumvent these Ministry limits on administrator authority; and

WHEREAS: It is clear from the extensive reporting delay that the TCDSB does not have the ability to systematically monitor Exclusions to ensure appropriate use, meet the Ministry's audit expectation as outlined in the "Enrolment Register Instructions for Elementary and Secondary Schools" document or collect data to compile any reliable reports surrounding the use of Exclusions for SEAC or the board in a timely manner.

BE IT RESOLVED THAT:

- SEAC recommend to the Board that the attendance system be updated to track all Exclusions, including formal and soft exclusions as previously defined;
- SEAC further recommend to the Board that the Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR);
- SEAC further recommend to the Board that a policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and
- SEAC further recommend reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students.

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

- 9b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan will be considered at the October 20, 2021 SEAC Meeting:**

WHEREAS: The mission of the TCDSB is to be an Inclusive learning community, uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses on educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their students’ local school and in their local community. Those boards operate few or no special segregated classrooms (ISP classes);

WHEREAS: Pope Francis and Catholic Social Teachings strongly support the establishment and operations of Catholic Schools following the “Inclusive” model:

- ‘An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.’ – Pope Francis;
- “An education in the fullness of humanity should be the defining feature of Catholic schools” – Pope Francis;
- “Putting the entire person at the centre of education” - Pope Francis;
- “Orienting educational work towards the margins, social margins and existential margins through service, encounter and welcome.” – Pope Francis;
- "Education is an inclusive movement. An inclusion that goes towards all the excluded: those for poverty, for vulnerability due to wars, famines and natural disasters, for social selectivity, for family and existential difficulties," – Pope Francis;
- Vatican City, Feb 20, 2020 / 10:08 am (CNA)- Pope Francis called for an educational revolution Thursday, telling the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education;
- FRATELLI TUTTI Encyclical Letter Pope Francis writes: [98]I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. Many persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “active participation in the civil and ecclesial community. That is a demanding and even tiring process, yet one that will gradually contribute to the formation of consciences capable of acknowledging each individual as a

unique and unrepeatable person”. I think, too, of “the elderly who, also due to their disability, are sometimes considered a burden”. Yet each of them is able to offer “a unique contribution to the common good through their remarkable life stories”. Let me repeat: we need to have “the courage to give a voice to those who are discriminated against due to their disability, because sadly, in some countries even today, people find it hard to acknowledge them as persons of equal dignity”; and

- “Defense of the right to life implies the defense of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, and in health care, as well as the right to free access to public accommodations, facilities, and services.” US Catholic Bishops Statement on Disability (2016).

WHEREAS: Thirty (30) years of extensive research supporting accommodating special needs student within regular classrooms has shown, with an Inclusive approach:

- The special needs student does the same or better academically in an Inclusive classroom;
- Academically all students do better in Inclusive classrooms;
- Teachers become more effective educators by broadening their teaching skills which benefit all students in Inclusive settings;
- Students learn to interact socially and accept those who are not like them, those who are different;
- Special needs students learn to interact with their peers in a typical accommodated, class setting and this eases the transition into adult life, making them more productive members of society. An artificial segregated setting can never achieve this and discourage accommodation in accordance with the Ontario Human Rights Code; and
- Monies can be diverted from expensive segregated programs, bussing and underutilized assets to training staff, hiring frontline staff supporting students in regular classrooms and hiring support staff.

WHEREAS: Nineteen (19) of the sixty (60) English language school boards (32%) in Ontario promote the use of Inclusive classrooms and operate no or only a few Intensive Support Program (ISP) classes for a limited number of Identifications;

WHEREAS: Twelve (12) of the twenty-nine (29) English Language Catholic School Boards (41%) in Ontario promote the Inclusive classroom and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: New Brunswick, which has similar student enrollment levels as TCDSB, prohibits by law the segregation of any student due to a disability. New Brunswick has been a global leader in Inclusive education for 35 years;

WHEREAS: Most school boards that promote Inclusive classrooms achieve similar or superior results on standardized testing when compared to geographically overlapping boards that segregate special needs students, some by significant amounts. Renfrew Catholic District School Board (DSB) Education Quality and Accountability Office (EQAO) scores are 19% higher than Renfrew DSB. Hamilton-Wentworth Catholic DSB EQAO scores are 16% higher than Hamilton-Wentworth DSB. Of note Hamilton-Wentworth Catholic DSB has been operating without ISP classes as we know them for over 50 years;

WHEREAS: There is a presumption by TCDSB staff at all levels that the current ineffective and expensive parallel model of special education is best suited for a special needs student. This presumption is made without benefit of reviewing research or having experience in Inclusive school boards. Parents and advocates who request an Inclusive placement for a student are dismissed without serious consideration of the request and they are often subject to significant pressure from staff to consent to a segregated placement recommendation;

WHEREAS: There are few, if any, accommodations provided to students in ISP classes that could not be provided in a regular class if staff were trained and supported to provide those accommodations; and

WHEREAS: Promoting Inclusive Education is consistent with our Catholic values, modern pedagogy research and practices, the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the laws and court rulings of

Canada and Ontario. It is more cost effective than a segregated approach and helps all students reach their potential.

**THEREFORE BE IT RESOLVED:** That SEAC recommend to the Board that a senior team be put together to develop a pilot project or plan that identifies key deliverable and goals for each year in order to promote Inclusive placements for special needs students that are currently or likely to be placed in ISP classes to be included in the Multi-Year Strategic Plan (MYSP) being prepared. As part of the MYSP SEAC suggests the senior team:

- Provide a modern definition of Inclusion in an education setting that will be posted prominently on the board's website, on related documents and shared with staff;
- Consult with experts in Inclusive Education, Inclusive school boards, SEAC, review research and review available plans for transitioning a board to an Inclusive model;
- Develop a general strategy for preparing staff, departments and the board to support a transition to an Inclusive model;
- Identify and prioritize policies and procedure documents than need to be updated to reflect a change to an Inclusive model of education, including the Special Education Plan; and
- Identify groups of students that will be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need.

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 9c) be adopted as follows:

- 9c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields** will be considered at the October 20, 2021 SEAC Meeting:

**WHEREAS:** The mission of the TCDSB is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

**WHEREAS:** An “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member;

**WHEREAS:** The TCDSB is expected to deliver the necessary services and accommodations to all students;

**WHEREAS:** The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning;

**WHEREAS:** Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by ME Staff who communicate through facial expressions and mouth movement; and

**WHEREAS:** TCDSB should accommodate all students by using all supports needed to communicate and instruct students.

**THEREFORE BE IT RESOLVED:** That SEAC recommend to the Board that the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that include lip movement to enable them to provide full and inclusive education.

## **10. Consent and Review**

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

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of September 15, 2021 – Deborah Nightingale;
- 11b) Develop/Review Special Education Advisory Committee Annual Agenda/Goals for 2021-2022 – Deborah Nightingale;



- 11c) Special Education Plan Review - Action Plan for 2021-2022 – Deborah Nightingale;
- 13a) Safe Schools Annual Report 2020-2021 – Melanie Battaglia;
- 13b) Response to Motion Regarding Individual Education Plan (IEP) Completion – Melanie Battaglia;
- 13c) Special Education Superintendent Update - September 2021 – Deborah Nightingale;
- 19a) Inquiry from Geoffrey Feldman, representative of Ontario Coalition Disability, regarding "Thank you" to the Angel Foundation for Learning for their support to TCDSB families through their Food for Kids Student Home Nutrition Grocery Card Program – Geoffrey Feldman;
- 19b) Otis-Lennon School Ability Test (OLSAT) Testing Update (Verbal) - Maria Meehan, Superintendent of Special Services – Deborah Nightingale; and
- 19c) Inquiry from Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to SEAC Meetings.

MOVED by Trustee Crawford, seconded by Deborah Nightingale, 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**

- 20a) Pending List as at September 15, 2021**

**11. Annual Calendar**

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

**11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of September 15, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 11b) be adopted as follows:

**11b) Develop/Review Special Education Advisory Committee Annual Agenda/Goals for 2021-2022** received

Melanie Battaglia left the virtual room at 8:02 p.m.

On the Vote being taken, the Motion was declared

CARRIED

**N.B: The following goals were suggested for the 2021-2022 School Year:**

1. Continued work on the Special Education Plan;
2. To increase Committee membership;
3. To “Covid-proof” Testing, Individual Education Plans (IEPs) and Identification Placement Review Committees (IPRCs) processes that are essential to identifying and supporting our special education students;
4. Increased depth of knowledge of Toronto Catholic District School Board (TCDSB) budget processes and advocating for Special Education needs;
5. That SEAC make recommendations to Board regarding goals for the following year that are deemed important for the Director of Education to pursue as they relate to students with special needs and the Special Services Department in the Spring of the school year; and
6. To strengthen political advocacy for special education needs for our Board and other Boards in Ontario.

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 11c) be adopted as follows:

**11c) Special Education Plan Review - Action Plan for 2021-2022** received

On the Vote being taken, the Motion was declared

**CARRIED**

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

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

**13a) Safe Schools Annual Report 2020-2021 received**

Trustee Kennedy joined the virtual meeting at 8:37 p.m.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Crawford left the horseshoe at 8:57 p.m.

Melanie Battaglia returned to the virtual meeting at 8:58 p.m.

The Chair declared a 10-minute recess.

The meeting resumed with George Wedge in the Chair. The attendance list remained unchanged.

MOVED by Tyler Munro, seconded by Nancy Crawford, that the agenda be reopened to add Item 13d) Updated Policy on Safe School Policies S.S.01 and S.S.12.

On the Vote being taken, the Motion was declared

CARRIED

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

- 13b) Response to Motion Regarding Individual Education Plan (IEP) Completion** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Tyler Munro, that Item 13c) be adopted as follows:

- 13c) Special Education Superintendent Update - September 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 13d) be adopted as follows:

- 13d) Updated Policy on Safe Schools Policies S.S.01 and S.S.12** that SEAC recommend to Board that the Policy updates to Safe Schools Policies S.S.01 and S.S.12 be approved with the proposed amendment.

MOVED in AMENDMENT by Tyler Munro, seconded by Deborah Nightingale, that SEAC recommend to Board that:

1. The time for the appeal process in Safe Schools Policy S.S.12 (Fresh Start reported in Regulation 4 of the Policy) be changed from three schools days to ten school days; and
2. In Safe Schools Policy S.S.12 (Fresh Start reported in Regulations 4 of the Policy) that Principals be required to notify parents of their rights of appeal in writing similar to the suspension and expulsion legislations.

Deborah Nightingale requested that the Question be split.

On the Vote being taken, Part 1 of the Motion was declared

FAILED

On the Vote being taken, Part 2 of the Motion was declared

CARRIED

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

CARRIED

## 19. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 19a) be adopted as follows:

- 19a) From Geoffrey Feldman, representative of Ontario Coalition Disability regarding "Thank you" to the Angel Foundation for Learning for their support to TCDSB families through their Food for Kids Student Home Nutrition Grocery Card Program** received and that the following excerpt from the Angel Foundation for Learning's email be highlighted:

“COVID has affected everyone. The Angel Foundation is pleased to have been able to pivot our strategies to continue to support TCDSB families and students to ensure no one is left behind. Since the second COVID shutdown this past April, we have been able to direct close to \$2 million in support to TCDSB families through both our Food for Kids Student Home Nutrition Grocery Card Program, and our Safe Return to School initiative”.

MOVED in AMENDMENT by Trustee Crawford, seconded by Deborah Nightingale, that the Item be referred to Staff for a thank you letter to be sent to the Angel Foundation for Learning on behalf of SEAC.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 19b) be adopted as follows:

- 19b) Otis-Lennon School Ability Test (OLSAT) Testing Update (Verbal) - Maria Meehan, Superintendent of Special Services** received

Time for business expired.

The Chair called for a 15-minute extension, as per article 12.6 of the By-law.

On the Vote being taken, the extension was approved.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 19c) be adopted as follows:

- 19c) From Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to the SEAC Meetings** received and referred to Staff for a review of the monthly SEAC Meetings in relation to the Board meetings and that the recommendation be made for the meetings to be held one week earlier.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Crawford, that SEAC recommend to Board that Staff review the timing of the monthly SEAC meetings in relation to the Board meetings in order to bring information in a timely manner from SEAC to the Board of Trustees.



On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Wendy Layton left the virtual meeting at 11:21 p.m.

Time for business expired.

The Chair called for a 10-minute extension to facilitate further discussions on purposes important to SEAC.

On the Vote being taken, the extension was not approved.

## **21. Adjournment**

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

# SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Review TCDSB Accessibility Plan (September 2022)</li> <li>- Develop or review SEAC annual Agenda/Goals</li> <li>- Annual Safe Schools Report</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- FASD Awareness Day – September 9</li> </ul>
October	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness (Canada)</li> <li>- Child Abuse Prevention Awareness</li> <li>- Learning Disabilities Awareness</li> <li>- World Mental Health Day (October 10)</li> <li>- EQAO Preliminary Results for Gr. 3 and 6 and OSSLT</li> <li>- Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education</li> <li>- Engagement and Governance Supports Discussion Guide</li> </ul>
November	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- AFSS Report: Exceptionality Frameworks-Goals &amp; Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</li> <li>- Engagement and Governance Supports Discussion</li> <li>- Professional Learning Plan</li> <li>- Special Education Fair</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Down Syndrome Awareness (first week)</li> <li>- EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)</li> <li>- Engagement and Governance Supports Discussion Guide</li> <li>- ONSIS report on identified students</li> <li>- Year End for School Board Financial Statements</li> <li>- Multi-Year Strategic Plan (MYSP)</li> </ul>
December	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- SEAC Elections (Inaugural)</li> <li>- SEAC Elections: Chair &amp; vice-Chair (Annual)</li> <li>- SEAC Mass and Social</li> </ul>	<ul style="list-style-type: none"> <li>- International Day of Persons with Disabilities (December 3)</li> <li>- Human Rights Day (December 10)</li> <li>- Independent review of assessment and reporting</li> </ul>

# SEAC Annual Calendar

January	<ul style="list-style-type: none"> <li>- Review of Draft SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Annual Accessibility Report 2020</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Review of Policy: Special Education Programs (S.P.01)- next review is January 2023</li> <li>- Mental Health Annual Report 2019-20</li> <li>- Priority Budget Setting Discussion (effective January 2020)</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Bell Let's Talk Day (late January)</li> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan (ongoing)</li> </ul>
February	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Psychology Awareness Month</li> <li>- New term begins in Secondary semestered Schools</li> <li>- Report Cards are distributed (Elementary and Secondary)</li> <li>- Parent-Teacher Conferences</li> </ul>
March	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Advisory Council Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Easter Seals Awareness Month</li> <li>- World Down Syndrome Day – March 21</li> <li>- National Social Work Week (1<sup>st</sup> week)</li> <li>- CYW &amp; EA Appreciation Day (first Monday)</li> <li>- Ontario Secondary School Literacy Test (OSSLT)</li> </ul>
April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 2021 (GSNs)</li> <li>- Graduation Statistics for Students with Special Education Needs Update</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Update to Special Education Programs for 2021-2022</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness Day – April 2</li> <li>- ONSIS report on identified students</li> </ul>

## SEAC Annual Calendar

May	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Student Grants 2021-2022</li> <li>- PRO Grants Application Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Children's Mental Health Week (first week)</li> <li>- Speech, Language &amp; Hearing Awareness</li> <li>- Megan's Walk</li> <li>- Budget Consultation</li> <li>- EQAO Assessment</li> </ul>
June	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Budget approval update</li> <li>- Status of PRO Grant application</li> </ul>	<ul style="list-style-type: none"> <li>- World Sickle Cell Day – June 19</li> <li>- National Deaf Blind Awareness</li> <li>- EQAO Grade 3 and 6 Testing (<b>not administered for June 2020</b>)</li> </ul>
July		<ul style="list-style-type: none"> <li>- School Board Submits to the Ministry a balanced Budget for the following year</li> <li>- Special Education Report Checklist submitted to the Ministry of Education</li> </ul>
August		



## Special Education Advisory Committee (SEAC) Membership Application

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

**Membership role  
being applied for:**



Community Member  
*Complete Parts A,B,D,E*

OR



Local Associations  
Membership  
*Complete Parts A,B,C,D,E*

### PART A

**Qualifications for Special Education Advisory Committee (SEAC) Community or Local Association member:**

- a) Canadian Citizen and minimum of 18 years old. O. Reg. 464/97, s. 5.1;
- b) Resident of City of Toronto. O. Reg. 464/97, s. 5.1;
- c) Separate School Supporter. O. Reg. 464/97, s. 5.1;
- d) Not employed by the Toronto Catholic District School Board (TCDSB). O. Reg. 464/97, s. 5.3;
- e) **For a local association membership only:** "Local Association" means an association or organization of parents that operates locally within the area of jurisdiction of the Board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.



Yes, I meet the qualifications listed above. *Proceed with application.*



No, I do not meet all the qualifications listed above. *Do not proceed with application.*

### PART B

Surname:	Di Francesco	First Name:	Jennifer
Main Contact Number:		Alt. Contact Number:	
Home Address			
E-mail address:			
Child(ren)'s School(s):			

### PART C

Organization Name:	
Organization Address:	
Main Contact Person:	
Main Contact Number:	

Updated November 2020



## Special Education Advisory Committee (SEAC) Membership Application

### PART D

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

☒ CSAC

☒ CPIC

☐ TAPCE

☐ None

2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:

CPIC Ward 1 Rep 2019-2021, CPIC Vice Chair 2020-2021, St. Eugene Chair 2017-2021, St. Eugene Co-Chair 2016-2017.

As chair of a CSAC I have worked diligently to support parents, children and staff of the school by volunteering my time to make the school a better place for everyone. On CPIC I do the same but with the drive to bring equal access to all schools and especially those in marginalized communities.

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

Both my children have learning disabilities and I have spent the last few years navigating advocating to get them the help they need not only in the Board but outside of it as well. One of my children is currently in the Empower program.

4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:

As explained above I have become well versed in navigating the ups and downs of getting help for my children at the Board and I want to assist any other parents who may be struggling to do the same. I'd also like to bring my experiences to the table.

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

☒ NO

☐ YES Please explain:

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

☒ NO

☐ YES Please specify the Committee:

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

Yes

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





## Special Education Advisory Committee (SEAC) Membership Application

### PART E

Completed membership application form and request for nomination letter submitted by  
(Applicant to enter full name in the grey shaded box) to the attention of the Director of Education and the  
SEAC Chair via email to:

[Brendan.Browne@tcdsb.org](mailto:Brendan.Browne@tcdsb.org) & [George.Wedge@tcdsb.org](mailto:George.Wedge@tcdsb.org)

Date:

September 12, 2021

Applicant's Signature:

### Important

- Local Association Membership Application **must be accompanied** by a formal nomination letter made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31<sup>st</sup> in the year of the Board's election. *TCDSB Policy A.23 S1 (c)*
- The appointment of members will be made at the Inaugural Meeting of the Board. *TCDSB Policy A.23 S1 (e)*
- If requests for membership occur during the term of office, then a recommendation will be made to the Board through SEAC. *TCDSB Policy A.23 S1 (g)*

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

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





# Special Education Superintendent Update

October 2021

## OCTOBER IS AUTISM AWARENESS MONTH

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

An increase in the number of students with Autism has been observed in the Toronto Catholic District School Board. Currently there are over 2,000 students with Autism in our schools.

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

**Autism Support Team:** Multi-disciplinary staff on the Autism Team are available on a referral basis to help support schools and students in building capacity around best practices focusing on ABA strategies.

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

**The Program to Assist Social Thinking (PAST):** [PAST](#) is an elementary school program for students diagnosed with Autism level 1.

**Resources:** Information about resources available through the Autism Department and allied community organizations are available on our [Resources](#) page. Resources and materials for board staff can be accessed through the board's intranet [TCDSB Autism Services Team Site](#) (staff login required).

Our [Transition](#) page gives detailed information on how TCDSB supports students transitioning to secondary school and beyond. Some resources we provide to students and families are:

- [Tips and information to help parents and their children prepare for high school](#)
- [Transition to High School for Students with ASD on the Credit Earning Pathway](#)
- [Transition to High School Support for Parents of ME/DD ISP Students](#)
- [Preparing For Life After High School - For Parents and Families of MEDD ISP Students](#)

**World Autism Awareness Day:** April 2<sup>nd</sup> is World Autism Awareness Day. TCDSB recognizes Autism Awareness Day every year through various school initiatives. Visit our [Autism Awareness Day page](#) for more information.

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

[Autism Ontario](#)

[Autism Canada](#)

[Ontario Autism Program](#)



*Watch out for information on events being planned for World Autism Awareness Day on April 2<sup>nd</sup>!*

<sup>1</sup> American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5 (5th ed.). Arlington, VA: American Psychiatric Association.  
<sup>2</sup> Public Health Agency of Canada. (2018). Autism Spectrum Disorder among Children and Youth in Canada 2018: A Report of the National Autism Spectrum Disorder Surveillance System. Ottawa, ON.



October is Child Abuse Prevention Month. The social work department continues to support the system with ensuring we are protecting the rights and needs of children and families. The current Suspected Child Abuse Reporting Policy will be reviewed and all stakeholders will be invited to sign off on our shared Duty to Report as well as our Duty to Support. We invite all staff to wear purple for prevention of Child Abuse on October 27.



The Mental Health Team promoted mental health activities and resources throughout the system by:

- Providing Professional Development refresher workshop on Brief Digital Interventions to 22 Social Work and Psychology staff members.
- Collaborating with the Communications Department on the development of three student videos on ways that staff can support the mental health of students. The six featured students were selected from the Catholic Student Leadership Impact Team (CSLIT), Student Mental Health Advisory Committee as well as our student trustees. The student videos were then shared with all school staff and through social media as well: We all Have a Role to Play in Student Mental Health.
- Promoting the Student Re-Engagement Kit for implementation in the classroom via system email and social media. Here is a sample of a one week calendar of activities:

**October 4 - 8**

*Taking time to acknowledge and celebrate the world around us, all of the living and nonliving things that God created provides an opportunity to make meaningful connections to Scripture. It also provides opportunity to live our Catholic values and virtues through action.*

Monday Oct. 4th	Tuesday Oct. 5th	Wednesday Oct. 6th	Thursday Oct. 7th	Friday Oct. 8th
<b>Virtual Field Trip:</b> Gratitude Early Years Primary Junior Intermediate Senior	<b>Deep Belly Breathing</b> (All)  <b>High 5 to Friendship</b> (P/J/I)	<b>Help-Seeking Resource:</b> discuss/distribute (Int/Sen)  <b>Walking in Your Shoes</b> (P/J/I)	<b>Inspirational Snowfall</b> (All)  <b>Imaginary Walk</b> (All)	<b>Congratulations on completing The First 21 Days of Wellness!</b> <b>Keep it going!</b>
These are links to videos demonstrating gratitude strategies. You can find full lesson plans including a variety of consolidation activities <a href="#">here</a> . Consider extending the learning all week!	<b>Conversation Starters:</b> Healthy Sleep (pink cards) Click for jam board	<b>Two-minute Mindfulness</b> (All)	<b>The Book of Gratitude</b> (All)	For more resources to support mental health promotion and literacy in your classroom, click <a href="#">here</a> .

- Distributing a message of Staff Well-Being with a focus on Gratitude for the month of October with mental health resources for staff and classroom educators.
- Promoting student engagement in a provincial mental health initiative, #HearNowOn, with youth surveys and forums from School Mental Health Ontario via email and social media.



### Learning Disabilities Awareness Month



## October is Learning Disabilities (LDs) Awareness Month.

Learning Disabilities (LDs) are very common and affect approximately 10% of Canadians, which means that 1 in 10 students in our classroom may have learning disabilities.

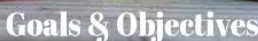
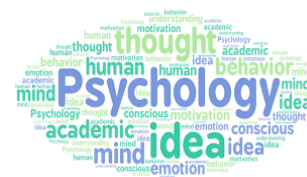
The Learning Disabilities Association of Ontario (LD@school) team has developed a toolkit for educators to use during Learning Disabilities Awareness Month (#LDmonth) to help spread awareness in our schools and classrooms. The toolkit also contains great information for students, parents and the school community.

"My learning disability is what I have, it is not who I am".

<https://www.ldatschool.ca/awareness-month-tool-kit/>

All are encouraged to focus on the strengths and abilities of our students with learning disabilities!

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



Our Assessment and Programing Teachers and our Programing and Assessment Teachers have been busy supporting the Individual Education Plan (IEP) process at our schools.

Workshops and drop-in sessions have been offered for administrators and teachers. The focus of the process has been a collaborative approach as we continue to support our students .



## Otis-Lennon School Ability Test (OLSAT) Assessment Update

At this time, the elementary teachers' work-to-rule sanctions, that restrict teachers' ability to engage in the administration of the OLSAT assessment, remain in place. Parents will be promptly notified by their child's school principal of the date and details related to the administration of the test at their child's school.

## **Notice of Motion: Exclusion Tracking and Reporting**

To: SEAC  
October 20, 2021

Moved by: Melanie Battaglia, SEAC representative for Autism Ontario  
Seconded by: Deborah Nightingale, SEAC representative for Association for Bright Children

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

**WHEREAS:** Autism Ontario, Association for Ontarians with Disabilities Act (AODA), Inclusion Action Ontario, Advocacy Resource Center for the Handicapped (ARCH) Disability Law and many other organizations and associations in Ontario supporting students with special education needs and/or disabilities (“special needs students”) and their families have repeatedly raised concerns about the frequency of special needs students being excluded under section 265(1)(m) of the Education Act (a “formal exclusion”) and/or what are frequently referred to as soft exclusions where student hours of attendance are restricted or are requested to stay home for a number of days, including without limitation for off school premises field trips (“soft exclusions”);

**WHEREAS:** The Ministry of Education’s “Enrolment Register Instructions for Elementary and Secondary Schools” has since the 2018/19 school year required school boards to maintain Exclusion records for “audit purposes” (pages 23 and 24), including the following information:

- Documentation that shows the reason for the exclusion;

- Documentation of successful notification of the exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil's parent or guardian;
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system;
- Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies); and
- Data on the number of students who have been excluded during the school year (including the name of student, Ontario Education Number (OEN), length of exclusion, and reason for exclusion).

**WHEREAS:** SEAC recommended to the Board and the Board affirmed the request for a report that would include summary information of Exclusions on March 27, 2019 and to date no report has been presented to SEAC, over 2.5 years later ("reporting delay");

**WHEREAS:** The Ministry of Education has placed new limits on the suspension and expulsion of students in grade 3 and below effective this school year (2021/2022) and Exclusions may be used as a method to circumvent these Ministry limits on administrator authority; and

**WHEREAS:** It is clear from the extensive reporting delay that the TCDSB does not have the ability to systematically monitor Exclusions to ensure appropriate use, meet the Ministry's audit expectation as outlined in the "Enrolment Register Instructions for Elementary and Secondary Schools" document or collect data to compile any reliable reports surrounding the use of Exclusions for SEAC or the board in a timely manner.

**BE IT RESOLVED THAT:**



- SEAC recommend to the Board that the attendance system be updated to track all Exclusions, including formal and soft exclusions as previously defined;
- SEAC further recommend to the Board that the Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR);
- SEAC further recommend to the Board that a policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and
- SEAC further recommend reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students.

**Consideration of Motion: Promotion of Inclusive practices in the Multi-Year Strategic plan.**

To: SEAC

October 20, 2021

Moved By: Tyler Munro, SEAC Representative for Inclusion Action in Ontario Education and Community (IAO)

Seconded by: Melanie Battaglia, SEAC Representative for Autism Ontario

**WHEREAS:** The mission of the TCDSB is to be an Inclusive learning community, uniting home, parish and school and rooted in the love of Christ;

**WHEREAS:** An “Inclusive” school board is one that focuses on educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their students’ local school and in their local community. Those boards operate few or no special segregated classrooms (ISP classes);

**WHEREAS:** Pope Francis and Catholic Social Teachings strongly support the establishment and operations of Catholic Schools following the “Inclusive” model:

- ‘An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.’ – Pope Francis;
- “An education in the fullness of humanity should be the defining feature of Catholic schools” – Pope Francis;
- “Putting the entire person at the centre of education” - Pope Francis;
- “Orienting educational work towards the margins, social margins and existential margins through service, encounter and welcome.” – Pope Francis;

- "Education is an inclusive movement. An inclusion that goes towards all the excluded: those for poverty, for vulnerability due to wars, famines and natural disasters, for social selectivity, for family and existential difficulties," – Pope Francis;
- Vatican City, Feb 20, 2020 / 10:08 am (CNA)- Pope Francis called for an educational revolution Thursday, telling the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education;
- FRATELLI TUTTI Encyclical Letter Pope Francis writes: [98]I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. Many persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “active participation in the civil and ecclesial community. That is a demanding and even tiring process, yet one that will gradually contribute to the formation of consciences capable of acknowledging each individual as a unique and unrepeatable person”. I think, too, of “the elderly who, also due to their disability, are sometimes considered a burden”. Yet each of them is able to offer “a unique contribution to the common good through their remarkable life stories”. Let me repeat: we need to have “the courage to give a voice to those who are discriminated against due to their disability, because sadly, in some countries even today, people find it hard to acknowledge them as persons of equal dignity”; and
- “Defense of the right to life implies the defense of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, and in health care, as well as the right to free access to public accommodations, facilities, and services.” US Catholic Bishops Statement on Disability (2016).



**WHEREAS:** Thirty (30) years of extensive research supporting accommodating special needs student within regular classrooms has shown, with an Inclusive approach:

- The special needs student does the same or better academically in an Inclusive classroom;
- Academically all students do better in Inclusive classrooms;
- Teachers become more effective educators by broadening their teaching skills which benefit all students in Inclusive settings;
- Students learn to interact socially and accept those who are not like them, those who are different;
- Special needs students learn to interact with their peers in a typical accommodated, class setting and this eases the transition into adult life, making them more productive members of society. An artificial segregated setting can never achieve this and discourage accommodation in accordance with the Ontario Human Rights Code; and
- Monies can be diverted from expensive segregated programs, bussing and underutilized assets to training staff, hiring frontline staff supporting students in regular classrooms and hiring support staff.

**WHEREAS:** Nineteen (19) of the sixty (60) English language school boards (32%) in Ontario promote the use of Inclusive classrooms and operate no or only a few Intensive Support Program (ISP) classes for a limited number of Identifications;

**WHEREAS:** Twelve (12) of the twenty-nine (29) English Language Catholic School Boards (41%) in Ontario promote the Inclusive classroom and operate no or only a few ISP classes for a limited number of Identifications;

**WHEREAS:** New Brunswick, which has similar student enrollment levels as TCDSB, prohibits by law the segregation of any student due to a

disability. New Brunswick has been a global leader in Inclusive education for 35 years;

**WHEREAS:** Most school boards that promote Inclusive classrooms achieve similar or superior results on standardized testing when compared to geographically overlapping boards that segregate special needs students, some by significant amounts. Renfrew Catholic District School Board (DSB) Education Quality and Accountability Office (EQAO) scores are 19% higher than Renfrew DSB. Hamilton-Wentworth Catholic DSB EQAO scores are 16% higher than Hamilton-Wentworth DSB. Of note Hamilton-Wentworth Catholic DSB has been operating without ISP classes as we know them for over 50 years;

**WHEREAS:** There is a presumption by TCDSB staff at all levels that the current ineffective and expensive parallel model of special education is best suited for a special needs student. This presumption is made without benefit of reviewing research or having experience in Inclusive school boards. Parents and advocates who request an Inclusive placement for a student are dismissed without serious consideration of the request and they are often subject to significant pressure from staff to consent to a segregated placement recommendation;

**WHEREAS:** There are few, if any, accommodations provided to students in ISP classes that could not be provided in a regular class if staff were trained and supported to provide those accommodations; and

**WHEREAS:** Promoting Inclusive Education is consistent with our Catholic values, modern pedagogy research and practices, the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the laws and court rulings of Canada and Ontario. It is more cost effective than a segregated approach and helps all students reach their potential.

**THEREFORE BE IT RESOLVED:** That SEAC recommend to the Board that a senior team be put together to develop a pilot project or plan that identifies key deliverable and goals for each year in order to promote Inclusive placements for special needs students that are currently or likely to be placed in ISP classes to be included in the Multi-Year Strategic Plan (MYSP) being prepared. As part of the MYSP SEAC suggests the senior team:

- Provide a modern definition of Inclusion in an education setting that will be posted prominently on the board's website, on related documents and shared with staff;
- Consult with experts in Inclusive Education, Inclusive school boards, SEAC, review research and review available plans for transitioning a board to an Inclusive model;
- Develop a general strategy for preparing staff, departments and the board to support a transition to an Inclusive model;
- Identify and prioritize policies and procedure documents that need to be updated to reflect a change to an Inclusive model of education, including the Special Education Plan; and
- Identify groups of students that will be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need.

Additional information:

Websites:

<https://fullinclusionforcatholicschools.org/>

<https://inclusiveeducation.ca/>

<https://ace.nd.edu/> The Alliance for Catholic Education, University of Notre Dame

<https://inclusiveschools.org/>

<https://www.ncld.org/> National Center for Learning Disabilities.

<https://ollibean.com>

<https://iod.unh.edu/cie> University of New Hampshire, Center on Inclusive Education.

<https://www.mcie.org/> Maryland Coalition of Inclusive Education

## References:

FRATELLI TUTTI Encyclical Letter

[https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20201003\\_enciclica-fratelli-tutti.html#\\_ftn76](https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20201003_enciclica-fratelli-tutti.html#_ftn76)

## Research:

The Case for Inclusive Education: TDSB research department.

<https://www.tdsb.on.ca/Portals/research/docs/reports/A%20Case%20for%20Inclusive%20Education13Aug13.pdf>

[https://www.researchgate.net/publication/346088396\\_A\\_Relict\\_of\\_the\\_Past\\_Identification\\_Placement\\_and\\_Review\\_Committees\\_in\\_Ontario's\\_Education\\_System](https://www.researchgate.net/publication/346088396_A_Relict_of_the_Past_Identification_Placement_and_Review_Committees_in_Ontario's_Education_System)

## Negative effects of Educating Children in Self Contained Classrooms:

- ☐ No educational advantage of a self-contained, segregated classroom, only disadvantages. (Buckley, S.J., Bird, G., Sacks, B. & Archer, T., 2006)
- ☐ No academic advantage (Falvey, 2004)
- ☐ Inferior quality of IEP goals (Hunt & Farron-Davis, 1992)
- ☐ Poorer quality of instruction in academic skills (NCLB, Wheelock, 1992)
- ☐ Lack of generalization to regular environments (Stokes & Baer, 1977)
- ☐ Disruption of opportunities for sustained interactions and social relationships with typical students (Strully & Strully, 1992)
- ☐ Decrease in the confidence that general education teachers have for teaching diverse learners (Giangreco *et al.*, 1993)
- ☐ Absence of appropriate role and behavior models (Lovett, 1996)
- ☐ Negative impact on classroom climate and student attitudes about differences (Fisher, Sax, & Rodifer, 2000)
- ☐ Children with Down Syndrome who are educated in special classrooms are more than 2 years behind on expressive language than children with Down Syndrome who are fully included (Buckley, *DownsEd*)
- ☐ No gains were made in speech and language in the students that were in special classrooms (Buckley, *DownsEd*)
- ☐ No improvements in school achievements (Cuckle, 1998)

- There is no such thing as a self-contained world, educating students in a self-contained room does not allow the students to learn all of the other things they will need to survive in this very large world (Decatur & Bassett, 2007)
- Students who stay their whole career in a self-contained classroom, have a 5 percent shot at a diploma. And that is immoral,” said the DOE’s chief academic officer, Shael Polakow-Suransky. “We cannot allow thousands of kids to be confined to failure.”
- Disruption of sustained opportunities for social relationships (Strully & Strully, 1992)
- Disruption of Maslow’s Theory that “all human beings need to belong before they can achieve” (Kunc, 1992)

## **Consideration of Motion: Recommendation that ME Staff use Clear Mouth Shields**

**Moved By:** Geoffrey Feldman, SEAC Representative for Ontario Disability Coalition

**Seconded By:** Tyler Munro, SEAC Representative for Inclusion for Action in Ontario

**Whereas:** the mission of the TCDSB is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

**Whereas:** an “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member.

**Whereas:** the TCDSB is expected to deliver the necessary services and accommodations to all students.

**Whereas:** The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning.

**Whereas:** Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by ME Staff who communicate through facial expressions and mouth movement.

**Whereas:** TCDSB should accommodate all students by using all supports needed to communicate and instruct students.

Therefore: be it resolved that SEAC recommends to the board that the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that includes lip movement to enable them to provide full and inclusive education.

<https://www.theclearmask.com>





## Imagine what you might be missing.

55% of communication is visual. Traditional masks block faces and prevent our ability to see facial expressions and emotions, catch visual cues, and communicate.

Miscommunication is a leading cause of medical errors and can be prevented. When traditional masks are worn, miscommunication may increase with people who heavily rely on visual communication, such as deaf and hard of hearing individuals, children, and older adults. For many, missing critical visual cues can be the difference between complete understanding and a preventable ER visit. The ability to see a smile can really help. Facial expressions are important for perceived empathy and building rapport, which can reduce confusion and improve relationships. A ClearMask™ transparent mask provides natural, empathetic communication and eliminates barriers caused by traditional masks. As proven in a study published in the premier Journal of the American Medical Association, doctors who wore the ClearMask™ were seen as better communicators, more empathetic, and more trustworthy compared to doctors who wore traditional, non-transparent masks.

## Wear a mask without hiding your face.

The ClearMask™ brand is the first fully transparent, FDAcleared, class II transparent mask with full-face visibility. Our clear, medical-grade mask has a smart, patent-pending design optimized for comfort and breathability, while providing assured protection. The mask blocks aerosols, fluids, and sprays from our faces through its anti-fog, transparent plastic barrier and meets applicable ASTM level 3 standards. Proudly manufactured in the United States and abroad. Available in two sizes for adults and children.

## Is the ClearMask™ a face shield?

The ClearMask™ brand produces transparent face masks, which offer distinctly different protection than transparent face shields. The CDC does not recommend using face shields or goggles as a substitute for masks. For more information about the differences between face masks and face shields, please view the CDC guidelines. The ClearMask™ brand does not make transparent face shields, only transparent face masks that cover the wearer's mouth and nose when worn properly.



ADULT SIZE



CHILD SIZE

## Everyone benefits from seeing facial expressions and emotions.

Unlike other masks, a ClearMask™ transparent face mask allows us to see each other's entire face and facial expressions, making communication more human, natural, and accessible. Transparent, see-through masks are important for so many people, including:

- Children
- Deaf and hard of hearing individuals
- Schools and teachers
- Providers, caretakers, and healthcare workers
- Audiologists and speech language pathologists
- Theater and the arts
- Colleagues in the workplace
- Customer facing employees
- Judicial system and courts
- Older people
- Interpreters and translators
- Essential employees
- Athletics and coaches
- Workers in noisy environments
- People experiencing confusion, stress, or anxiety
- Anyone who wants to wear a face mask for protection



## Clear masks or cloth masks with a clear plastic panel

Clear masks or cloth masks with a clear plastic panel are an alternative type of mask for people who interact with

- People who are deaf or hard of hearing
- Young children or students learning to read
- Students learning a new language
- People with disabilities
- People who need to see the proper shape of the mouth for making appropriate vowel sounds (for example, when singing)



CDC = Centers for Disease Control and Prevention

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO OCTOBER 20, 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 OCTOBER 20, 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 OCTOBER 20, 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 OCTOBER 20, 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>	
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