

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA November 17, 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

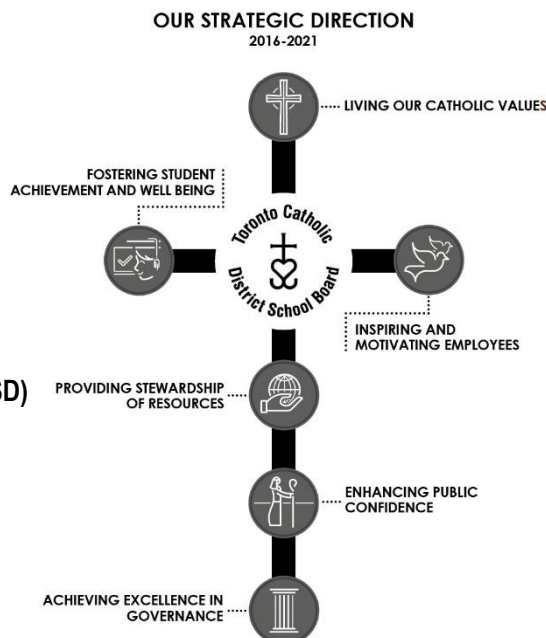
Mary Pugh
VOICE for Hearing Impaired

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 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, November 17, 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 October 20, 2021	1 - 32
7. Delegations	
8. Presentations	
9. Notices of Motion	
9.a. From Deborah Nightingale, representative of Association for Bright Children Ontario Special Education regarding One Size Doesn't Fit All	33
10. Consent and Review	

11. Annual Calendar Items

- 11.a. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as at November 17, 2021 34 - 36
- 11.b. Special Education Plan Review - Update from Informal Working Group (Verbal)
- 11.c. Special Services Parent Engagement Series 2021-2022 - Maria Meehan, Superintendent of Special Services 37

12. Nominations

- 12.a. Seeking Special Education Advisory Committee (SEAC) Representative for the Student Transportation Working Group (STWG) 38

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

- 13.a. Special Education Superintendent Update - November 2021 39 - 40

14. Consideration of Motions for which previous notice has been given

15. Unfinished Business

16. Matters deferred from last meeting / Referred from Board

From the October 20, 2021 Special Education Advisory Committee Meeting

- 16.a. Consideration of Motion from Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting 41 - 43

17. List of Communications

- 17.a. Easter Seals: Practical Guide to the Duty to Accommodate People with Disabilities

<https://www.youtube.com/watch?v=y32XvjWmDA>

- 17.b. Challenger Baseball Program:

<https://www.mlb.com/bluejays/community/jays-care/affiliate-school-program/en>

18. Association Reports

19. Inquiries and Miscellaneous

20. Pending List

20.a. Pending List as at November 17, 2021

44 - 47

21. Adjournment

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

HELD WEDNESDAY, OCTOBER 20, 2021

PRESENT:

Trustees:

N. Crawford
D. Di Giorgio - Virtual
A. Kennedy - Virtual

External Members:

George Wedge, Chair
Michelle Da Costa - Virtual
Geoffrey Feldman - Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro
Deborah Nightingale - Virtual
Wendy Layton – Virtual
Mary Pugh - Virtual

Staff:

V. Cocco
A. Coke
A. Della Mora
C. Fernandes
M. Gendron
R. Macchia
M. Meehan
J. Mirabella
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Melanie Battaglia sent her regrets.

4. Approval of the Agenda

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that the Agenda be approved.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Trustee Crawford, that Item 19a) Inquiry From Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022 and Item 19b) Inquiry From Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022 be added to the Agenda.

MOVED in AMENDMENT by Geoffrey Feldman, seconded by Trustee Crawford, that Item 17a) Email of recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students 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

MOVED in AMENDMENT by Deborah Nightingale, seconded by Mary Pugh, that Item 13a) Special Education Superintendent Update - October 2021 be reordered before Item 8a) Parliamentary Presentation - Alasdair Robertson.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Trustee Crawford, Lori Mastrogiuseppe, Tyler Munro and George Wedge wished to be recorded as voted in opposition.

MOVED in AMENDMENT by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17b) Letter from the Trillium Lakelands District School Board's Special Education Advisory Committee to Minister Lecce in Support of Bill 172 an Act in Relation to Fetal Alcohol Syndrome (FAS) be added to the Agenda.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that the Minutes of the Meeting held September 15, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy joined the virtual meeting at 7:35 pm.

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

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

13a) Special Education Superintendent Update – October 2021 received.

On the Vote being taken, the Motion was declared

CARRIED

8) **Presentations**

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 8a) be adopted as follows: **Parliamentarian Presentation – Alasdair Robertson** received and that the slide deck presentation be included in the Minutes of the October 20, 2021 meeting.

On the Vote being taken, the Motion was declared

CARRIED

10. **Consent and Review**

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

- 11b) Special Education Plan Review – Update from Informal Working Group (Verbal) – Trustee Crawford;
- 11c) Parent Engagement Special Services Series (Verbal) – Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 12a) Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee – Trustee Crawford;
- 12b) Safe Schools Committee - Special Education Advisory Committee Representative for the New Academic Year (Verbal) - Tyler Munro, Inclusion for Action In Ontario Representative – Tyler Munro;
- 14a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting – Trustee Crawford;

- 14b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan – Tyler Munro;
- 14c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields – Geoffrey Feldman;
- 17a) Email of recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students – Geoffrey Feldman;
- 19a) Inquiry from Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022; and
- 19b) Inquiry from Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022

MOVED by Trustee Crawford, seconded by Tyler Munro, that the Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of October 20, 2021
- 17b) Letter from the Trillium Lakelands District School Board's Special Education Advisory Committee to Minister Lecce in Support of Bill 172 an Act in Relation to Fetal Alcohol Syndrome (FAS)

20a) Pending List as at October 20, 2021

The Chair declared a 10-minute recess.

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

11. Annual Calendar

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

11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of October 20, 2021 received.

Mary Pugh left the virtual meeting at 9:05 pm.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

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

11c) Parent Engagement Special Services Series (Verbal) – Maria Meehan, Superintendent of Special Services received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

12) Nominations

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

- 12a) Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee** received and that SEAC recommend to Board that the letter of interest from Jennifer Di Francesco to serve as a Community Member Representative on the Special Education Advisory Committee be accepted.

On the Vote being taken, the Motion was declared

CARRIED

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

- 12b) Safe Schools Committee - Special Education Advisory Committee Representative for the New Academic Year (Verbal) - Tyler Munro, Inclusion for Action In Ontario Representative** that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee.

On the Vote being taken, the Motion was declared

CARRIED

14) Consideration of Motions for Which Previous Notice has been Given

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

- 14a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting** that this item be deferred to the November 17, 2021 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

Wendy Layton left the virtual meeting room at 9:50 pm and returned at 9:52 pm.

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

- 14b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan:**

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: An “Inclusive” school board is one that focuses educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their student’s 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 supports 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”.
- “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: 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 they 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.
- 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: 19 of the 60 English language school boards (32%) in Ontario promote the use Inclusive classrooms and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: 12 of the 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 DSB 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, is consistent 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 a senior Academic and Special Education staff (the Senior Team) look into how to promote Inclusive placements for special needs students that are currently or likely to be placed in Intensive Support Program (ISP) and bring back a report to Board and SEAC by January 2022 meetings; and

BE IT RESOLVED: That SEAC recommend to the Board of Trustees that the following be considered by the Senior Team for inclusion in the 2021-2024 Multi Year Strategic plan (MYSP):

- 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.
- Identify groups of students and/or schools 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.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy, Lisa McMahon and Deborah Nightingale wished to be recorded as voted in opposition.

Trustee Di Giorgio did not vote/respond.

Trustee Di Giorgio left the meeting at 10:00 pm.

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 14c) be adopted as follows:

14c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields:

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 Multiple Exceptionalities (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 includes lip movement to enable them to provide full and inclusive education.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Crawford and Trustee Kennedy wished to be recorded as voted in opposition.

17) List of Communications

MOVED by Geoffrey Feldman, seconded by Trustee Crawford, that Item 17a) be adopted as follows:

- 17a) Email of Recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students** received and that the email of recognition be included in the Minutes of October 20, 2021 meeting.

On the Vote being taken, the Motion was declared

CARRIED

19. Inquiries and Miscellaneous

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

- 19a) From Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 19b) From Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022 received.**

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment


MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

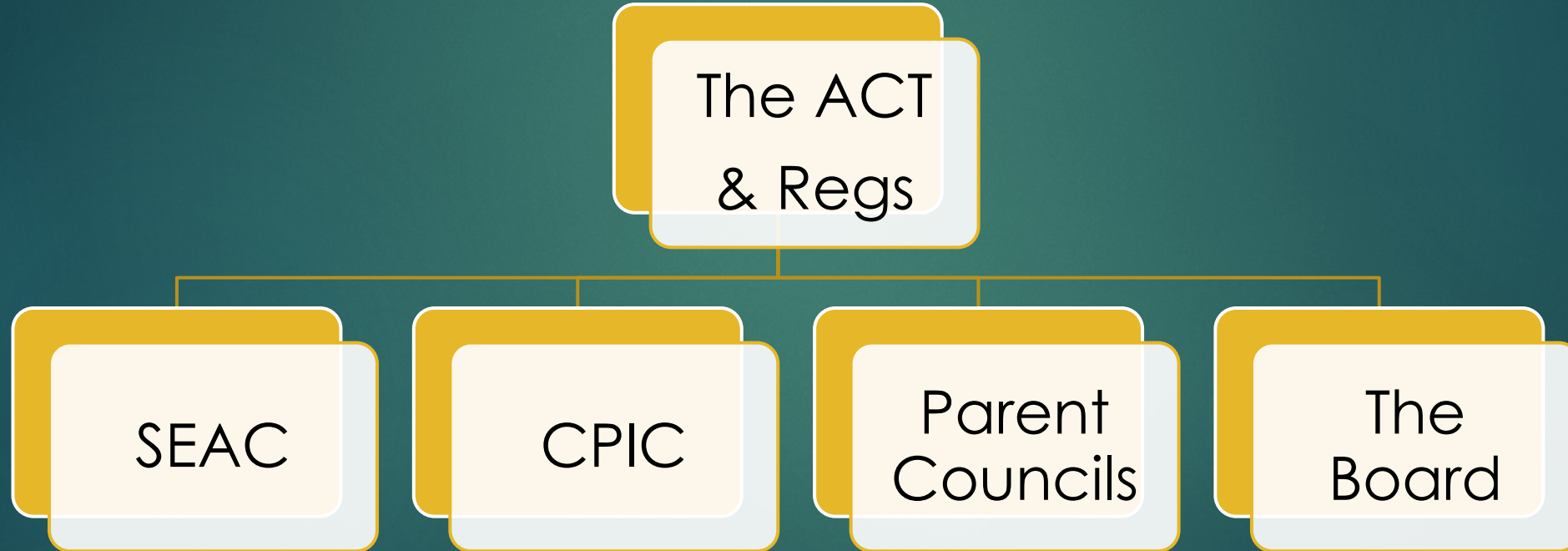
CHAIR



The Special Education Advisory Committee (SEAC) and TCDSB Governance

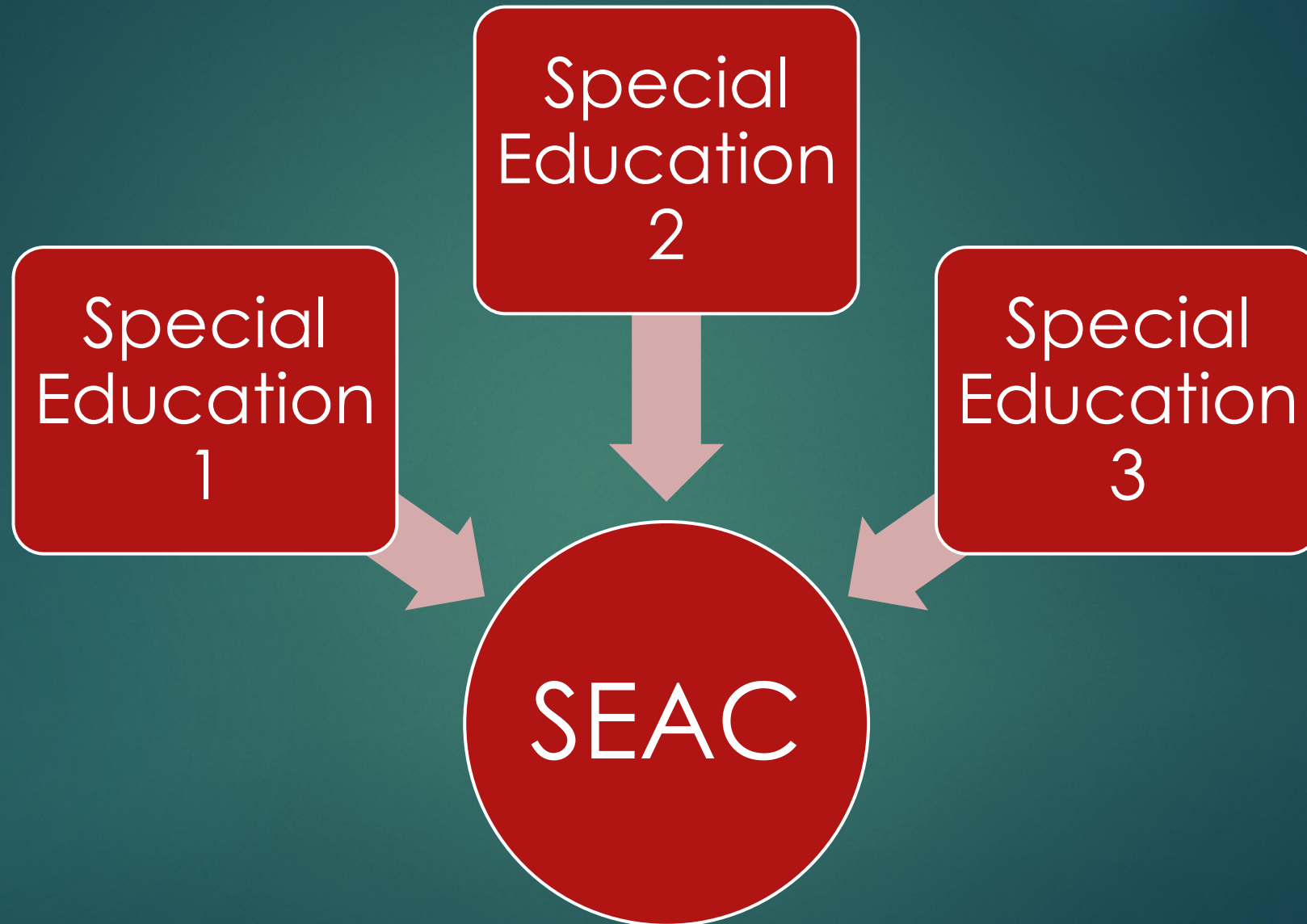
HOW DOES SEAC FIT AT TCDSB?

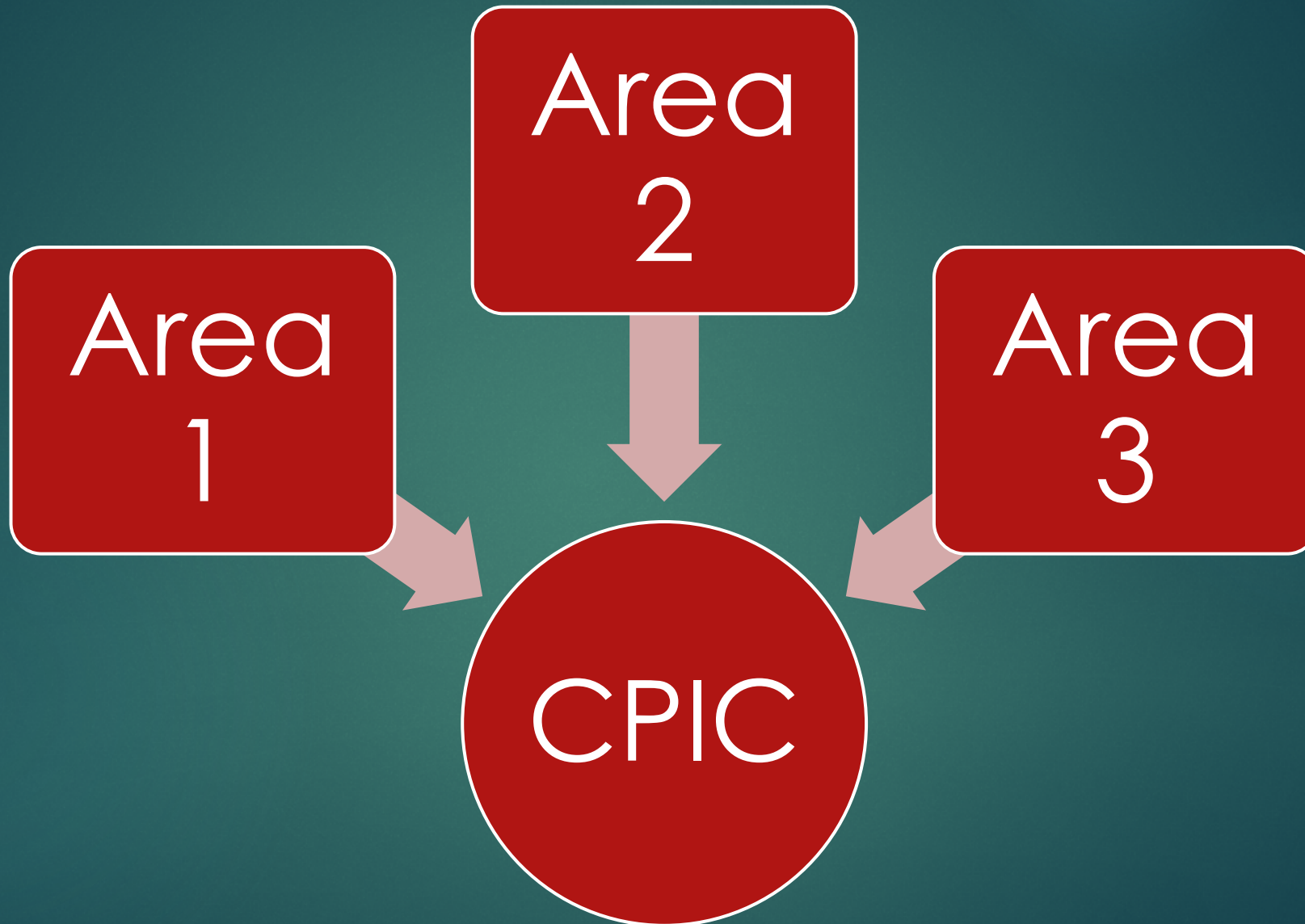
You Are a “Creature of Statute”



Creatures of Statute are:

- ▶ Mandated by law
- ▶ Have specific roles within the framework of the Education Act & its Regulations
- ▶ Cannot aggregate to themselves powers or duties which are not granted by the Act.
- ▶ May have specific relationships with other Creatures of the Act, or not.





The Most Important Letter in SEAC is the “C”

- ▶ SEAC is a **Committee** structured to provide many perspectives
- ▶ It is composed of **subject experts** with the role of speaking for a community of interests (which don't always mean the same things to everyone)
- ▶ Can only act via decisions of the whole group
- ▶ Is strictly limited by statute to a single power...



...Recommendation

SEAC HAS NO OTHER POWER, AND NO OTHER PURPOSE

It isn't a recommendation unless...

- ▶ It is a motion duly passed by SEAC at a meeting (and using the rules of the Committee).
- ▶ It falls within the mandate of SEAC
- ▶ It is appropriate to be considered by the Board of Trustees

SEAC Recommends, Board Decides

- ▶ Board can refer a SEAC (or CPIC) recommendation to staff (for additional study or consultation) or can take up the recommendation.
- ▶ Board can receive a SEAC recommendation and take no further action. “Thanks for letting us know.”
- ▶ Board may refer a question back to SEAC or to other bodies within the TCDSB.

Important Considerations

- ▶ Members by themselves have no powers
- ▶ SEAC does not directly control anything; no staff, no parent councils, no policies, nothing; except your own deliberations
- ▶ You are representatives of organizations, not necessarily free agents
- ▶ The Act gives you access (to the Director of Education or his designate, to the Trustee members of SEAC, and to information from staff.
- ▶ You are influential because of your expertise, and your access

The Problem with Subject Experts

- ▶ Not experts on everything
- ▶ Tend to follow their own passions
- ▶ Tend to prioritize time/effort around their own specialization
- ▶ May “talk past” other experts with different knowledge

Good Advice

- ▶ Use formal rules to make decisions, not to distract from your role
- ▶ Look for shared issues where you can make recommendations which will serve many of the students under the Special Education umbrella
- ▶ Bring your expertise/do your homework
- ▶ Remember your mandate



Questions?

Thank-you

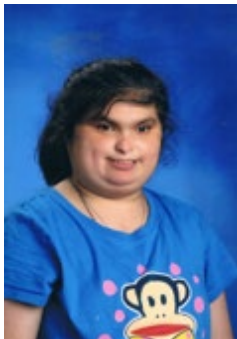
From:
To:
Subject:
Date:
Attachments:

From: Feldman, Geoffrey (SEAC)
Sent: October 19, 2021 5:41 PM
To: Special Education Advisory Committee **Subject:** Additional Agenda Item

Dear Members

I will be requesting your consideration for an additional agenda item to be added to our meeting tomorrow if time permits. I missed the call for Agenda items as I still cannot get email on my cellphone due to a glitch with the email system.

The item is a thank you from SEAC this time it is to Erica Wilson who is the Principal of Loretto College School in Ward 6. She kindly organized and paid for photographs of all the ME Summer Camp Students that attended during July 2021 it was a pleasant surprise and along with the class photo provides wonderful memories to all the ME students.



Thank you for your kind consideration.

Warmly

Geoffrey Feldman, P. Eng MBA

TCDSB SEAC Committee Member geoffrey.feldman@tcdsb.org
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<https://www.linkedin.com/in/geoffreyfeldman/>
Special Needs Parent and Advocate
@ODCoalition odcoalition.wordpress.com
Holland Bloorview Kids Rehab - Family Engagement Volunteer
MoH Provincial Genetics Committee – Lived Experience Advisor

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October 5, 2021

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

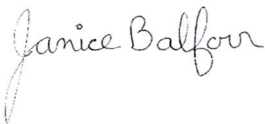
Dear Minister Lecce,

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

Trillium Lakelands District School Board's Special Education Advisory Committee is in full support of Bill 172. This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The high prevalence of FASD in Ontario makes it imperative that we offer comprehensive services to those impacted. The Ontario government has supported communities by providing funding for FASD Workers, an online information portal, indigenous FASD/child nutrition programs, and family and caregiver support groups. This support needs to be expanded to ensure that our educators have the knowledge and skills they need to support children and youth impacted by FASD to reach their full potential.

Thank you for acknowledging our support for Bill 172.



Janice Balfour
Chair of SEAC, TLDSB

Cc: Norm Miller, MPP
Laurie Scott, MPP
SEAC Chairs

To: Special Education Advisory Committee (SEAC)

From: Deborah Nightingale

Subject: Special Education - One Size Doesn't Fit All

MOVED BY: Deborah Nightingale

WHEREAS: SEAC recognizes and supports a very diverse variety of Special Education needs and the requirement for an appropriate variety of beneficial education options for students both identified and not identified with Special Education needs in the TCDSB, and

WHEREAS: These options must be based on best practices, and education research on how to meet different students' needs, and should offer relevant options and real parent and student choice, and

WHEREAS: In a board of this very large size and diversity of needs, a variety of different options to meet different and diverse needs should be offered in appropriate classroom environments,

BE IT RESOLVED THAT: The TCDSB Special Education Advisory Committee (SEAC) recommends to the board that the TCDSB deliver a variety of appropriate education options to meet diverse Special Education needs, based on: education research; feedback from educators, parents and students on all relevant options; and advocacy by those with specific involvement and experience with those specific exceptionalities.

Deborah Nightingale
ABC Ontario

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) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review 	<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 	<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 	<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)
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

SEAC Annual Calendar

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 	<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 	<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 	<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)
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 	<ul style="list-style-type: none"> - Autism Awareness Day – April 2 - ONSIS report on identified students

SEAC Annual Calendar

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 	<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 Services Parent Engagement Series 2021-2022

Department/Team	Information Session	Proposed Date
Assistive Technology	Read & Write for Google Chrome and EquatIO (Parents of students with SEA Devices)	November 16, 2021
Autism	Preparing for Life After High School: Transition Workshop for Parents of Adolescents in ME/DD Programs	November 30, 2021
Mental Health	Fostering Resiliency in our Children and Youth	TBD
Mental Health	Stress Management for our Youth	TBD
Programming & Assessment	Individual Education Plan – Secondary Level	TBD
Social Work	Self-care for Parents	TBD
Speech & Language	Supporting your Child's Communication Skills	TBD
Transition	Transition Planning Workshop for Parents of Students with Autism in Grades 7 and 8 on the Credit Earning Pathway	TBD
Transition	Transition Planning Workshop for Parents of Students in Grades 7 and 8 in Multiple Exceptionalities/Developmental Disability (ME/DD) Intensive Support Program (ISP) Classes	TBD

Seeking SEAC representative for the Student Transportation Working Group (STWG)

Terms of Reference

1. Official Name:

Student Transportation Working Group (STWG)

2. Mandate:

- a. To facilitate ongoing feedback from various stakeholders on concerns and suggestions regarding student transportation services in Toronto.
- b. To provide feedback and/or recommendations to the Toronto Student Transportation Group (TSTG) about student transportation issues.

3. Membership

- a. The committee shall be composed of representatives from the following groups:
 - School Administration (one Toronto Catholic District School Board (TCDSB) & one Toronto District School Board (TDSB))
 - Academic Superintendent (one TCDSB & one TDSB)
 - Parent (one TCDSB & one TDSB)
 - SEAC (one TCDSB & one TDSB)
 - Student Trustee (one TCDSB & one TDSB)
 - School Bus Provider – local
 - School Bus Ontario (SBO) previously Ontario School Bus Association (OSBA) member – not providing service to Toronto
 - TSTG Operations Committee
- b. Depending on subjects being discussed at specific meetings additional representatives may be invited to attend, however, these individuals will attend as guests and not voting members.
- c. Each meeting will be chaired by a member of the TSTG Operations Committee. The chair will be responsible for setting the agenda and providing timely minutes of meeting notes.
- d. Any member unable to attend may appoint a designate in their place. At any time a member wishes to leave the committee they shall advise their respective School Board and /or TSTG so that a replacement can be secured.

4. Decision Making

Where possible, decisions should be made by consensus. When votes are necessary, a simple majority will be sufficient.

5. Meetings:

- a. The Working Group will only be convened upon request and to a maximum of three meeting per school year.
- b. Members must submit any documents to be printed 48 hours prior to the meeting.
- c. Members have the option of attending by conference call. If this is necessary they should inform the meeting coordinator at least 3 days ahead of time so they can make the appropriate arrangements.
- d. Occasionally the meetings may be held by conference call, if necessary.

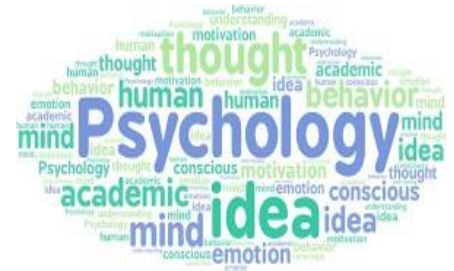
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The Mental Health Team promoted mental health activities and resources throughout the system with the following activities:

- The Mental Health Professionals provided mental health resources to support the well-being of Newcomer students,
- Developed a presentation on Hope for Safe Schools Student Symposium. The presentation will be asynchronous for secondary students but delivered synchronously for elementary students.
- Distributed a message of Staff Well-Being with a focus on Self-Compassion for the month of November with mental health resources for both staff as well as classroom educators.
- Provided Staff Well-Being Professional Development for 70 Assessment and Programming Teachers as well as the Autism Staff members on ***Fostering our Own Resiliency During Uncertain Times.***
- Provided Staff Well-Being Professional Development for 80 New Teachers.
- In collaboration with School Mental Health Ontario and York Region District School Board, we will present at the Annual Ontario Psychological Association Conference on ***Supporting Student Mental Health in Schools During Uncertain Times.***

Psychology staff participated in the Dorothy Hill Symposium presented by the Ontario Psychological Association. This year's presentation was on ***Social Justice and Anti-Oppressive Work in School Focused Psychological Services*** by Dr. A. Jordan Wright from New York University. The presentation identified the academic and social emotional impacts of inequities in education, and some initial steps needed to address these concerns within school psychology practice, and within school systems.



Psychology staff taking part in a Literacy Research Working Group resumed regular meetings this month. The goal of this working group is to review and summarize relevant research on the development of reading ability, and on reading assessment and intervention. The working group will be in-servicing psychology staff, and offering support for classroom literacy interventions this school year.

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

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.

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO NOVEMBER 17, 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 NOVEMBER 17, 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 NOVEMBER 17, 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 NOVEMBER 17, 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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