

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA March 9, 2022

George Wedge, Chair
Easter Seals

Geoffrey Feldman, Vice Chair
Ontario Disability Coalition

Melanie Battaglia
Autism Ontario

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Inclusion Action in Ontario
Representative

Lisa McMahon
Community Representative

Deborah Nightingale
Association for Bright Children

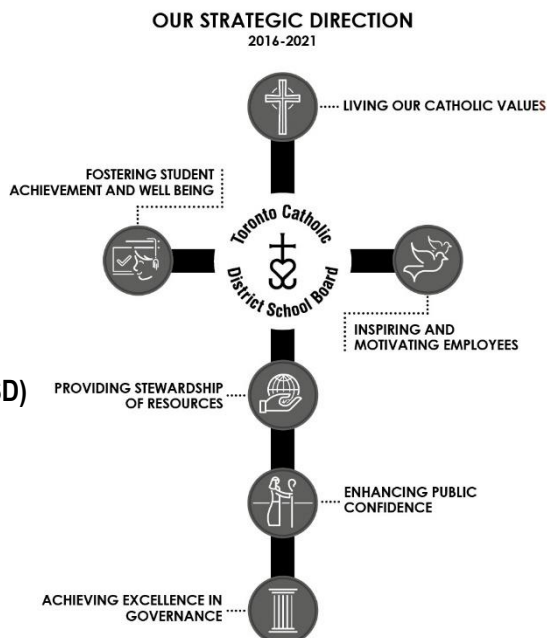
Mary Pugh
VOICE for Hearing Impaired

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

Angela Kennedy
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

Geoffrey Feldman, Vice Chair

Wednesday, March 9, 2022

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 February 9, 2022 1 - 10
7. Delegations
8. Presentations
- 8.a. Strategic Plans and Special Education Students - Cristina Fernandes, Executive Superintendent, Achievement & Well Being (Refer March 9, 2022 Addendum)
9. Notices of Motion
- 9.a. From Special Education Plan Review Informal Working Group regarding Special Education Plan Review Process: Staff Revisions 11

- 10. Consent and Review**
- 11. Annual Calendar Items**
 - 11.a. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of March 9, 2022 12 - 14
 - 11.b. Special Education Plan Review – Update from Informal Working Group (Refer March 9, 2022 Addendum)
- 12. Reports of Officials for Information by the Board/Other Committees**
 - 12.a. Special Education Superintendent Update – March 2022 15 - 17
- 13. Consideration of Motions for Which Previous Notice has been Given**
 - 13.a. From Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School 18 - 19
- 14. Unfinished Business**
- 15. Matters Referred/Deferred to the Committee by the Board and Other Committees**
- 16. List of Communications**
 - 16.a. From Eva Kyriakides, Chair of Durham District School Board (DDSB) Special Education Advisory Committee to Hon. Stephen Lecce, Minister of Education, regarding Policy/Program Memorandum (PPM) No. 81-Provision of Health Support Services in School Settings 20 - 22
 - 16.b. From Ontario Catholic School Trustees' Association (OCSTA) to Deputy Ministers regarding Policy / Program Memorandum (PPM) No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81 23 - 27
- 17. Association Reports**
- 18. Inquiries and Miscellaneous**

19. Pending List

19.a. Pending List as at March 9, 2022

28 - 37

20. Adjournment

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

HELD WEDNESDAY, FEBRUARY 9, 2022

PRESENT:

Trustees: N. Crawford – Virtual
A. Kennedy – Virtual

**Non-Voting
Trustee:** M. Rizzo– Virtual

External Members: George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. Battaglia - Virtual
M. Da Costa - Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

Staff: C. Fernandes
F. Cifelli
A. Coke
V. Cocco
M. Gendron
M. Meehan
R. Macchia
J. Mirabella
D. Reid

P. Stachiw

S. Pellegrini, Acting Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Trustee Di Giorgio sent his regrets. Wendy Layton was absent.

4. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum, be approved.

Mary Pugh joined the virtual meeting at 7:19 pm.

On the Vote being taken, the Motion was declared

CARRIED

Mary Pugh did not respond/vote.

5. Declarations of Interest

There were none.

Lisa McMahon joined the virtual meeting at 7:22 pm.

6. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Geoffrey Feldman, that the Minutes of the Meeting held January 19, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

9. Notices of Motion

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

- 9a) From Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School** will be considered at the March 9, 2022 Special Education Advisory Committee Meeting.

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focused on the success, mental health and well-being of all students, including special education students. The TCDSB is committed to providing safe, healthy and welcoming learning environments for all students;

WHEREAS: Students require, and parents expect a safe learning environment for their children at TCDSB schools;

WHEREAS: There is a large community of special education students, many of them identified as gifted, attending St Michael's Choir School (Choir School);

WHEREAS: There are unprecedented safety issues at the Choir School since August 2020 when the hotel across the street from the school was converted to a homeless shelter and later added a safe injection site there;

WHEREAS: Grade 3 to Grade 12 students at the Choir School are witnessing drug deals, and injections, assaults and public sex on the steps of their school every day;

WHEREAS: Caretakers and teachers find used needles, human waste and vandalism at the Choir School daily;

WHEREAS: There were three very serious incidents involving gunfire in the immediate vicinity of the Choir School in December 2021;

WHEREAS: TCDSB staff have known about this unsafe school environment since August 2020 and nothing effective has been done to protect students at the school; and

WHEREAS: Parents delegated to the TCDSB in October 2020 about this dangerous situation and the harassment is ongoing for students and teachers.

THEREFORE BE IT RESOLVED THAT: SEAC urge and strongly recommend that the TCDSB affirm that it will protect its students at the Choir School and find a solution as soon as possible to safeguard the well-being of these students; and

BE IT RESOLVED THAT: SEAC recommend that in order to protect these vulnerable students, the TCDSB move the Choir School to a safer location as soon as possible.

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 February 9, 2022 – Deborah Nightingale;
- 11b) Special Education Plan Review - Update from Informal Working Group – Trustee Crawford;
- 12a) Annual Report on the Accessibility Standards Policy (A.35) – Geoffrey Feldman;

- 12b) Mental Health and Well-Being Report 2020-2021 (Information) – Geoffrey Feldman; and
- 12c) Special Education Superintendent Update – February 2022 – Deborah Nightingale

MOVED by Trustee Crawford, seconded by Trustee Kennedy, 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

- 19a) Pending List as at February 9, 2022

11. Annual Calendar Items

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

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar as of February 9, 2022** received.

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

The Chair declared a five-minute recess.

The meeting resumed with George Wedge in the Chair, with a change to the attendance list as follows:

PRESENT:

Trustees: N. Crawford – Virtual
A. Kennedy – Virtual

**Non-Voting
Trustee:** M. Rizzo - Virtual

External Members: George Wedge, Chair
Geoffrey Feldman, Vice-Chair - Virtual
M. Battaglia - Virtual
M. Da Costa - Virtual
Lori Mastrogiuseppe – Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh - Virtual

11a) Special Education Advisory Committee (SEAC) Annual Calendar as of February 9, 2022 (continued)

MOVED in AMENDMENT by Deborah Nightingale, seconded by Mary Pugh, that SEAC's annual goals be listed each month in the Agenda on the same page as the SEAC Terms of Reference; and

That review of the SEAC annual goals be scheduled in the annual calendar three times a year in addition to goal setting exercise in September.

MOVED in AMENDMENT to the AMENDMENT by Mary Pugh, seconded by Deborah Nightingale, that the following wording be added “*usually December, March, June,*” so that the second paragraph amendment reads as follows:

That review of the SEAC annual goals be scheduled in the annual calendar three times a year, usually December, March, June, in addition to goal setting exercise in September.

On the Vote being taken, the AMENDMENT to the AMENDMENT was declared

CARRIED

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Lisa McMahon joined the virtual meeting at 8:09 pm.

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that Item 11b) be adopted as follows:

11b) Special Education Plan Review - Update from Informal Working Group received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that SEAC approve the recommendations from the Special Education Informal Working Group and that the recommendations be referred to Staff.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Time for business expired and was extended by 15 minutes, as per Article 12.6 of the By-law, to complete the debate on the Item and as per the will of the majority of the Assembly:

On the Vote being taken, the Motion was declared

CARRIED

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

CARRIED

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

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

12a) Annual Report on the Accessibility Standards Policy (A.35) received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Tyler Munro, that Staff bring back the survey questions for SEAC Working Group feedback.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Mary Pugh left the virtual meeting at 9:04 p.m.

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

CARRIED

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that Item 12b) be adopted as follows:

12b) Mental Health and Well-Being Report 2020-2021 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Lori Mastrogiuseppe, that Item 12c) be adopted as follows:

12c) Special Education Superintendent Update – February 2022 received.

On the Vote being taken, the Motion was declared

CARRIED

Melanie Battaglia did not respond/vote.

21. Adjournment

MOVED by Deborah Nightingale, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

To: Special Education Advisory Committee (SEAC)

From: Special Education Plan (Spec Ed Plan) Review Informal Working Group
Members: Deborah Nightingale, Geoffrey Feldman, Trustee Nancy Crawford

Subject: Special Education Plan Review Process: Staff Revisions

MOVED BY: Trustee Nancy Crawford

SECONDED BY:

WHEREAS: The Education Act, Regulation 464/97, requires SEAC to review the Board's Spec Ed Plan each year and make recommendations to the Board for improvements and updates;

WHEREAS: SEAC formed an informal working group in 2020 to assist SEAC in this review;

WHEREAS: The informal working group did a comprehensive review of the TCDSB Spec Ed Plan throughout 2020-2021 reporting regularly to SEAC and bringing many recommendations to SEAC which were adopted and recommended to Board and approved by Board for consideration by Special Services Staff;

WHEREAS: Special Services Superintendent and Staff made changes and updates and reported same to the Ministry of Education for the July 31, 2021 deadline;

WHEREAS: For the 2021-2022 review of the Spec Ed Plan, the informal working group would be aided by information from Staff on what was changed in the Plan for the July 31, 2021 submission to the Ministry of Education;

BE IT RESOLVED THAT: On a go forward basis, Staff provide in writing to SEAC by September of each year, a summary of all revisions made to the Spec Ed Plan for the previous July submission to the Ministry of Education;

BE IT RESOLVED THAT: These revisions be accompanied by feedback that clearly identifies:

- 1) which SEAC recommendations to change the Spec Ed Plan have been implemented;
- 2) which SEAC recommendations have not been accepted with a brief description of the reasons why.

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) - Review of Policy: S.P.01 Special Education Programs and Services (next review January 2023) - Review of Policy: A.23 Special Education Advisory Committee (next review January 2024) - 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 - Annual Accessibility Report 2021 - Multi-year Accessibility Plan/AODA-Updates - Mental Health Annual Report 2020-2021 	<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
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

SEAC Annual Calendar

June	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Budget approval update - Status of PRO Grant application 	<ul style="list-style-type: none"> - World Sickle Cell Day – June 19 - National Deaf Blind Awareness - EQAO Grade 3 and 6 Testing (not administered for June 2020)
July		<ul style="list-style-type: none"> - School Board Submits to the Ministry a balanced Budget for the following year - Special Education Report Checklist submitted to the Ministry of Education
August		

Special Education Superintendent Update

March 2022



Upcoming event



April 5: Workshop in partnership with *Behaviour Matters* for parents to help understand and identify children's emotions.



March 7 to 13 is Social Work Week in Ontario



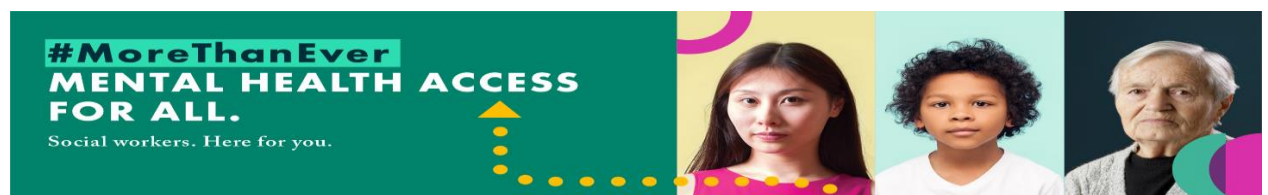
This week complements National Social Work Month in Canada. At the TCDSB, School Social Workers offer expertise in children's development and mental health. Social workers employed in our system carry a minimum of a Master's in Social Work and are regulated by the Ontario College of Social Workers and Social Service Workers.

Serving approximately 7000 students a year, social workers engage in diverse activities to support students, families, and schools. We are privileged to learn and grown in diverse communities to ensure our service is of the highest caliber.

TCDSB social workers provide consultation, prevention, counseling, and crisis response services, just to name a few. The needs in our system are varied and certainly increased as a result of the pandemic.

As the Canadian Association of Social Workers (CASW) illustrates, *"Despite these challenges, it is fundamental to our profession to close with a message of hope and resilience. As a profession grounded in principles of social justice, optimism comes naturally. We are secure in the knowledge that our profession is united in our shared commitment to sustain social change and to continue to transform the legacy of our profession through our daily efforts on the frontlines, in our classrooms and in our offices (CASW)."*

This year's themes are appropriately *#InCriticalDemand* to acknowledge that social workers are needed *#MoreThanEver!*





In collaboration with the Equity Department, plans were made for Black Mental Health Week that is being acknowledged this week (March 7-11). A compilation of resources has been disseminated to support learning about the impact of anti-Black racism on Black mental health and to equip staff to create and sustain mentally healthy environments in which Black students, families, staff, and the greater community feel a sense of safety, welcoming, belonging, and inclusion.

The Mental Health Team continues to promote mental health activities and resources throughout the system, including the following:

- In collaboration with Safe Schools, Curriculum, and Nurturing our Catholic Community Departments, the team provided professional development to different staff groups on facilitating classroom conversations about cannabis within the context of the Health and Physical Education curriculum.
- Provided *SafeTALK Suicide Awareness training* to 17 student support staff to equip these staff to recognize students who may be experiencing suicidal ideation and connect them with the appropriate professionals for intervention (i.e. social work, psychology, guidance).
- Facilitating ongoing training on a new mental health intervention protocol, *Principle Guided Psychotherapy for Children and Adolescents*, for a pilot group of school social workers and psychologists to add to the range of tools they can draw from to support students with anxiety.
- In collaboration with Safe Schools, Curriculum, and Nurturing our Catholic Community Departments, the team provided a parent/guardian webinar with 167 participants in attendance: *Helping Your Teen Navigate Emotional Times* with psychologist Eva de Gosztanyi, faculty member of the Neufeld Institute

The Speech and Language department provided hands-on professional development to Speech-Language Pathologist staff on February 28th to present a comprehensive review of Augmentative and Alternative Communication (AAC) tools for students.



The Deaf and Hard of Hearing department is inviting Deaf/Hard of Hearing students in grade 7 to 12 to participate in the virtual *Ottawa Deaf Youth Conference - 'together 2022'* on May 18 and 19. *Cochlear Canada* has donated live closed captioning for the conference. The conference will also be interpreted into English and American Sign Language (ASL). Student attendees will receive full-length conference t-shirts - generously donated by TD Canada Trust.



This year to celebrate *World Autism Month* in April, we are holding a student-centered online conference entitled, *We Belong*, on Thursday April 7th. We are inviting secondary students to participate in this event from across the TCDSB who share a diagnosis of Autism. Students will hear a keynote address from Daniel Share-Strom, an adult with Autism and participate in virtual breakout sessions focused on developing their passions, using personal fitness to manage stress, adulting and focusing on their strengths. Our aim is to give our students the opportunity to interact with adults who have come to understand their diagnosis as a strength, and to connect with students who share similar experiences.



TCDSB WORLD AUTISM DAY 2022

APRIL 4TH, 2022

DAY EVENT

KEYNOTE PRESENTATION
KISARA

BOOK
DO YOU WANT TO PLAY: MAKING FRIENDS WITH AN AUTISTIC KID
BY DANIEL SHARE-STROM

AUTISM NEWSLETTER
LINKS TO SCHOOL RESOURCES, ACTIVITIES AND MORE.

EVENING EVENT

MASS AT THE CEC
BEING STREAMED LIVE

Consideration of Motion – Daily Danger at St Michael’s Choir School

To: SEAC - March 9, 2022

MOVED BY: Deborah Nightingale, SEAC representative for ABC Ontario

SECONDED BY:

WHEREAS: The Toronto Catholic District School Board (TCDSB) has committed to creating school communities focussed on the success, mental health and well-being of all students, including special education students. The TCDSB is committed to providing safe, healthy and welcoming learning environments for all students;

WHEREAS: Students require, and parents expect a safe learning environment for their children at TCDSB schools;

WHEREAS: There is a large community of special education students, many of them identified as gifted, attending St Michael’s Choir School (Choir School);

WHEREAS: There are unprecedented safety issues at the Choir School since August 2020 when the hotel across the street from the school was converted to a homeless shelter and later added a safe injection site there;

WHEREAS: Grade 3 to Grade 12 students at the Choir School are witnessing drug deals, and injections, assaults and public sex on the steps of their school every day;

WHEREAS: Caretakers and teachers find used needles, human waste and vandalism at the Choir School daily;

WHEREAS: There were 3 very serious incidents involving gunfire in the immediate vicinity of the Choir School in December 2021;

WHEREAS: TCDSB staff have known about this unsafe school environment since August 2020 and nothing effective has been done to protect students at the school; and

WHEREAS: Parents delegated to the TCDSB in October 2020 about this dangerous situation and the harassment is ongoing for students and teachers.

THEREFORE BE IT RESOLVED THAT: SEAC urges and strongly recommends that the TCDSB affirm that it will protect its students at the Choir School and find a solution as soon as possible to safeguard the well-being of these students; and

BE IT RESOLVED THAT: SEAC recommends that in order to protect these vulnerable students, the TCDSB move the Choir School to a safer location as soon as possible.

February 25, 2022

VIA EMAIL: specialeducation@ontario.ca

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce,

Re: Comments with respect to PPM No. 81

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight parent associations, who represent thousands of families in Durham Region.

We would like to first express our support with regards to the goal of providing evidence-based health, rehabilitation and other community-based clinical services in school settings to ensure timely and equitable services that allow students to fully participate in all aspects of school life. However, we want to stress the importance that the appropriate time and care needs to be taken to ensure that any move to school-based health, rehabilitation and other clinical services is done right. For families and students who depend on these services, ensuring that any transition made is made seamlessly, with no break in service provision for their children is of utmost importance.

Timelines and consultation process

We are concerned with the limited timeframe allowed for input in the consultation process. Given the important nature of the services reflected in PPM No. 81 the tight timeframe limits the ability of schools, SEACs, services providers and families' to provide meaningful consultation. We would request that the Ministry extend the timeline for providing input in the consultation process to ensure that stakeholders have an opportunity to provide fulsome submissions to ensure that the implementation of PPM No. 81 meets its objectives and causes no unintentional harm to those it seeks to support.

Timelines for implementation

We are very concerned with the expectation that full implementation would be achieved by September 2022. Time needs to be provided for the proper consultation to occur to allow proper implementation of PPM No. 81. Some of the many examples of concerns would be:

1. Differentiated access that creates inequity in services and supports impacting children, youth and families.

2. Shortages and waitlist of community health supports to provide supports in schools occurring while the board is having difficulty in addressing current support needs within the schools.
3. The impacts related to shift of school-based rehabilitative services to Children's Treatment Centres has not been fully evaluated and shared publicly.
4. Proposed changes would result in significant increase to private and community, both regulated and currently unregulated (e.g., IBI), providers having access inside school spaces.
5. Current and continuing lack of funded space in schools and type of space required by the variety of professional health services to be provided by both district, private and community providers.
6. Delegation of health care acts to school board staff.
7. Time to develop MOUs with the various service providers which detail responsibilities and how services providers will engage students within the schools, etc.
8. Prevalent medical conditions such as diabetes, seizures disorders, anaphylaxis, etc. does not appear to be referenced or captured under the revised PPM 81.
9. Clarity and planning specific to workplace and related liability protections for service professionals and school districts.

There is also concern regarding case management of all providers to meet the goal of seamless services for the student between home and schools. Some of these concerns are, but not limited to, the supervision of students using remote care providers; needs for after-hours services; appropriate access to physical space that is respectful of the student and provider's services; needs in buildings at or need capacity.

When considering the above and the physical, social and emotional safety of the students who are accessing services needs to be carefully thought out. At all times, consideration must be taken to ensure that the confidentiality and dignity of students is respected during the transition periods where services provided will take them away from peers and then have them return.

These are just a few of the many considerations that must be considered before community-based service providers can be brought into a school.

We would submit that a central consultation working group with key partners and people with lived experience could be put in place by September 2022 to develop a solid and seamless plan for this transition by September of 2023. The ability to have full implementation of PPM No. 81 by September 2022, raises serious concerns that implementation of PPM 81 can be done well and without detrimental effects to students and families.

Inclusion/exclusion of services

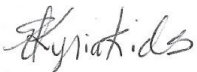
On a cursory review of PPM No. 81, we note that DHH Infant hearing program goes from 0-6 years of age, but has not been mentioned in the integration of services. We are concerned that other services may also have been overlooked.

Roles of families

Some services rely on the caregiver/family of the student to be present. How would this be managed within this service provision model? We note that PPM No. 81 mentions consultation but is silent on implementation.

In conclusion, while we commend the goals of PPM No. 81, we are concerned about the timeline for consultation and implementation. The implementation of this PPM should not be done in haste. It requires careful planning and development of an implementation process to ensure any transition happens seamlessly and without any service disruption to students and their families. We strongly suggest that the Ministry of Education reconsider the expectation that School Boards have PPM 81 fully implemented by September 2022, and consult with key partners and persons with lived experience to develop a framework and implementation plan for PPM 81, that is in the best interest and support of students.

Sincerely,



Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees



Ontario Catholic School Trustees' Association

February 15, 2022

Ms. Nancy Naylor
Deputy Minister of Education
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Denise Cole
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Dear Deputy Ministers:

Re: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81

Introduction

The Ontario Catholic School Trustees' Association is pleased to participate in the review of PPM 81, commensurate with our responsibility to:

- a) reach out to school boards and develop advocacy positions to ensure that government policies and programs meet the needs of our boards, schools, students and (Catholic ratepayers); and
- b) work with the government on matters of concern to Catholic school boards and provincial education stakeholders as a whole.

The Ministry of Education has asked for feedback on the draft PPM 81 following our round-table discussion on February 4, 2022. It should be noted, that OCSTA believes that the adequate and equitable provision of health support services for our students is of critical importance, especially in

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Michael Bellmore, *Vice President*
Nick Milanetti, *Executive Director*

the unprecedented context of the COVID-19 pandemic. All of Ontario's 29 Catholic boards strive to ensure that each of its student requiring health support services are done so in a timely, fair and consistent manner. As such, OCSTA supports the government's objectives in revising PPM 81:

- *To strengthen evidence-based practices:* Implement a delivery model for rehabilitation services that is aligned with best practices and supports interdisciplinary and cohesive services, including unified delivery of speech and language services for students that require both.
- *To Improve access to a quality of health, rehabilitation and community-based clinical services in schools:* Provide consistent access to evidence-based child- and family-centred services for students based on their functional strengths and needs and address the changing service delivery landscape by providing clarity on access and local collaboration expectations between DSBs and third-party providers, including the Ontario Autism Program (OAP) and the organizations funded by MOH to deliver health services.
- *To clarify roles and responsibilities to address gaps in services:* Clarify responsibility for the delivery of medical interventions in schools. Specifically reference delegation of controlled acts and supervision of teaching and assigning of other procedures where local circumstances and labour contracts permit doing so.

Background Information from the Government

In response to draft PPM 81, OCSTA assumes that the information presented by the government at its' February 4, 2022 meeting is comprehensive and accurate:

- The categories/examples (e.g., oral medication, injection of medication, etc.) presented in the tables are comprehensive and seem to cover the main interventions currently happening in schools;
- Medical conditions should not prevent/delay access to education;
- Sufficient funding is allocated to the relevant Ministry/board delivering the services and the funding amounts reflect any change in the delivery of services;
- What the funding boards receive includes costs for administration, training, and operationalizing the new PPM's requirements (e.g., if injection of medication shifts from health care to school boards);
- Training is to be provided by medical personnel to sufficient numbers of staff performing the medical intervention AND there are sufficient numbers of trained staff to address potential absenteeism;
- Medical personnel (e.g., nurse/clinical supervisor) to provide oversight of the medical intervention by non-medical personnel;
- Non-medical staff to be protected from any liability for performing medical interventions;
- Wherever possible and appropriate, students should receive all their interventions in a single therapy from a single therapist;
- School based personnel will provide a tiered approach in collaboration with educators and parents/guardians that are connected to all school board support services and student medical plans;

- Equity of service for all required supports for students with respect to amount of time, level of service, timely access, etc.
 - Equitable access to services for children with or without a diagnosis of autism spectrum disorder (ASD);
 - Students with other diagnoses and learning needs (Downs' Syndrome, Fetal Alcohol Syndrome, (etc.).

OCSTA Issues and Concerns with Revised PPM 81

OCSTA believes that several issues need to be considered and effective solutions provided to support effective implementation. These include the following:

- Schools are often viewed as the community hub for various services and the impact these additional services may have on school administrators;
- Space in schools will be a concern if services are being delivered on site with additional funding required for integrated spaces;
- The need to clearly define access to schools (for treatment purposes) and access to classrooms;
- Clearly defined process for collaboration between local agencies and school boards need to be developed;
- Managing collective agreements and PPM 149 considerations – consultation with union/employee groups is very important;
- The different processes and requirements for regulated vs. unregulated staff;
- Risk management and supervision issues need to be factored into the PPM that include:
 1. Potential for multiple (and potentially conflicting) clinical recommendations;
 2. Health perspective vs. education – this may impact the provision of supports/services;
 3. Equity issues regarding a family's use of private services.

OCSTA has additional concerns such as:

- Potential of streamlining services that may require shifts in funding;
- Will training in the provision of various services be provided internally or through an outside agency (e.g., Charles Best Centre, Epilepsy Outreach)?
- The PPM needs a clear implementation plan to ensure consistency;
- Considerations around virtual services/access – supervision/safety concerns;
- Inclusion of Mental Health and Addictions Nurses (MHANs);
- Clarity is required on the type of student mental health services to be provided, including counselling and/or psychotherapy;
- Clarity is required around terms such as “necessary to participate in school” – this can be very broadly interpreted;
- MOUs – there should be clarity regarding board protocols for consistency;
- Best practices – coordinated service planning or use of multi-sectoral/multi-agency case conferences could be used to establish and monitor individual student plans;
- How will the current shortages of medical staff be managed to assist in the oversight, training for board staff?;

- Treatments provided by external operators may not be consistent with school board practices (e.g., use of restraints) and how are these to be managed?;
- Issues related to PPM 149 and its impacts on the revised PPM 81;
- The structuring of various agreements between different agencies;
- September 2022 implementation is an aggressive timeline;
- Sharing of confidential information/providing of consent, etc.;
- Rehabilitation services - the need to ensure there is clarification of “concurrent” and “consecutive” services;
- Information regarding current scope of work performed by school board personnel is not reflected in the draft PPM 81;
- The PPM does not note the collaborative relationships that currently exists between parents and others involved with the child;
- Concerns of parents needing to continually share information amongst varied professionals.

OCSTA Recommendations

Overall, OCSTA requests consideration of the following recommendations in revising PPM 81:

- **Include Trustee Associations, school boards and SEAC representatives during the consultation process both provincially and during the development of local solutions.**
- **Consolidate funding for the delivery of speech-language pathology services to school-age children under the direction of the Ministry of Education.**
Single funder will promote more equitable and inclusive services, with greater access for all children with diverse needs. It will reduce service fragmentation, eliminate gaps and duplications, and create seamless transition points that will also permit more coherent goal setting for participation at school, home and in the community. Moreover, a single funder will facilitate more transparent and accountable processes and service efficiencies.
- **Maintain the current investment by school boards in the delivery of speech-language pathology services (SPL).** Encourage boards to continue to use Grants for Student Needs and Special Education Grants to fund existing services with flexibility to respond to local student, community and system needs. Flow additional funding directly to the boards to enhance SLP services, unifying delivery of speech and language interventions. Within the funding transfer, acknowledge the gap created when Preschool Speech and Language Services for kindergarten-age children were discontinued and school boards absorbed the abandoned speech and language caseload.

- **Consider keeping this PPM focused on Physical Health care services and community-based services.** Create an accountability tool to capture detailed data about the delivery of services to children and families, stratified by tier, using frameworks that are appropriate to the education context. Use the accountability tool to refine service delivery targets and amend funding and infrastructure processes as necessary.

As a Catholic School Trustee Association, we are a valuable partner in the process. We encourage you to ensure that school boards, Catholic School Councils, parents and SEACs across the province are included early in the consultation process as this review moves forward.

Please do not hesitate to contact me at pdaly@ocstaon.ca or Anne O'Brien at aobrien@ocsta.on.ca if you have any questions or concerns. We look forward to continued discussions on PPM 81 as it is further developed.

Yours Very Truly,



Patrick J. Daly
President

cc: Ms. Claudine Munroe
Director of Special Education

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	March 27, 2019 SEAC	TBC	Regular Board	<p>That the Board direct staff to provide a report with respect to the following Items and report back to Board:</p> <p>*Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe</i></p>	Superintendent of Special Services

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

				<p><i>Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

				<p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

				<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 Regular Board meeting.</i></p>	
2	October 20, 2021 SEAC	January 2022	Regular Board	<p>The Special Education Advisory Committee recommended to the Board of Trustees that the following be approved:</p> <p>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;</p>	

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

			<p>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;</p> <p>WHEREAS: The TCDSB is expected to deliver the necessary services and accommodations to all students;</p> <p>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;</p> <p>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</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

3				<p>WHEREAS: TCDSB should accommodate all students by using all supports needed to communicate and instruct students. 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</p> <p><i>Motion recommended at October 20, 2021 SEAC meeting; carried at November 18, 2021 Regular Board meeting.</i></p>	
	November 17, 2021 SEAC	February 2022	Regular Board	<p>The Special Education Advisory Committee recommended to the Board of Trustees that the following be approved:</p> <p>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;</p>	Director of Education and Association Director of Education

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

			<p>WHEREAS: Autism Ontario, Association for Ontarians with Disabilities Act (AODA) association, 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 at the Principal’s request, including without limitation for off school premises field trips (“soft exclusions”);</p> <p>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:</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

			<ul style="list-style-type: none"> • 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). <p>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");</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

			<p>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</p> <p>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.</p> <p>BE IT RESOLVED THAT:</p> <ul style="list-style-type: none"> • SEAC recommend to the Board that the attendance system be updated to track all Exclusions, including formal and soft exclusions as previously defined; <ul style="list-style-type: none"> ○ A formal exclusion is defined as under Section 265 (1) (m) of the Education Act. 	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MARCH 9, 2022**

			<ul style="list-style-type: none"> ○ A Soft Exclusion is defined as a Principal's request to keep a child home for all or part of a day. • 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 <p><i>Motion recommended at November 17, 2021 SEAC meeting; carried at December 9, 2021 Regular Board meeting.</i></p>	
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