

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA April 6, 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

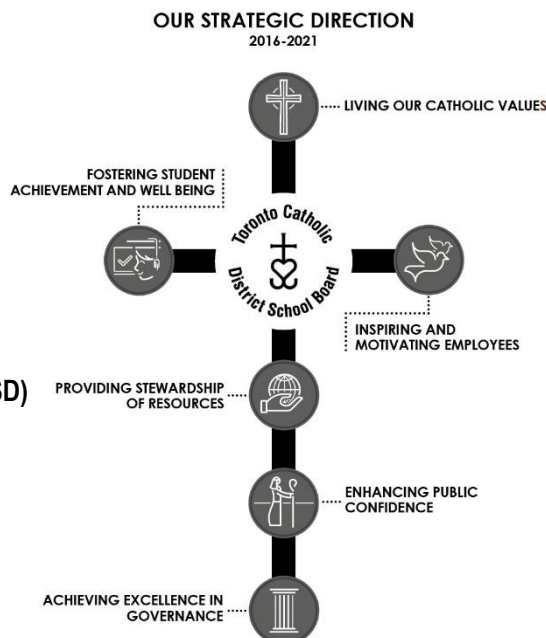
Mary Pugh
VOICE for Hearing Impaired

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.

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

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

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, April 6, 2022

7:00 P.M.

	Pages
1. Opening Prayer	
2. Land Acknowledgement	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held March 9, 2022 for Public Session	1 - 12
7. Delegations	
8. Presentations	
8.a. Toronto Catholic District School Board Website Re-Development Project Stakeholder Engagement Survey - Paolo Ho, Website Supervisor	13
8.b. 2022-23 Budget Framework and Stakeholder Consultation Plan - Ryan Putnam, Chief Financial Officer and Treasurer	14 - 24

- 9. Notices of Motion**
- 10. Consent and Review**
- 11. Annual Calendar Items**
 - 11.a. Special Education Plan Review from SEAC Informal Working Group 25 - 28
 - 11.b. Special Education Student Count as of March 31 (Verbal) - Maria Meehan, Superintendent of Special Services
 - 11.c. Special Education Programs for 2022-2023 Update (Verbal) - Maria Meehan, Superintendent of Special Services
 - 11.d. Graduation Statistics for Students with Special Education Needs 2020-2021 (Verbal) - Maria Meehan, Superintendent of Special Services
 - 11.e. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of April 6, 2022 29 - 31
- 12. Reports of Officials for Information by the Board/Other Committees**
 - 12.a. Special Education Superintendent Update - April 2022 32 - 33
 - 12.b. Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks 34 - 38
 - 12.c. Recommendation on Review of Policy A.23 (Verbal) - Maria Meehan, Superintendent of Special Services
 - 12.d. Update on Motion: Rules of Order and Conduct Formalization and Familiarization (Verbal) - Maria Meehan, Superintendent of Special Services
- 13. Consideration of Motions for Which Previous Notice has been Given**
 - 13.a. From the Special Education Plan Review Informal Working Group regarding Special Education Plan Review Process: Staff Revisions 39 - 40
 - 13.b. From Melanie Battaglia regarding Draft Policy/Program 41

14. **Unfinished Business**
15. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
16. **List of Communications**
 - 16.a. Draft Protocol: Anti-Sex Trafficking Survey for Special Education Advisory Committee Input (Verbal) - Maria Meehan, Superintendent of Special Services
17. **Association Reports**
18. **Inquiries and Miscellaneous**
 - 18.a. From Trustee Crawford regarding Request for New Members to Join the Special Education Plan Informal Working Group
19. **Pending List - NIL**
20. **Adjournment**

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

HELD WEDNESDAY, MARCH 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
W. Layton - Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro - Virtual
Deborah Nightingale - Virtual
Mary Pugh – Virtual

Staff: C. Fernandes
A. Coke
V. Cocco
M. Gendron
M. Meehan
J. Mirabella
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Michelle Da Costa sent her regrets. Trustee Di Giorgio was absent.

4. Approval of the Agenda

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

MOVED in AMENDMENT by Tyler Munro, seconded by Wendy Layton, that the following Items be added to the agenda:

18a) Inquiry from Wendy Layton regarding Ontario Human Rights Commission's Release of the Right to Read Inquiry; and

18b) Inquiry from Tyler Munro regarding Agenda Contents.

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 February 9, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

8. **Presentations**

MOVED by Tyler Munro, seconded by Lisa McMahon, that Item 8a) be adopted as follows:

- 8a) **Strategic Planning and Special Education Programs - Cristina Fernandes, Executive Superintendent, Achievement and Well Being** that the Item be deferred to the April 6, 2022 Special Education Advisory Committee Meeting.

On the Vote being taken, the Deferral Motion was declared

FAILED

MOVED by Mary Pugh, seconded by Geoffrey Feldman, that Item 8a) be adopted as follows:

- 8a) **Strategic Planning and Special Education Programs - Cristina Fernandes, Executive Superintendent, Achievement and Well Being** received.

Trustee Kennedy joined the virtual meeting at 7:48 p.m.

On the Vote being taken, the Motion was declared

CARRIED

9. Notices of Motion

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

- 9a) From Special Education Plan Review Informal Working Group regarding Special Education Plan Review Process: Staff Revisions** that this be considered at the April 6, 2022 Special Education Advisory Committee (SEAC) Meeting.

WHEREAS: The Education Act, Regulation 464/97 requires SEAC to review the Board's Special Education 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 Toronto Catholic District School Board (TCDSB) Special Education 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; and

WHEREAS: For the 2021-2022 review of the Special Education 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 Special Education Plan for the previous July submission to the Ministry of Education; and

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

- 1) Which SEAC recommendations to change the Special Education Plan have been implemented; and
- 2) Which SEAC recommendations have not been accepted with a brief description of the reasons why.

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 March 9, 2022 – Deborah Nightingale;
- 11b) Special Education Plan Review - Update from Informal Working Group – Trustee Crawford;
- 12a) Special Education Superintendent Update – March 2022 – Trustee Crawford;
- 13a) Consideration of Motion from Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School – Deborah Nightingale;
- 16a) Communication 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 – Melanie Battaglia;
- 16b) Communication 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– Melanie Battaglia;

- 18a) Inquiry from Wendy Layton regarding Ontario Human Rights Commission's Release of the Right to Read Inquiry – Wendy Layton; and
- 18b) Inquiry from Tyler Munro regarding Agenda Contents – Tyler Munro.

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

On the Vote being taken, the Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN ABOVE MOTION

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

11. Annual Calendar Items

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

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

On the Vote being taken, the Motion was declared

CARRIED

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

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

Trustee Rizzo joined the virtual meeting at 8:18 p.m.

On the Vote being taken, the Motion was declared

CARRIED

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

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

- 12a) Special Education Superintendent Update – March 2022** received.

On the Vote being taken, the Motion was declared

CARRIED

13. Consideration of Motions for which previous notice was given

MOVED by Deborah Nightingale that Item 13a) be adopted as follows:

- 13a) From Deborah Nightingale, representative for Bright Children Ontario Special Education regarding Daily Danger at St. Michael's Choir School**

Tyler Munro rose on a Point of Order to have the Item removed from the Agenda as he did not believe that it is germane to the Terms of Reference of SEAC.

The Chair ruled the Point of Order out of order.

Tyler Munro challenged the Chair.

On the Vote being taken, the Chair's Ruling was not upheld.

The Chair declared that the Item was removed from the Agenda.

16. List of Communications

MOVED by Melanie Battaglia, seconded by Trustee Crawford, that Item 16a) be adopted as follows:

- 16a) 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 received.**

MOVED in AMENDMENT by Trustee Crawford, seconded by Tyler Munro, that the Item be referred to Staff.

Mary Pugh left the virtual meeting at 9:05 p.m.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

MOVED by Trustee Kennedy, seconded by Melanie Battaglia, that the Agenda be reopened to add a Notice of Motion.

On the Vote being taken, the Motion was declared

CARRIED

The Chair declared a 10-Minute recess.

The Meeting resumed with George Wedge in the Chair.

PRESENT: (Following Recess)

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

Non-Voting M. Rizzo– Virtual

Trustee:

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

9) Notice of Motion

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

- 9b) From Melanie Battaglia regarding Draft Policy / Program Memorandum (PPM) No -81** that this be considered at the April 6, 2022 Special Education Advisory Committee Meeting.

WHEREAS: The Ministry of Education (the “Ministry”) has proposed revisions to Policy/Program Memorandum (PPM) No. 81 – Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81 (“Draft PPM-81”) and invited consultation from stakeholders;

WHEREAS: The Toronto Catholic District School Board (TCDSB) is a stakeholder invited to participate in the review of the Draft PPM-81 and to provide recommendations to the Ministry regarding the Draft PPM-81;

WHEREAS: SEAC supports the government’s objectives with the Draft PPM-81, including without limitation to strengthen evidence-based practices, to improve access to a quality of health, rehabilitation and community-based clinical services in schools, and to clarify roles and responsibilities to address gaps in services, for all students receiving special education programs and services at the TCDSB;

BE IT RESOLVED THAT: SEAC provide recommendations to Board regarding the Draft PPM-81.

16) List of Communications (continued)

MOVED by Melanie Battaglia, seconded by Lori Mastrogiuseppe, that Item 16b) be adopted as follows:

- 16b) 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** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

18. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 18a) be adopted as follows:

- 18a) Inquiry from Wendy Layton regarding Ontario Human Rights Commission's Release of the Right to Read Inquiry** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 18b) be adopted as follows:

- 18b) Inquiry from Tyler Munro regarding Agenda Contents** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment

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

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



TCDSB Website Re-Development Project Stakeholder Engagement Survey | SEAC

TCDSB has recently selected a vendor to help the board to re-develop its public website.

As one of the first steps in the re-development process, we would like to send an electronic survey to SEAC and gather their feedback on the current TCDSB website and new website.

Purpose of the Survey:

- To learn what is and is not working with the current website.
- To learn how the new website can better serve the users.

Number of Survey Questions:

- Survey is voluntary and will include 4 – 5 questions for members to complete.

Next Step After Completion of Survey:

The vendor will provide summaries and reports to the TCDSB Project Team at the conclusion of the survey / engagement.

TCDSB Project Team will review summaries and reports and use those findings to assist in developing the new website.

Please note that all ideas and concerns will be documented and considered as part of the development process. Given the limited time and budget, some ideas/concerns may be addressed in the initial phases of development while others may be addressed post-launch.

2022-23 Budget Framework and Stakeholder Consultation Plan

Ryan Putnam, CPA, CA, Chief Financial Officer and Treasurer

Presented to: Special Education Advisory Committee (SEAC)

Date: April 6, 2022

“I am the vine; and you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.”

(John 15:5)

“The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’

(Matthew 25:40)

“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.”

(1 Corinthians 12:12)

GUIDING PRINCIPLES

- Strategic Plan, Student Centered
- System Stability, Flexibility
- Alignment, Integration
- Efficient, Effective, Sustainable
- Evidence Based, Measurable
- Prioritize, Opportunity Costs
- Organizational Risk, Compliance
- Transparency, Accountability

DISCUSSION ITEMS

- Current Financial Position
- Enrolment and Staffing
- Ministry Funding and Priorities
- System Investments
- Budget Framework
- Stakeholder Consultation
- Looking Ahead: Next Steps

CURRENT FINANCIAL POSITION

- 21-22 Revised Estimates - \$34.2M In-Year Deficit (COVID, Enrolment)
- Reserve Funds (finite, one-time use)
 - Operating Contingency (depleted, Q2 forecast, Ministry recovery)
 - IT Systems, Infrastructure (fund one-time IT Strategic Plan initiatives)
 - Administrative Facilities (earmarked for unfunded repairs, upgrades)
 - Outdoor Playgrounds (fully allocated to planned/future projects)
 - Student Equity (fully dispersed in prior year)
 - Trustee Initiatives (nominal amount remaining)

ENROLMENT AND STAFFING

- System Enrolment
 - 21-22 – 87,656 (March 2021)
 - 22-23 – 83,489 (decline of 4,167)
 - Absorbed 2,851 in revenue in 21-22 Revised Estimates
 - 1,316 to be absorbed in 22-23 (\$13.1M GSN plus \$2.6M net impact)
 - Next three years projected average annual enrolment decline of 1,500
- Mitigated enrolment impact on staffing in Sept 2021 using contingency reserve
- Not sustainable - need to reset the system (right-size to actual enrolment levels)

MINISTRY FUNDING AND PRIORITIES

- Funding information released February 2022 (GSN, PPF, LRAP)
- Continuation of COVID, SSF, ISP, ESL (one year commitment only)
- Requirement to offer virtual (using COVID funding for infrastructure)
- Mandatory e-Learning (funded with higher cap, funding impact)
- Transportation Services – 2% funding increase vs 4% cost increase
- Facilities Services - utilities, ventilation, cleaning supplies
- Learning Recovery Action Plan (primary investment in tutoring)

SYSTEM INVESTMENTS

- \$2M investment in Equity (staffing, supports, resources, EPAN top-up)
- \$4M investment in Technology (initiate multi-year device strategy)
- Learning Recovery Action Plan, Right to Read, STEM Modernization
- Faith Formation, Religion Resources, System Programs
- Special Education (maintain normalized envelope)
- Digital/Remote Learning Resources, Licenses, Supports
- Student Wellbeing, Achievement, Pathways, Success
- Health and Safety, Strategic Risk Management
- 'Net zero' exercise beyond Equity and Technology

BUDGET FRAMEWORK

- 21-22 In-Year Deficit (\$34.2M)
- 22-23 GSN Enrolment Impact (\$13.1M)
- Net Declining Enrolment Adjustment Impact (\$2.6M)
- Operating Contingency Reserve (Q2 Forecast, 1% threshold)
- Right-size system staffing to actual enrolment levels
- Transportation, Facilities Services (contractual/inflation)
- Review COVID investments for continuation, redirect
- Investment in Equity, Technology, Learning Recovery
- 'Net Zero' reallocation to support other priorities/initiatives

STAKEHOLDER CONSULTATION

- Meet with SEAC, CPIC, OAPCE, CSLIT (April)
 - Budget framework, strategic priorities, context, input/discussion
- Session with labour partners (review framework, priorities, context, input)
- Virtual Town Hall (review framework, priorities, context, invite input)
- Customized inquiry/survey question(s) to various stakeholder groups
 - Tangible and realistic suggestions/requests
 - Enhance educational experience/outcomes
 - Improve student wellbeing/achievement

LOOKING AHEAD: NEXT STEPS

- Enrolment, Staffing (March)
- Stakeholder Input (April)
- Ministry Funding, Variances (April)
- Second Quarter Forecast (April)
- Senior Team Discussions (ongoing)
- Preliminary Estimates (May)
- Final Budget Document (June)
- Multi-Year Budget Plan (ongoing)
- Future Considerations (ongoing)

Report from the Informal Working Group to TCDSB Special Education Advisory Committee (SEAC) Meeting on April 6, 2022

INTRODUCTORY Remarks

Special Education Plan Review (Spec Ed Plan Review)

This report contains feedback on

1. The Individual Education Plan
2. Roles and Responsibilities

For each section of the TCDSB Special Education Plan (Spec Ed Plan) we have commented with three sections:

1. “Required” refers to what is required by the Ministry guidelines found in Special Education in Ontario (Draft Version, 2017) PART B: Standards for School Boards' Special Education Plans)
http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_3.html#intro
2. “Findings” are what the working group observed in the TCDSB Special Education Plan currently on the TCDSB website.
3. “Recommendations” are what we think needs to be changed in the TCDSB plan, and in some instances, our suggested changes.

1.The Individual Education Plan (IEP) located at TAB 12 of the Blue Book, July 2021, and TAB ? of the Red Book (2020-2021 Report form the informal Working Group).

a. Ministry Requirements:

The Ministry requirements for Individual Education Plan (IEP) is located under [Part B on page B11](#) of the [Special Education in Ontario - Kindergarten to Grade 12](#). IEPs are also mentioned in [Part C on page C35](#) in reference to integrating the IEP and the required Transition Plan prepared for a student. The IEP is an important Special Education element and has its own 54-page section, [Part E: The Individual Education Plan \(IEP\)](#) which primarily describes the Who, What, Where, When, Why, and How of an IEP.

The school board's Special Education Plan **must** describe the following:

- the school board's plan for implementing the ministry's standards for IEPs,
- the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP, and,
- the school board's results of the ministry's review for the previous year, along with the school board's plans for a response to these results (when available).

The school board **must** also include a copy of its IEP form in the Special Education Plan the Ministry has more information on the IEP Form in Appendix E. [IEP Standards](#); [IEP Sample form](#); [IEP Checklist](#); and, [Educators and Other Professionals Roles in IEP process](#).

The Ministry Checklist contains the list of items that **must** be on an IEP Form.

We suggest that it will assist the reader if you review the [TCDSB IEP Parent Brochure](#) and the [TCDSB Parent Guide](#) for a short background on the IEP purpose.

The Ministry will look at the way a school board communicates to the public and the Ministry information about the role of an IEP and the process used to establish an IEP for a student.

The Ministry will review the school board's Special Education Plan to ensure that all the above information is included and that the board's procedures are consistent with Ministry policy on the IEP.

b. Findings:

The [TCDSB Special Education Plan](#) mentions IEP on page 2 of the [TCDSB Parent Guide](#) and also contains two sections specifically about the IEP – [IEP Parent Brochure](#) and the [IEP sample blank form](#). Located in the Blue Book at TAB 12.

1. *The school board's Special Education Plan **must** describe the school board's plan for implementing the Ministry's standards for IEPs.*

The IEP Parent Brochure did not contain the Ministry-required information on implementation however, we did locate this required information starting on page 2 of the Parent Guide.

2. *The school board's Special Education Plan **must** provide the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP.*

Neither the IEP Parent Brochure nor the Parent Guide contain any information on the IEP dispute resolution process. However, on page 5 of the Parent Guide is a similar dispute resolution for the IPRC.

3. *The school board's Special Education Plan **must** show the school board's results of the Ministry's review for the previous year, along with the school board's plans for a response to these results (when available).*

This requirement cannot be located anywhere within the TCDSB Special Education Plan.

4. *The school board **must** also include a copy of its IEP form in the Special Education Plan.*
An almost blank copy of the TCDSB IEP form does form part of the TCDSB Special Education Plan.

5. *The Ministry Checklist contains the list of items that **must** be on an IEP Form.*
The TCDSB sample form contains all the 17 items that must be on an IEP. However, the Ministry requirement that 'reporting dates for evaluations and an indication of the way in which student progress will be reported to parents' is only implied.

c. Recommendations:

1. *The school board's Special Education Plan **must** describe the school board's plan for implementing the Ministry's standards for IEPs.*

We recommend that the Parent Guide be listed in the IEP Brochure as a resource.

2. *The school board's Special Education Plan **must** provide the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP.*

We recommend that this information be included in the Parent Guide with a short reference on the IEP Brochure.

3. *The school board's Special Education Plan **must** show the school board's results of the Ministry's review for the previous year, along with the school board's plans for a response to these results (when available).*

We recommend that an additional section be created in the Special Education Plan to respond to this Ministry requirement as it is required in other sections of a Spec Ed Plan.

4. *The school board **must** also include a copy of its IEP form in the Special Education Plan.*

We checked the TCDSB blank form with the Ministry sample and the Ministry-provided IEP checklist. We recommend that the words on the blank form “St Anne Catholic Academy (Jr)” be replaced by the word “school”.

5. *The Ministry Checklist contains the list of items that **must** be on an IEP Form.*

We recommend that the Ministry requirement that ‘reporting dates for evaluations and an indication of the way in which student progress will be reported to parents’ be clarified as follows: that an IEP review is an annual event and that a progress report is to be provided to the parents/student at the end of each semester on the Provincial Reporting Card.

2. Roles and Responsibilities Located at TAB 3 of the Blue Book July, 2021 and TAB 4 of the Red Book (2020-2021 Report form the informal Working Group)

a. Required by the Ministry

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education

Requirements of the Standard

The board's special education plan must provide information on the roles and responsibilities of the following in the area of special education in Ontario (for a summary of roles and responsibilities, see the [Roles and Responsibilities in Special Education section](#) in Part A¹ of this guide):

- the Ministry of Education
- the school boards
- the board's SEAC
- principals and teachers of the board
- parents or guardians
- students

Compliance with the Standard

The ministry will review the school board's special education plan to ensure that the roles and responsibilities given in the board's plan are consistent with ministry policy.

b. Findings

1. a section has been added to the July 2021 Spec Ed Plan on Early Childhood Educators as requested in the 2020-2021 review
2. the section on “the student” continues to describe the overarching ideal characteristics for all students
3. Recommendation 3.i. from the 2020-2021 review has been implemented
4. Recommendation 3.ii. has been implemented
5. Recommendation 3.viii has not been implemented
6. Recommendation 3.ix has not been implemented.

c. Recommendations

1. The Recommendations from the 2020-2021 review that have not been implemented, especially in the sections on “The school board” and “The Special Education Advisory Committee (SEAC)”, are still seen to have considerable merit and are therefore recommended again in this 2021-2022 review.
2. The Recommendations from the 2020-2021 review on the section “the student” have not been implemented and are still seen to have considerably merit and are recommended again in this 2021-2022 review.
3. The informal Working Group recommends an in-person meeting to facilitate the discussion.

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, 2022 (GSNs) - Graduation Statistics for Students with Special Education Needs Update - Update to Special Education Programs for 2022-2023 - 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) - March 31st Special Education student count - 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

April 2022



***Upcoming parent engagement series presentations
from the following teams.
Watch for more details to be shared.***

Mental Health

Speech & Language

Psychology



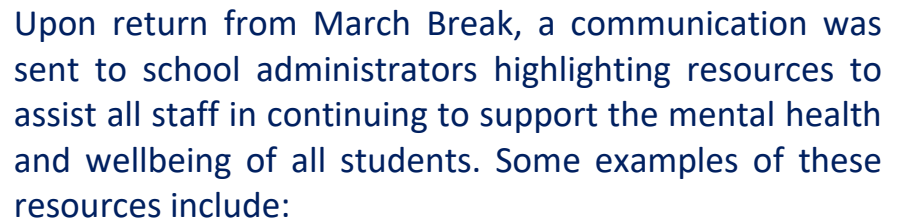
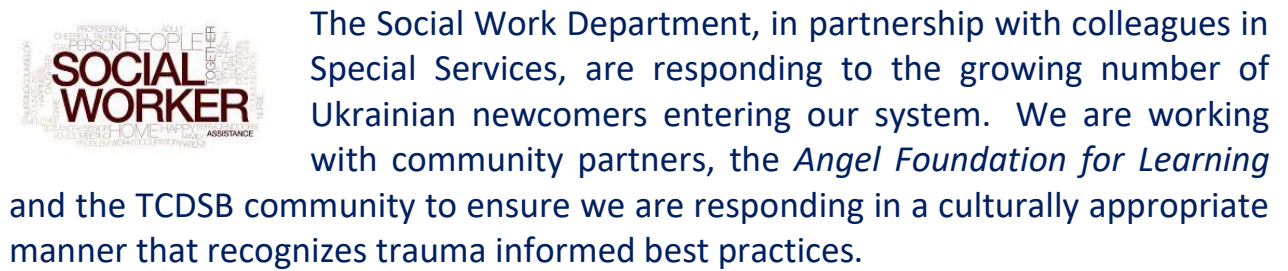
On Thursday, March 3, 2022 from 7:00-8:00 pm, a webinar was offered for parents of children in secondary school. The Programing and Assessment Teachers (PATs) along with Chief of IPRC and Chief of Autism, provided parents information about the Individual Education Plan. The session was well attended and positive feedback was provided to the team.

On April 5, our Parent Engagement Series welcomed *Behaviour Matters* to present on Successfully Fostering Social-Emotional Skills in Children. This workshop helped parents identify and support positive coping and behaviour.



Over 100 TCDSB staff are engaging in Autism training offered through the Geneva Center. This training opportunity offers different courses that supports learning about foundational Autism and Applied Behaviour Analysis in order to continue building our understanding and capacity of Autism.





- *School Mental Health Ontario (SMH-ON)* info sheets that contain helpful tips as staff continue to support students with regards to the crisis in Ukraine;
- *Nurturing Our Catholic Community (NCC)* Prayer Resources, including prayers for Ukraine;
- Calendar resource with daily brief mental health activities for use in the classroom;
- Information about how to identify and support students who are struggling.

School Mental Health Ontario (SMH-ON) is currently inviting applications for students in grades 7-11 to join their provincial student reference group – *Thrive SMH*. This student group amplifies the voices of students and supports equitable school mental health with a focus on reducing stigma and promoting mental health in Ontario schools. More information and application can be found at <https://smho-smso.ca/jointhrivesmh/>

We are working closely with our Student Mental Health Advisory Council to plan our upcoming annual [Stop the Stigma Symposium](#) on April 7th featuring special guest, Asante Haughton. This year we also organized a pre-symposium educator event on March 31st where Asante drew from his professional and lived experiences to speak about creating safe and inclusive spaces for our students.





REPORT TO

REGULAR BOARD

RESPONSE TO SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MOTION REGARDING CLEAR MASKS

And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:17

Drafted

February 7, 2022

Maria Meehan, Superintendent, Special Services
Marta Radic, Senior Manager, Health and Safety

Meeting Date

February 17, 2022

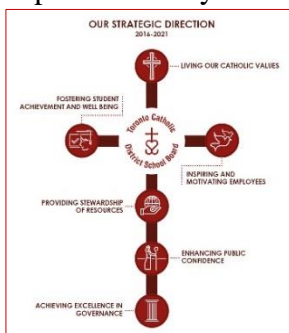
INFORMATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Brendan Browne

Director of Education

Adrian Della Mora

Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce

Associate Director of Facilities,
Business & Community Development

Ryan Putnam

Chief Financial Officer & Treasurer

A. EXECUTIVE SUMMARY

The TCDSB is committed to supporting the learning and communication needs of our students to allow for full participation and inclusion in all aspects of program instruction. Further, the TCDSB is committed to meeting the accommodation requirements of students with exceptionalities, including those students who are identified through the Identification, Placement, Review Committee (IPRC) process as Deaf and Hard of Hearing.

Given the ongoing COVID-19 worldwide pandemic, the TCDSB continues to be responsible for providing staff with appropriate personal protective equipment (PPE) to ensure that the TCDSB is compliant with the Occupational Health and Safety Act, Toronto Public Health, Ministry of Education, and the Ministry of Ontario Public Health direction.

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. This report is provided in response to a motion that was passed at the November 18, 2021, Regular Board Meeting. It is provided in response to the Special Education Advisory Committee meeting motion, by Geoffrey Feldman, representative of Ontario Disability Coalition. The motion requested, “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.”
2. The report will provide a summary of the TCDSB acquisition and distribution of clear masks during the COVID-19 pandemic.

C. BACKGROUND

The Covid-19 pandemic has resulted in direction to school boards to provide PPE to staff to mitigate the transmission of Covid-19 in the school environment. The below outlines the steps the TCDSB has taken to procure and distribute clear masks.

1. In August 2020, the TCDSB Health and Safety Department staff, in collaboration with the Superintendent responsible for ensuring adherence to the Accessibility for Ontarians with Disabilities Act (AODA) and the Superintendent of Special Services, reviewed and tested the viability of a variety of masks with clear windows for use by staff who are teaching students who are served by the Deaf and Hard of Hearing department services. A clear mask product was selected and purchased through the purchasing procurement process. Unlike the masks that were procured and provided to school boards for staff use by the Ministry of Education, these masks were not classified as personal protective equipment. The distribution of the masks was facilitated through the itinerant teachers for the Deaf and Hard of Hearing.
2. The next product procured by the TCDSB was *ClearMask*, authorized by Health Canada as a Class I medical device for COVID-19 use. Beginning January 2021, these clear mask products were provided as an option for staff to facilitate communication. The distribution of these masks was facilitated through the itinerant teachers for the Deaf and Hard of Hearing students and were provided to support instruction of students in regular class placements and intensive support class settings, including classes for students with multiple exceptionalities and development disabilities. *ClearMasks* were also provided to psychologists and speech and language pathologists for use, as required, for some student assessments and interventions. While these *ClearMasks* provide an excellent view of facial expression, they only provide protection from direct spray or heavy droplets. They do not filter out particles that are suspended in the air, as the mask has openings at the sides.
3. During November 2021, Ontario school boards were advised that a clear window, medical grade PPE mask, had been procured by the province. These masks are now available to all Ontario school boards through the

provincial PPE ordering process, through the Ministry of Government and Consumer Services (MGCS) and the Ministry of Education. These medical grade, clear masks are marketed through the brand name *Humask*. They are in high demand in the province to meet the accommodation needs of the Deaf and Hard of Hearing population. These masks are not meant to be ordered as an alternative to the ASTM Level 2 medical grade masks available to all staff but are provided for specific staff as required to accommodate their teaching needs.

4. As of January 2022, N95 PPE masks can be ordered through the provincial PPE ordering process. These masks are provided as an alternative to the ASTM Level 2 medical grade masks available to staff, or the clear window, ASTM Level 2 medical grade *Humask*.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following acts and organizations guide TCDSB considerations regarding the acquisition and distribution of clear masks.
 - a. Occupational Health and Safety Act
 - b. Accessibility of Ontarians with Disabilities Act (AODA)
 - c. Ontario Ministry of Education
 - d. Toronto Public Health
 - e. Ontario Ministry of Health
 - f. Government of Canada - Ministry of Health

E. METRICS AND ACCOUNTABILITY

1. As of the writing of this report, there are eighty-three students with the exceptionality of Deaf and Hard of Hearing attending TCDSB schools.
2. Clear window *Humasks* are ordered each month for distribution to appropriate staff through the provincial PPE ordering process.
3. Individual requests for clear masks for staff serving students who are not identified with the exceptionality of Deaf and Hard of Hearing are addressed

on a case-by-case basis, and clear masks are made available as necessary to support student learning. Priority, for the use of these masks, continues to be for the purpose of supporting students with the exceptionality of Deaf and Hard of Hearing to ensure that there continues to be an adequate supply of this equipment.

4. As the *Humask* has been vetted and procured by the Ministry of Education, is available to school boards through the provincial PPE ordering process, and complies with all health and safety requirements, the board is not, at this time, investigating other clear mask products.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.

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: Consideration of Motion - Special Education Plan Review Process: Staff Revisions

MOVED BY: Trustee Nancy Crawford

SECONDED BY: Deborah Nightingale

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.

To: Special Education Advisory Committee (SEAC)

From: Melanie Battaglia

Subject: Consideration of Motion - Draft Policy / Program Memorandum (PPM)
No -81

MOVED BY: Melanie Battaglia

SECONDED BY: Deborah Nightingale

WHEREAS: The Ministry of Education (the “Ministry”) has proposed revisions to Policy/Program Memorandum (PPM) No. 81 – Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81 (“Draft PPM-81”) and invited consultation from stakeholders;

WHEREAS: The TCDSB is a stakeholder invited to participate in the review of the Draft PPM-81 and to provide recommendations to the Ministry regarding the Draft PPM-81; and

WHEREAS: SEAC supports the government’s objectives with the Draft PPM-81, including without limitation to strengthen evidence-based practices, to improve access to a quality of health, rehabilitation and community-based clinical services in schools, and to clarify roles and responsibilities to address gaps in services, for all students receiving Special Education programs and services at the TCDSB.

BE IT RESOLVED THAT: SEAC provide recommendations to Board regarding the Draft PPM-81.