

# SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC MEETING

## AGENDA MAY 11, 2022

**George Wedge, Chair**  
Easter Seals

**Lisa McMahon**  
Community Representative

**Geoffrey Feldman, Vice Chair**  
Ontario Disability Coalition

**Tyler Munro**  
Inclusion Action in Ontario  
Representative

**Melanie Battaglia**  
Autism Ontario

**Deborah Nightingale**  
Association for Bright Children

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

**Mary Pugh**  
VOICE for Hearing Impaired

**Wendy Layton**  
Community Representative

**Lori Mastrogiuseppe**  
Fetal Alcohol Spectrum  
Disorder (FASD)

**TRUSTEE MEMBERS**  
**Nancy Crawford**  
**Daniel Di Giorgio**  
**Angela Kennedy**



**MULTI-YEAR STRATEGIC PLAN**  
2022 - 2025  
*IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope*



### 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.*

## **OUR MISSION**

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# AGENDA

## THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

### PUBLIC SESSION

George Wedge, Chair

Geoffrey Feldman, Vice Chair

Wednesday, May 11, 2022

7:00 P.M.

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	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 April 6, 2022	1 - 14
7. Delegations	
8. Presentations	
8.a. Angel Foundation for Learning - John Yan, Executive Director, The Angel Foundation for Learning	
9. Notices of Motion	
9.a. From Tyler Munro, representative of Inclusion Action in Ontario regarding Updating the Identification, Placement and Review Committee (IPRC) Process so parents are informed with accurate	15 - 17

potential outcome information

- 9.b. From Tyler Munro, representative of Inclusion Action in Ontario regarding Parents Guide to Special Education - Title Improvement 18 - 19
- 9.c. From Tyler Munro, representative of Inclusion Action in Ontario regarding Update to the Identification, Placement and Review Committee Process to Help Parents 20 - 22
- 10. Consent and Review**
- 11. Annual Calendar Items**
- 11.a. Special Education Plan Review from the Special Education Advisory Committee Informal Working Group (Refer May 11, 2022 Addendum)
- 11.b. Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative
- 11.c. 2021-2022 Exceptionalities Data as of March 31, 2022 23
- 11.d. Special Education Programs for 2022-2023 Update (Verbal) - Maria Meehan, Superintendent of Special Services
- 11.e. Parents Reaching Out (PRO) Grants Update (Verbal) - Maria Meehan, Superintendent of Special Services
- 11.f. Special Education Advisory Committee (SEAC) Annual Calendar (DRAFT) as of May 11, 2022 24 - 26
- 12. Reports of Officials for Information by the Board/Other Committees**
- 12.a. Special Education Superintendent Update - May 2022 27 - 29
- 13. Consideration of Motions for Which Previous Notice has been Given**
- 14. Unfinished Business**
- 15. Matters Referred/Deferred to the Committee by the Board and Other Committees**

From the April 6, 2022 Special Education Advisory Committee Meeting

- 15.a. Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks 30 - 34
- 15.b. From Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No - 81 35
- 16. **List of Communications**
- 17. **Association Reports**
- 18. **Inquiries and Miscellaneous**
- 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, APRIL 6, 2022**

**PRESENT:**

**Trustees:**

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

**Non-Voting  
Trustee:**

M. Rizzo– Virtual

**External Members:**

George Wedge, Chair  
M. Battaglia – Virtual  
W. Layton - Virtual  
Lisa McMahan  
Deborah Nightingale - Virtual  
Mary Pugh – Virtual

**Staff:**

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

S. Pellegrini, Acting Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

The Chair called the meeting to order at 7:05 pm. In the absence of quorum, the Chair called for a 10 minute recess.

### **3. Roll Call and Apologies**

Geoffrey Feldman, Lori Mastrogiuseppe and Tyler Munro sent their regrets. Michelle Da Costa was absent.

### **4. Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that the Agenda, be approved.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Melanie Battaglia, that the following Items be added to the agenda:

#### **Inquiries:**

18b) From Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) testing for all grade 4 students;

18c) From Deborah Nightingale regarding Grade 5 students who have not yet written the Otis-Lennon School Ability Test (OLSAT) test; and

18d) From Deborah Nightingale regarding Open Houses for Grades 5-8 GiftedWithdrawal Programs and Grade 6-8 Gifted Congregated programs.



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 Trustee Crawford, seconded by Wendy Layton, that the Minutes of the Meeting held March 9, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

## 8. Presentations

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

- 8a) Toronto Catholic District School Board Website Re-Development Project Stakeholder Engagement Survey – Paolo Ho, Website Supervisor** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Wendy Layton, that Item 8b) be adopted as follows:

- 8b) 2022-23 Budget Framework and Stakeholder Consultation Plan - Ryan Putnam, Chief Financial Officer and Treasurer** received.

On the Vote being taken, the Motion was declared

CARRIED

## 10. Consent and Review

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

- 11a) Special Education Plan Review from SEAC Informal Working Group – Trustee Crawford;
- 11b) Special Education Student Count as of March 31 (Verbal) - Maria Meehan, Superintendent of Special Services – Deborah Nightingale;
- 11c) Special Education Programs for 2022-2023 Update (Verbal) - Maria Meehan, Superintendent of Special Services – Trustee Crawford;
- 11d) Graduation Statistics for Students with Special Education Needs 2020-2021 (Verbal) - Maria Meehan, Superintendent of Special Services – Deborah Nightingale;
- 12a) Special Education Superintendent Update - April 2022 – Trustee Crawford;
- 12b) Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks – Wendy Layton;
- 12c) Recommendation on Review of Policy A.23 (Verbal) - Maria Meehan, Superintendent of Special Services – Trustee Crawford;
- 12d) Update on Motion: Rules of Order and Conduct Formalization and Familiarization (Verbal) - Maria Meehan, Superintendent of Special Services – Trustee Crawford;
- 13a) Consideration of Motion From the Special Education Plan Review Informal Working Group regarding Special Education Plan Review Process: Staff Revisions – Trustee Crawford
- 13b) Consideration of Motion From Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No – 81 – Melanie Battaglia;
- 16a) Communication: Draft Protocol: Anti-Sex Trafficking Survey for Special Education Advisory Committee Input (Verbal) - Maria Meehan, Superintendent of Special Services – Wendy Layton;

- 18a) Inquiry From Trustee Crawford regarding Request for New Members to Join the Special Education Plan Informal Working Group – Trustee Crawford;
- 18b) Inquiry From Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT) testing for all grade 4 students – Deborah Nightingale;
- 18c) Inquiry From Deborah Nightingale regarding Grade 5 students who have not yet written the Otis-Lennon School Ability Test (OLSAT) test – Deborah Nightingale; and
- 18d) Inquiry From Deborah Nightingale regarding Open Houses for Grades 5-8 Gifted Withdrawal programs and Grade 6-8 Gifted Congregated Programs – Deborah Nightingale.

Trustee Di Giorgio joined the virtual meeting at 8:20 p.m.

MOVED by Mary Pugh, seconded by Deborah Nightingale, that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN ABOVE MOTION**

- 11e) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of April 6, 2022.

**11. Annual Calendar Items**

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

- 11a) Special Education Plan Review from SEAC Informal Working Group** Received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

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

- 11b) Special Education Student Count as of March 31 (Verbal) – Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 11c) Special Education Programs for 2022-2023 Update (Verbal) – Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 11d) Graduation Statistics for Students with Special Education Needs 2020-2021 (Verbal) – Maria Meehan, Superintendent of Special Services** received.

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 Deborah Nightingale, that Item 12a) be adopted as follows:

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

Trustee Di Giorgio left the virtual meeting at 8:50 p.m.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Wendy Layton, seconded by Deborah Nightingale, that Item 12b) be adopted as follows:

**12b) Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks** that the Item be deferred to the May 11, 2022 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

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

**12c) Recommendation on Review of Policy A.23 (Verbal) – Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Mary Pugh, that Item 12d) be adopted as follows:

**12d) Update on Motion: Rules of Order and Conduct Formalization and Familiarization (Verbal) – Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

**13. Consideration of Motions for which previous notice was given**

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

**13a) From the Special Education Plan Review Informal Working Group regarding Special Education Plan Review Process: Staff Revisions**

**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; and

**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:** SEAC recommends to the Board of Trustees as follows,

1. On a go forward basis, Staff provide in writing to SEAC by October of each year, a summary of all revisions made to the Spec Ed Plan for the previous July submission to the Ministry of Education; and
2. These revisions be accompanied by feedback that clearly identifies:
  - which SEAC recommendations to change the Spec Ed Plan have been implemented; and
  - which SEAC recommendations have not been accepted with a brief description of the reasons why.

Trustee Kennedy joined the virtual meeting at 9:11 p.m.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 13b) be adopted as follows:

**13b) From Melanie Battaglia regarding Draft Policy Program Memorandum (PPM) No - 81** that the Item be deferred to the May 11, 2022 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

**16. List of Communications**

MOVED by Wendy Layton, seconded by Deborah Nightingale, that Item 16a) be adopted as follows:

- 16a) Draft Protocol: Anti-Sex Trafficking Survey for Special Education Advisory Committee Input (Verbal) - Maria Meehan, Superintendent of Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

**18. Inquiries and Miscellaneous**

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

- 18a) Inquiry From Trustee Crawford regarding Request for New Members to Join the Special Education Plan Informal Working Group** received.

On the Vote being taken, the Motion was declared

CARRIED

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

**18b) Inquiry From Deborah Nightingale regarding Otis-Lennon School Ability Test(OLSAT) testing for all grade 4 students received.**

On the Vote being taken, the Motion was declared

CARRIED

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

**18c) Inquiry From Deborah Nightingale regarding Grade 5 students who have not yet written the Otis-Lennon School Ability Test (OLSAT) test received.**

On the Vote being taken, the Motion was declared

CARRIED

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

**18d) Inquiry From Deborah Nightingale regarding open houses for Grades 5-8 Gifted Withdrawal programs and Grade 6-8 Gifted Congregated programs** received.

On the Vote being taken, the Motion was declared

CARRIED

**21. Adjournment**

MOVED by Mary Pugh, seconded by Trustee Kennedy, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

## **Notice of Motion:**

To: SEAC

May 11, 2021

From: Tyler Munro

Subject: **Update the IPRC process so parents are informed with accurate potential outcome information.**

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Moved by: Tyler Munro, SEAC representative for Inclusion Action Ontario

Seconded by:

Whereas: Ontario Regulation 181/98 explains the IPRC process and requires the board to inform parents of a placement decision and either receive their consent or wait until the appeal period has expired;

Whereas: Often in IPRC meetings staff will not clearly explain outcomes to parents when recommending an Identification and/or Placement to parents;

Whereas: In IPRC meetings staff will often rely on anecdotal or personal experience statements and do not site research to support those statements when requesting and obtaining parental consent. Parents often feel they were not adequately informed at the time they gave consent;

Whereas: It is always best practice to ensure staff obtain "informed consent" from parents when going through the IPRC process; and

Whereas: Staff should not be providing opinions to parents that are not research based.

Be It Resolved That SEAC recommends: That with every IPRC meeting parents be presented with the percent of students in each rubric measured with EQAO for each grade (including did not write) and overall graduation results for past year for all students with that identification and placement, that identification and all placements, and all students at the board; (Draft sample report follows)

Be It Resolved That SEAC recommends: That if the number of students would be so small as to risk privacy issues expand the time frame from the previous year to the past 3 or 5 years and note the timeframe accordingly;

Be It Resolved That SEAC recommends: That if the EQAO tests were not written in a specific year exclude that year from the calculation. For 1-year calculations use the most recent valid year; and

Be It Resolved That SEAC recommends: That it resolved that this information be included in the "Parents Guide to Special Education" and in the special education plan sections for IPRCs and Placements offered by the board along with the Accountability Framework for Special Services document.

Draft Sample report

Autistic EQAO level	Grade 3 Math					Grade 3 Reading					Grade 3 Writing				
	NW	1	2	3	4	NW	1	2	3	4	NW	1	2	3	4
Regular Class Indirect Assistance	12%	10%	25%	35%	18%	12%	10%	25%	35%	18%	12%	10%	25%	35%	18%
Resource Assistance	Etc...														
Regular Class Withdrawal Assistance															
Special Education Class with Partial Integration															
Special Education Class Full Time															
All students Identified as autistic															
All Students															

Repeat for Grade 6 tests, Grade 9 math, OSSLT first attempt, OSSLT subsequent attempts, Graduation 4 years, 5 years, or more years, and did not graduate.

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Inclusion Action Ontario

**Notice of Motion:**

To: SEAC

May 11, 2021

From: Tyler Munro

Subject: **Parents Guide to Special Education – Title Improvement**

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Moved by: Tyler Munro, SEAC representative for Inclusion Action Ontario

Whereas: The Parent’s Guide to Special Education (the Guide) is a required document by the Ministry of Education and Ontario Regulations 181/98;

Whereas: The Ontario Regulation 181/98 required the Guide to be distributed to parents prior to an IPRC meeting;

Whereas: The Guide is part of the Special Education plan review process and Ontario Regulations 464/97 requires SEAC review the special education plan annually;

Whereas: The contents of the Guide explain to a parent what an IPRC meeting is, how it is conducted, the rights and obligations of all parties in the process and other relevant information; and

Whereas: The title of the Guide does not reference IPRC and is unclear that it is the primary information guide for parents for the IPRC.



Be It Resolved That: SEAC recommends to the Board that a subtitle or second title be added below the main title that states "Understanding the IPRC process".

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Inclusion Action Ontario

**Notice of Motion:**

To: SEAC

May 11, 2021

From: Tyler Munro

Subject: **Update to the IPRC process to help parents**

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Moved by: Tyler Munro, SEAC representative for Inclusion Action Ontario

Whereas: The Parent's Guide to Special Education (the Guide) is a required document by the Ministry of Education and Ontario Regulations 181/98;

Whereas: The Ontario Regulation 181/98 required the Guide to be distributed to parents prior to an IPRC meeting;

Whereas: The Guide is part of the Special Education plan review process and Ontario Regulations 464/97 requires SEAC review the special education plan annually;

Whereas: The contents of the Guide explain to a parent what an IPRC meeting is, how it is conducted, the rights and obligations of all parties in the process and other relevant information;

Whereas: The parents often feel unprepared and uninformed about IPRC meetings; and

Whereas: The Ministry document "Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017" in Section D "The Identification Placement, and Review Committee (IPRC) Process" on page D8

the Policy and Resource Guide lists items that should happen “Prior to the IPRC meeting” (text below)

Some time prior to an IPRC meeting, it is advisable that the principal and/or a designated school staff member arrange to meet with the parents for a preliminary discussion in order to:

- make sure that parents understand their rights concerning the IPRC, as explained in the parents’ guide;
- request any additional information from parents that may be relevant to the IPRC decision;
- review the results of educational and other assessments that were conducted with the student;
- outline the agenda for the IPRC meeting;
- explain the recommendations that will be made by the school staff;
- discuss the possible decisions the IPRC might make; and
- answer any questions

Be It Resolved That: SEAC recommends to the Board that “Prior to the IPRC meeting” information be clearly shown in the Parent’s Guide to Special Education, and the IPRC section of the Special Education Plan;

Be It Resolved That: SEAC recommends to the Board when the notice of the IPRC meeting goes out it include a statement by the principal as to what the staff’s recommendations will be for Identification and Placement at the IPRC meeting;

Be It Resolved That: SEAC recommends to the Board when the notice of the IPRC meeting goes out it include a statement by the principal certifying they did include, as required by Regulation 181/98, the “Parents Guide to Special Education” and proof of delivery or an acknowledgement of receipt section to be completed by the parents be saved when they respond; and

Be It Resolved That: SEAC recommends to the Board that if parents choose to be present at the IPRC meeting with the actual meeting notice that includes the date, time and location all documents that will be relied upon or referenced by staff and submitted to the committee chair, as required by Regulation 181/98, for review at the meeting be provide to the parent with the meeting notice. If an IEP or other accommodation plan exists the most recent one(s) must always be included in the package to the parents.

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Inclusion Action Ontario

# 2021-2022 Exceptionality Data

*As of March 31, 2022*

Exceptionality	In-Person School		In-Person School Total	Virtual School		Virtual School Total	Grand Total
	Elementary	Secondary		Elementary	Secondary		
<b>Autism</b>	1468	572	2040	118	n/a	118	2158
<b>Behaviour</b>	92	30	122	5	n/a	5	127
<b>Blind and Low Vision</b>	6	4	10	0	n/a	0	10
<b>Deaf and Hard-of-Hearing</b>	45	26	71	3	n/a	3	74
<b>Developmental Disability</b>	47	121	168	2	n/a	2	170
<b>Giftedness</b>	664	864	1528	28	n/a	28	1556
<b>Language Impairment</b>	436	264	700	46	n/a	46	746
<b>Learning Disability</b>	725	1260	1985	26	n/a	26	2011
<b>Mild Intellectual Disability</b>	94	216	310	3	n/a	3	313
<b>Multiple Exceptionalities</b>	116	95	211	19	n/a	19	230
<b>Not Applicable</b>	4928	2745	7673	441	n/a	441	8114
<b>Physical Disability</b>	46	48	94	9	n/a	9	103
<b>Speech Impairment</b>	9	1	10	0	n/a	0	10
<b>Grand Total</b>	<b>8676</b>	<b>6246</b>	<b>14922</b>	<b>700</b>	<b>0</b>	<b>700</b>	<b>15622</b>

# SEAC Annual Calendar

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

# SEAC Annual Calendar

<p>January</p>	<ul style="list-style-type: none"> <li>- Review of Draft SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Review of Policy: S.P.01 Special Education Programs and Services (next review January 2023)</li> <li>- Reviews of Policy: A.23 Special Education Advisory Committee (next review January 2024)</li> <li>- Priority Budget Setting Discussion (effective January 2020)</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Bell Let's Talk Day (late January)</li> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan (ongoing)</li> </ul>
<p>February</p>	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Special Education Plan Review</li> <li>- Annual Accessibility Report 2021</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Mental Health Annual Report 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>- Psychology Awareness Month</li> <li>- New term begins in Secondary semestered Schools</li> <li>- Report Cards are distributed (Elementary and Secondary)</li> <li>- Parent-Teacher Conferences</li> </ul>
<p>March</p>	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Advisory Council Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Easter Seals Awareness Month</li> <li>- World Down Syndrome Day – March 21</li> <li>- National Social Work Week (1<sup>st</sup> week)</li> <li>- CYW &amp; EA Appreciation Day (first Monday)</li> <li>- Ontario Secondary School Literacy Test (OSSLT)</li> </ul>
<p>April</p>	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- Financial Report as at January, 2022 (GSNs)</li> <li>- Graduation Statistics for Students with Special Education Needs Update</li> <li>- Update to Special Education Programs for 2022-2023</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Autism Awareness Day – April 2</li> <li>- ONSIS report on identified students</li> </ul>
<p>May</p>	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Association Reports (if any)</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Student Grants 2021-2022</li> <li>- PRO Grants Application Update</li> <li>- Budget Approval Updates</li> <li>- Special Education Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>- Children's Mental Health Week (first week)</li> <li>- Speech, Language &amp; Hearing Awareness</li> <li>- Megan's Walk</li> <li>- Budget Consultation</li> <li>- EQAO Assessment</li> </ul>

## SEAC Annual Calendar

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

DRAFT





SPECIAL SERVICES

# Special Education Superintendent Update May 2022



## Upcoming events:

**Mental Health Team: Supporting Your Child Through Anxiety – May 25<sup>th</sup>**

**Speech-Language Team: Supporting Communication Through Play – May 31<sup>st</sup>**

The Speech & Language Department  
Presents a Webinar:  
**Supporting Communication  
Through Play**

By: Noel Barrett  
\* Jessica Leech  
Sarah Strathy-Alie

In this Special Services Parent Engagement Webinar families will learn:

- the types of play, speech, language and literacy skills
- what regulation is and how it supports communication
- examples of toys & play scenarios to build communication skills

May 31, 2022, 7:00 p.m.  
SAVE THE DATE

**SUPPORTING YOUR CHILD THROUGH ANXIETY**

**Parent/Guardian Webinar**  
**MAY 25th, 2022 @ 7:00 PM – 8:00 PM**  
[\*\*REGISTER HERE\*\*](#)  
[https://docs.google.com/forms/d/e/1FAIpQLS8chEpmGAdGShU\\_TonkEeWjIRRYGC2wYbaZ841tW8Q/viewform](https://docs.google.com/forms/d/e/1FAIpQLS8chEpmGAdGShU_TonkEeWjIRRYGC2wYbaZ841tW8Q/viewform)  
\*You will receive the zoom link the day before the event\*

- All About Anxiety
- Signs and Symptoms of Anxiety
- What Parents/Guardians Can Do
- Resources and Support

**Brought to you by TCDSB Mental Health Services**

Dr. Marie-Josée Gendron  
Chief of Mental Health Strategy  
& Staff Well-Being

Melissa Hanlon MSW, RSW  
Mental Health Lead



May



&



Hearing

## Awareness Month

To celebrate, the department will host a parent workshop on May 31st, **Supporting Communication Through Play**, as part of the Special Services Parent Engagement Series.



The Speech-Language Pathologists (SLPs) ran a weekly drop-in "Communication Club" for Augmentative and Alternative Communication (AAC) users, a "Show and Share" Club for Early Learning Program (ELP) students and a "Girls' Group" for students in grades 6 to 8 in St Anne's Special Education Partial Integration classes. The goal of these learning activities was to create opportunities for communication for students in the virtual school.

### St Anne Communication Club!

Come join our **small group** with Ms Megan (Speech-Language Pathologist)

We are moving back to **Thursdays** in May:

May 5, 12, 19 and 26  
2:30 pm - 3:00 pm



### TCDSB Speech and Language Drop-In Office Hours For St Anne Families

Do you have a question about Communication?

Drop in: **Every Tuesday from 4:30pm - 5:30pm**  
**Every Friday from noon - 1:00 pm**





## Deaf and Hard of Hearing

The department will host the annual Family Fun Day on May 30<sup>th</sup> at the Catholic Education Centre (80 Sheppard Avenue East). This annual event, which has been ongoing at TCDSB for over 30 years and organized by the Itinerant Teachers of the Deaf, provides our students and their families with an opportunity to socialize with one another in a positive and inclusive community. Each year, more than 200 attendees participate in a variety of fun activities and games and engage in enriching experiences.



The Mental Health Team is continuing to promote mental health activities and resources throughout the system with the following activities:

- On April 7<sup>th</sup>, the Annual Stop the Stigma Symposium featured special guest, Asante Haughton who spoke to students in Grades 7 to 12 about creating safe and inclusive spaces for our students through his lived experiences. A total of 300 classrooms participated in the Symposium this year. Earlier in March, Asante Haughton also hosted a staff event titled: Deep Responsibility: Building safer spaces for inclusion and empowerment.
- During the Safe Schools Symposium, the mental health team presented on The Power of Hope: Impacts on Well-being to students in Grades 6 to 8.
- Facilitated a workshop to 30 new teachers on supporting students with ADHD.
- May 2<sup>nd</sup> to 8<sup>th</sup> marks Mental Health Awareness Week, a Special Edition Mental Health Newsletter was shared with parents/guardians so that families can extend the learning at home. As well, the TCDSB Mental Health Awareness Week Kit (2022) was shared with the school leaders and educators with daily announcements, discussion prompts and daily Social Emotional Learning activities for use in the classroom all week.



**MENTAL HEALTH AWARENESS WEEK 2022**

"Love is possible, and we are able to practise it because we are created in the image of God" (Deus Caritas Est).

Every year the Canadian Mental Health Association marks the first full week in May, this year May 2<sup>nd</sup>-8<sup>th</sup>, as Mental Health Awareness Week. The theme this year is Empathy. Empathy, or the ability to put yourself in someone else's shoes, is a skill we all can learn and develop. At school students have the opportunity to engage in discussions and activities that promote empathy and good mental health. We encourage you to extend the learning at home using the information and resources provided here.

**1 Practice Self-Care**

We cannot respond to others with empathy without first understanding our own needs and taking time to care for ourselves. Discuss with your child the things we can do everyday to take care of our own mental health. The following resources may inspire you and your family to implement a small change in routine to support good self-care:

- [Personal Resiliency Ties for Caregivers](#)
- [Self-Care 101 for Youth](#)
- [Digital Detox: How to Unplug and Recharge](#)



**2 Identify and Support Emotions**

Whatever your child is feeling, simply listening can help. If they are upset, resist the urge to cheer them up or fix the problem right away. Instead try to put yourself in their shoes and focus on validating their experience. This empathetic approach will not only help the child/youth to regulate, but will also help them feel seen and understood. Over time, they will learn how to respond to others with empathy as well. Check out the following resources for more:

- [Listening & Coming Alongside Kids Emotions](#)
- [Name it to Tame it for Kids](#) (video, 5 minutes)
- [Being Empathetic Without Fixing](#) (video, 1 min.)



**3 Develop Empathy through Prayer**

Centering ourselves in prayer can help cultivate empathy for ourselves and others. Together with your child you can call to mind the needs of your family and of others in the community and the world. Try Pope Francis' 5 Finger Prayer.



**4 Promote Empathy Through Stories & Discussion**

Reading together with your child has many benefits including promoting empathy. Through stories children can learn about diverse cultures, identities, and experiences. They can practice putting themselves in someone else's shoes. The key is pausing throughout the story to talk about what the characters are thinking, feeling and experiencing. Try these prompts: "How do you think she feels right now?" or "What do you think he needs?" ([nhs.org](#)). The same strategy can be used when watching movies together or even when observing people or situations in the real world. For younger kids, check out these [read-aloud videos](#) compiled by School Mental Health Ontario.



**Additional Mental Health Resources & Activities**

- [Empathy: A Skill You Can Learn](#)
- [Easy and Fun Mental Health Activities for Home](#)
- [Everyday Mindfulness for Youth](#) (video, 5 min.)

**Mental Health Supports**

- School Mental Health Professionals (speak to child's teacher)
- [Kids Help Phone](#)
- [What's Up Walkin' Counseling](#)
- [Multi-Lingual Distress Line](#)



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



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

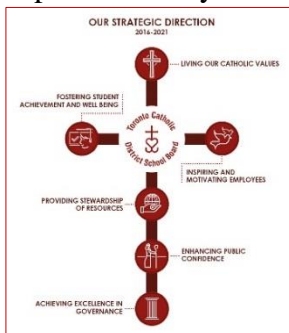
### INFORMATION REPORT

#### 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:** Melanie Battaglia

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

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**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.