

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA JUNE 8, 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

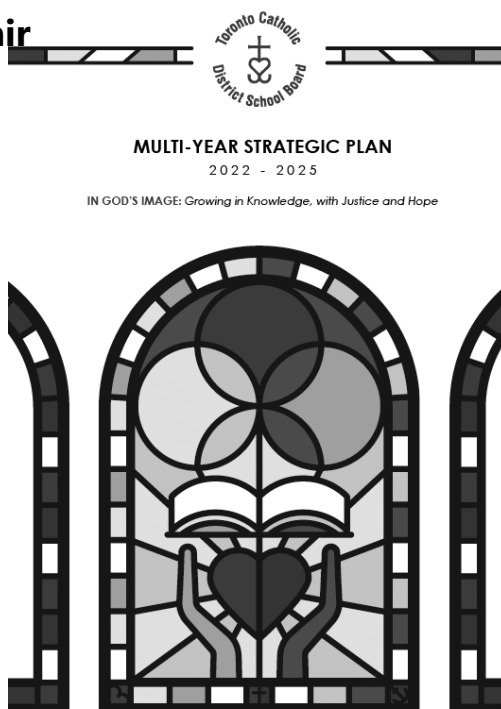
Michelle Da Costa
Ontario Parents for Children with
Cancer (OPACC)

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



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

Frank D'Amico
Interim 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 Haudenosaunee et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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AGENDA

THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

George Wedge, Chair

Geoffrey Feldman, Vice Chair

Wednesday, June 8, 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 May 11, 2022 for Public Session	1 - 18
7. Delegations	
8. Presentations	
9. Notices of Motion	
9.a. From Deborah Nightingale regarding Special Education Advisory Committee Goals	19
9.b. From Deborah Nightingale regarding Right to Read Inquiry for Special Education Students	20

10. Consent and Review

11. Annual Calendar Items

11.a. Special Education Plan Review from the Special Education Advisory Committee Informal Working Group (Refer to the June 8, 2022 Addendum)

11.b. Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of June 8, 2022 21 - 24

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

12.a. Special Education Superintendent Update - June 2022 25 - 26

13. Consideration of Motions for Which Previous Notice has been Given

13.a. From Tyler Munro, representative of Inclusion Action in Ontario regarding Updating the Identification Placement & Review Committee (IPRC) process so parents are informed with accurate potential outcome information 27 - 29

13.b. From Tyler Munro, representative of Inclusion Action in Ontario regarding Parent's Guide to Special Education - Title Improvement 30

13.c. From Tyler Munro, representative of Inclusion Action in Ontario regarding Update to the Identification Placement & Review Committee (IPRC) Process to Help Parents 31 - 32

14. Unfinished Business

15. Matters Referred/Deferred to the Committee by the Board and Other Committees

From the May 11, 2022 Special Education Advisory Committee Meeting

15.a. Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative

15.b. Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions 33 - 41

From the April 6, 2022 and May 11, 2022 Special Education Advisory

Committee Meeting

- 15.c. Consideration of Motion From Melanie Battaglia regarding Draft
Policy/Program Memorandum (PPM) No - 81

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- 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, MAY 11, 2022

PRESENT:

Trustee: N. Crawford

External Members: George Wedge, Chair
G. Feldman, Vice Chair -Virtual
M. Da Costa - Virtual
W. Layton – Virtual
L. Mastroguseppe -Virtual
Lisa McMahon – Virtual
T. Munro
Deborah Nightingale - Virtual
Mary Pugh – Virtual

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

S. Hinds-Barnett, Acting Recording Secretary

3. **Roll Call and Apologies**

Trustee Di Giorgio and Melanie Battaglia were absent, as well as Trustee Kennedy who was on leave of absence due to her candidacy in the upcoming Ontario Provincial elections.

4. **Approval of the Agenda**

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

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

Inquiries from Deborah Nightingale:

1. Regarding Otis-Lennon School Ability Test (OLSAT), Identification and Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students;
2. Regarding Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT);
3. Regarding attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grades 6-8 Gifted Congregated programs;
4. Regarding SEAC goal to COVID-proof testing/assessment, Individual Education Plans (IEPs) and Identification and Placement Review Committee (IPRC) processes for all exceptionalities; and
5. Regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board (TCDSB).

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Wendy Layton joined the virtual meeting at 7:11 p.m.

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Lori Mastrogiuseppe, seconded by Mary Pugh, that the Minutes of the Meeting held April 6, 2022 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Lisa McMahon joined the virtual meeting at 7:18 p.m.

8. Presentations

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

- 8a) Angel Foundation for Learning - John Yan, Executive Director, The Angel Foundation for Learning** received.

On the Vote being taken, the Motion was declared

CARRIED

9. Notices of Motion

MOVED by Tyler Munro, seconded by Lori Mastrogioseppe, that Item 9a) be adopted as follows:

- 9a) 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 potential outcome information** that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

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 recommend that with every IPRC meeting parents be presented with the percent of students in each rubric measured with Education Quality and Accountability Office (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; **(Refer Draft sample report as attachment)**

Be it resolved that: SEAC recommend 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 recommend 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 recommend 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.

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

- 9b) From Tyler Munro, representative of Inclusion Action in Ontario regarding Parents Guide to Special Education - Title Improvement** that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

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 Identification, Placement and Review Committee (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 recommend to the Board that a subtitle or second title be added below the main title that states "Understanding the IPRC process".

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

- 9c) From Tyler Munro, representative of Inclusion Action in Ontario regarding Update to the Identification, Placement and Review**

Committee Process to Help Parents that this item be considered at the June 8, 2022 Special Education Advisory Committee Meeting.

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 recommend 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 recommend 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 recommend 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 recommend 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.

10. Consent and Review

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

- 11b) Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative – Tyler Munro;
- 11c) 2021-2022 Exceptionalities Data as of March 31, 2022- Deborah Nightingale;
- 11d) Special Education Programs for 2022-2023 Update (Verbal) - Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 11e) Parents Reaching Out (PRO) Grants Update (Verbal) - Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 12a) Special Education Superintendent Update - May 2022 – Trustee Crawford;
- 12b) Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions – Tyler Munro;
- 15b) Consideration of Motion from Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No – 81- Deborah Nightingale;

Inquiries from Deborah Nightingale:

- 18a) Regarding Otis-Lennon School Ability Test (OLSAT), Identification & Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students – Deborah Nightingale;
- 18b) Regarding Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT) – Deborah Nightingale;

- 18c) Regarding attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grade 6-8 Gifted Congregated programs – Deborah Nightingale;
- 18d) Regarding SEAC goal to Covid-proof testing/assessment, Individual Education Plans (IEPs) and Identification & Placement Review Committee (IPRC) processes for all exceptionalities – Deborah Nightingale; and
- 18e) Regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board – Deborah Nightingale.

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

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 11f) Special Education Advisory Committee (SEAC) Annual Calendar (DRAFT) as of May 11, 2022; and
- 15a) Response to Special Education Advisory Committee (SEAC) Motion Regarding Clear Masks

11. Annual Calendar Items

11a) Special Education Plan Review from the Special Education Advisory Committee Informal Working Group this item was withdrawn.

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

11b) Safe School Committee Update (Verbal) - Tyler Munro, Inclusion Action in Ontario Representative that this item be deferred to the June 8, 2022 Special Education Advisory Committee Meeting

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Mary Pugh, that Item adopted as follows:

11c) 2021-2022 Exceptionalities Data as of March 31, 2022 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Mary Pugh, that Item 11d) be adopted as follows:

- 11d) 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 Tyler Munro, seconded by Lori Mastrogiuseppe, that Item 11e) be adopted as follows:

- 11e) Parents Reaching Out (PRO) Grants Update (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 Tyler Munro, that Item 12a) be adopted as follows:

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

On the Vote being taken, the Motion was declared

CARRIED

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

- 12b) Response to the Motion from the Special Education Advisory Committee (SEAC) regarding Exclusions** that this item be deferred to the June 8, 2022 Special Education Advisory Committee Meeting

On the Vote being taken, the Motion was declared

CARRIED

15. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 15b) be adopted as follows:

- 15b) Consideration of Motion from Melanie Battaglia regarding Draft Policy/Program Memorandum (PPM) No – 81** that this item be deferred to the June 8, 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 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.

18. Inquiries and Miscellaneous

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

- 18a) Inquiry from Deborah Nightingale regarding Otis-Lennon School Ability Test (OLSAT), Identification and Placement Review Committee (IPRC) meetings and placement offers for all Grade 4 and Grade 5 students 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 Grade 4 and Grade 5 students (attending virtual or in person) who have not yet written the Otis-Lennon School Ability Test (OLSAT) 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 attendance and open houses for Grades 5-8 Gifted Withdrawal programs and Grades 6-8 Gifted Congregated programs 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 SEAC goal to Covid-proof testing/assessment, Individual Education Plans (IEPs) and**

Identification and Placement Review Committee (IPRC) processes for all exceptionalities received.

On the Vote being taken, the Motion was declared

CARRIED

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

18e) Inquiry from Deborah Nightingale regarding Right to Read Inquiry Report and the state of math instruction at Toronto Catholic District School Board received.

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

Draft Sample report (Refer item 9a)

Autistic	Grade 3 Math					Grade 3 Reading					Grade 3 Writing				
EQAO level	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.

Notice of Motion

To: SEAC

From: Deborah Nightingale

Subject: Review of SEAC goals for 2021-2022 and every year going forward

MOVED BY: Deborah Nightingale

WHEREAS: SEAC adopted the following 6 goals 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;

WHEREAS: These goals were chosen by SEAC to support its work as effective advisors with respect to Special Education; and

WHEREAS: Goal #1 is required by the Education Act.

BE IT RESOLVED THAT: SEAC recommends to the board as follows,

1. On a go forward basis, staff provide SEAC with information with respect to progress made for each of the annual goals set by SEAC for the previous school year.
2. This staff report be provided annually and before the September SEAC meeting.
3. The first annual report on SEAC goals be provided to SEAC for its meeting on September 7, 2022.

Deborah Nightingale
ABC Ontario

To: SEAC

From: Deborah Nightingale, SEAC Representative for ABC Ontario

Subject: Right to Read Inquiry Implementation for Students with Special Education Needs

MOVED BY: Deborah Nightingale

WHEREAS: On February 28, 2022, the Ontario Human Rights Commission (OHRC) released its *Right to Read* inquiry report on human rights issues affecting students with reading disabilities, calling for critical changes to Ontario's approach to early reading, in areas such as curriculum and instruction, screening, reading interventions, accommodations and professional assessments;

WHEREAS: The inquiry found that by not using evidence-based approaches to teach students to read, Ontario's public education system is failing students with reading disabilities such as dyslexia, and other students;

WHEREAS: The *Right to Read* report includes recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read; and

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

BE IT RESOLVED THAT: SEAC recommends to the board as follows,

1. On a go forward basis, staff provide SEAC with information every year about all reading supports and related programs offered to TCDSB students, whether they have an IEP or not.
2. These annual reports to SEAC be accompanied by information about changes to the current literacy programs, new methods and programs to identify students who struggle with reading, new programs to support the development of reading skills, and the number of students enrolled in these programs.

Deborah Nightingale
ABC Ontario

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9
October	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review 	<ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) 	<ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)

SEAC Annual Calendar

	<ul style="list-style-type: none"> - <i>AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</i> - <i>Engagement and Governance Supports Discussion</i> - <i>Professional Learning Plan</i> - <i>Special Education Fair</i> - <i>Special Education Plan Review</i> 	<ul style="list-style-type: none"> - <i>Engagement and Governance Supports Discussion Guide</i> - <i>ONSIS report on identified students</i> - <i>Year End for School Board Financial Statements</i> - <i>Multi-Year Strategic Plan (MYSP)</i>
December	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>SEAC Elections (Inaugural)</i> - <i>SEAC Elections: Chair & vice-Chair (Annual)</i> - <i>SEAC Mass and Social</i> 	<ul style="list-style-type: none"> - <i>International Day of Persons with Disabilities (December 3)</i> - <i>Human Rights Day (December 10)</i> - <i>Independent review of assessment and reporting</i>
January	<ul style="list-style-type: none"> - <i>Review of Draft SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Review of Policy: S.P.01 Special Education Programs and Services (next review January 2023)</i> - <i>Reviews of Policy: A.23 Special Education Advisory Committee (next review January 2024)</i> - <i>Priority Budget Setting Discussion (effective January 2020)</i> - <i>Special Education Plan Review</i> 	<ul style="list-style-type: none"> - <i>Bell Let's Talk Day (late January)</i> - <i>Grade 9 EQAO Testing takes place in Secondary Schools</i> - <i>Long Term Accommodation Program Plan (ongoing)</i>

SEAC Annual Calendar

February	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Special Education Plan Review</i> - <i>Annual Accessibility Report 2021</i> - <i>Multi-year Accessibility Plan/AODA-Updates</i> - <i>Mental Health Annual Report 2020-2021</i> 	<ul style="list-style-type: none"> - <i>Psychology Awareness Month</i> - <i>New term begins in Secondary semestered Schools</i> - <i>Report Cards are distributed (Elementary and Secondary)</i> - <i>Parent-Teacher Conferences</i>
March	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Safe Schools Committee Update</i> - <i>Mental Health Advisory Council Update</i> - <i>Budget Approval Updates</i> - <i>Special Education Plan Review</i> 	<ul style="list-style-type: none"> - <i>Easter Seals Awareness Month</i> - <i>World Down Syndrome Day – March 21</i> - <i>National Social Work Week (1st week)</i> - <i>CYW & EA Appreciation Day (first Monday)</i> - <i>Ontario Secondary School Literacy Test (OSSLT)</i>
April	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Financial Report as at January, 2022 (GSNs)</i> - <i>Graduation Statistics for Students with Special Education Needs Update</i> - <i>Update to Special Education Programs for 2022-2023</i> - <i>Budget Approval Updates</i> - <i>Special Education Plan Review</i> 	<ul style="list-style-type: none"> - <i>Autism Awareness Day – April 2</i> - <i>ONSIS report on identified students</i>

SEAC Annual Calendar

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
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
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

June 2022



Deaf /Hard-of-Hearing Family Fun Day


Students and families celebrated a successful 31st Annual Deaf/Hard of Hearing Family Fun Day on May 30th. The TCDSB D/HH Itinerant teachers and audiologists arranged a morning of fun activities for students that helped give them a sense of community and belonging. Over a hundred guests were welcomed at the Catholic Education Centre to enjoy the activities and celebrate Speech, Language and Hearing awareness month. Community agencies attended and provided students and families with important information about available summer camps for our D/HH students.



The Speech-Language Department hosted a free, interactive webinar for parents, ***Supporting Communication through Play*** on May 31st as part of the Special Services Parent Engagement Series. This webinar was a great opportunity for schools to enhance the *Welcome to Kindergarten* experience and provide parents with practical tips to help support their child's early communication skills.



The Mental Health Team continued to promote mental health activities and resources throughout the system with the following activities in the months of May-June:

- Presentation on *Supporting Students' Mental Health* was facilitated for about 15 Student Success Teachers.
- A parent webinar was held on *Supporting Your Child Through Anxiety* on May 25, 2022. Over 1000 parents registered and 300 parents participated in the live webinar. All parents have received a recording of the webinar. The link to the webinar will also be shared on our website.  [Video Recording: Supporting Your Child Through Anxiety](#)
- In collaboration with Safe Schools, an information session on Sex Trafficking was facilitated for all school administrators with the help of the Canadian Centre for Child Protection.

- In collaboration with the Equity Department and staff from the Nurturing our Catholic Community Department, an information session on 2SLGBTQ+ highlighting the Catholic perspective was held for all school administrators with the help of Father James Martin.
- During the June 3 Professional Development (PD) day, all elementary school support staff were invited to participate in a half day webinar by School Mental Health Ontario on effective practices in mental health promotion.
- During the June 3 PD day, 20 elementary support staff were trained on *SafeTalk*, a Suicide Awareness and Prevention training workshop.
- Mental health resources and supports for students, families and staff were shared appropriately with the system in response to tragic world events that have taken place recently.
- Local schools were busy celebrating various mental health initiatives. The Stop the Stigma student team at Brebeuf College invited Wali Shah to share his stories of resilience and growing up as an immigrant child in Canada. St. Joan of Arc received an award from our Director of Education for “Innovative mental health initiatives that incorporate student voice into the teaching/learning journey”.



On May 13, the social work department engaged in a day of reflection. The team welcomed Metis Knowledge Keeper, Diane Montreuil at High Park where a professional development regarding self-care and self-compassion was welcomed by all. This learning will guide social work practice as we support students, staff and families. It was a day of deep learning where we engaged in compassion and stewardship of resources for our communities.



Consideration of Motion:

To: SEAC

June 8, 2022

From: Tyler Munro

Subject: **Update the Identification Placement & Review Committee (IPRC) process so parents are informed with accurate potential outcome information.**

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

Seconded by: Lori Mastroggiuseppe

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 recommend that with every IPRC meeting parents be presented with the percent of students in each rubric measured with Education Quality and Accountability Office (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; **(Refer Draft sample report as attachment)**

Be it resolved that: SEAC recommend 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 recommend 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 recommend 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	Grade 3 Math					Grade 3 Reading					Grade 3 Writing				
EQAO level	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.

Inclusion Action Ontario

Consideration of Motion:

To: SEAC

June 8, 2022

From: Tyler Munro

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

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

Seconded by: Lori Mastrogiuseppe

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 Identification, Placement and Review Committee (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 recommend to the Board that a subtitle or second title be added below the main title that states "Understanding the IPRC process".

Inclusion Action Ontario

Consideration of Motion:

To: SEAC

June 8, 2022

From: Tyler Munro

Subject: **Update to the Identification Placement & Review Committee (IPRC) process to help parents**

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

Seconded by: Lori Mastrogiuseppe

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 recommend 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 recommend 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 recommend 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 recommend 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.



REGULAR BOARD

RESPONSE TO THE MOTION FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) REGARDING EXCLUSIONS

*Wisdom is radiant and unfading, and she is easily discerned by those who love her,
and is found by those who seek her. Wisdom 6:12*

Drafted

February 7, 2022

Maria Meehan, Superintendent, Special Services
Michael Caccamo, Superintendent, Safe Schools

Meeting Date

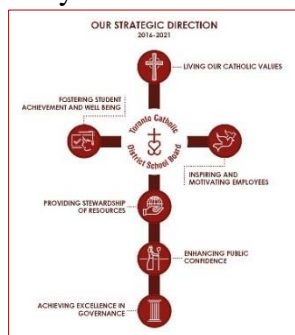
March 24, 2022

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 maintaining a safe learning environment for all staff and students.

School Principals are required, by law, to comply with the *Education Act* in the exercising of their professional judgement and duties. School Principals are leaders who are responsible for student safety, well-being, and learning.

The *Education Act*, in section 265(1)(m), permits a School Principal to refuse to admit a student to the school or a class. The exclusion of students from school or a class is the focus of this report.

The cumulative staff time required to prepare this report was 40 hours.

B. PURPOSE

This report responds to motions and recommendations from the TCDSB's Special Education Advisory Committee ("**SEAC**"), including but not limited to:

- a **motion** made by the representative of *Autism Ontario*, recommended at the **November 17, 2021, SEAC meeting** and carried at the December 9, 2021, Regular Board meeting;
- a **motion** made at the **March 27, 2019, SEAC meeting** and carried at the April 24, 2019, Regular Board meeting.

November 17, 2021, SEAC Motion:

This report will address the following items from the November 17, 2021, SEAC recommendations. SEAC recommends that:

- a. The TCDSB attendance system be updated to track all exclusions, including Formal and Soft exclusions as previously defined.
 - i. "*Formal Exclusion*" is defined in section 265 (1) (m) of the *Education Act* (see below for definition – Part C).
 - ii. "*Soft Exclusion*" is defined as a School Principal's request to keep a child home for all or part of a day.

- b. The TCDSB Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR);
- c. A Policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and
- d. Reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students.

March 27, 2019, SEAC Motion:

This report will also address the following items from the March 27, 2019, SEAC recommendations.

The subcategory of students listed as Excluded from: 1) December 2013 up to and including February 2016; and 2) March 2016 up to and including December 2018, as follows:

- a. Students not in receipt of Special Education services;
- b. Students with an Individualized Education Program (IEP);
- c. By exceptionality (using the Ministry's 14 categories of exceptionalities); and
- d. Whether the exclusion was due to police direction/court order or the Principal's discretion;
- e. Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions, and expulsions;
- f. Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:

"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which School Principals are mandated to

adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school.”
(p. 5);

- g. Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so to provide a copy of the Policy to SEAC; and to advise whether the Policy is publicly available on the School Board's website and, if so, to provide a copy of the web page;
- h. How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day;
- i. Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e., how many hours of academic instruction per day;
- j. Is there a written Policy or procedure for when and how long the Board/Principal may exclude under Section 265(1)(m) – If so provide a copy to SEAC. Is it available on website? If so, provide a copy of webpage.

C. BACKGROUND

- 1. School Principals are required, by law, to comply with the *Education Act* in the exercising of their professional judgement and duties.
- 2. The *Education Act*, in section 265(1)(m), permits a School Principal to refuse to admit a student to the school or a class:
 - subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the pupils.

3. SEAC has requested data, along with detailed operational and student personal information, related to how this section of the *Education Act* is applied at the TCDSB.

D. EVIDENCE/RESEARCH/ANALYSIS

The following is provided in response to the November 19, 2019, and March 27, 2019, SEAC Motions.

1. Duty of the Principal

In addition to the duties of a Principal articulated in the *Education Act*, the Ministry of Education Enrolment Register Instructions for Elementary and Secondary Schools 2021 document further defines the required documentation and data that School Boards are required to record.

2. Attendance Record

Students who are excluded due to section 265(1)(m) of the *Education Act* are documented as “excused” on the daily attendance record collected through the Student Information System application, for the duration of the exclusion. The reason for the student being excused is noted as “exclusion”.

3. Types of Exclusions

The TCDSB generally employs two (2) different types of exclusions.

- a. Exclusion relating to safety of students as a result of an emergency, or an incident (or series of incidents) requiring a “pause”.
 - b. Exclusion as a result of a police investigation.
4. In all circumstances, exclusions are not considered disciplinary.
 5. The TCDSB does not practice “soft exclusion”, as referenced in the 2021 motion, and “disciplinary” exclusions noted in the 2019 motion. These distinctions do not exist in law, and they are not consistent with section 256(1)(m) of the *Education Act*.
 6. At times, School Principals, and parents/guardians, in collaborative dialogue, may determine a plan that has the student home from school for a limited period of time for reasons that are distinct from those that may result in an exclusion (as outlined above).

7. Tracking Exclusions

Although exclusions are not disciplinary and fall outside of the TCDSB's approach to progressive discipline, the TCDSB's online Progressive Discipline application is currently being used to electronically document information related to exclusions.

8. A hard copy of an exclusion letter is kept in the student's Ontario Student Record (OSR) file.

9. TCDSB Exclusion Process

When an exclusion is being considered at the TCDSB, the following steps are taken:

- The School Principal advises the Area Superintendent that an exclusion is being considered.
 - The Area Superintendent, in consultation with the Superintendent of Safe Schools, the Superintendent of Special Services, and, as required, the Superintendent of Equity, Diversity and Indigenous Education, and General Legal Counsel, reviews the circumstances that have resulted in the consideration of an exclusion.
 - Safe Schools, Special Services and Corporate Services staff support the Principal with the school exclusion process as necessary.
 - All exclusion notifications to parents are copied to the Area Superintendent, the Superintendent of Safe Schools and the Superintendent of Special Services, General Legal Counsel, Chief of Communications, Senior Manager of Occupational Health and Safety, and the Director of Education.
10. Exclusion protocols are reviewed with Principals via Principal meetings and email communications.
 11. Principals do not require parental permission to exclude a student. Parents do have the right to appeal an exclusion. The TCDSB present practice is that all exclusion notification letters are accompanied by an explanation of the exclusion appeal process.
 12. An exclusion is a temporary measure. The exclusion notification letter includes the conditions that must be met for the exclusion to end. The conditions for each exclusion are unique and specific to each individual situation. The length of an exclusion reflects the individual conditions that must be met for the student to return to school.

13. The Principal remains in regular communication with the parent(s)/guardian(s) of excluded students throughout the duration of the exclusion, supporting and documenting the articulated steps outlined in the exclusion letter with the goal of returning the student to school as soon as possible.
14. Students are provided work packages by the school so that the student can continue their education during the exclusion.
15. If there is a Social Work referral in place, or if a referral is made during the exclusion, social work services are available to support the student and family.

16. Ministry of Education Reporting Requirements

Pursuant to the Ministry of Education Enrolment Register Instructions for Elementary and Secondary Schools 2021 document, School Boards are responsible for collecting the following information for each exclusion:

- a. Documentation that shows the reason for the exclusion.
 - b. Documentation of successful notification of exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil's parent or guardian.
 - c. Documentation of the plan (signed by the Principal) to re-integrate the pupil into the education system.
 - d. Documentation of communication with other parties involved with re-engaging the pupil (e.g., social agencies).
 - e. Data on the number of students who have been excluded during the school year (including the name of student, OEN, length of exclusion, and reason for exclusion).
17. As school exclusion data is distinct from Progressive Discipline data, it is not included in the Safe Schools Annual Report.
 18. The Ministry of Education *Aggregate Exclusions Reporting Template* was completed by the TCDSB and submitted on November 26, 2021. All required data was provided. Data submitted included the reason for the exclusion, the number of students excluded, total number of days students were excluded, and indication of whether the student was receiving special education services.

19.Data Production

- a. SEAC requested the exclusion data from the 2021 submission to the Ministry of Education. The Superintendent of Special Services consulted with the Senior Manager of Archives and Records Management and determined that the students represented in the data may allow for the identification of individual students, and as such was not shared publicly to protect student privacy.
- b. Through consultation with the Ministry of Education, it has been determined that the Ministry of Education will not be publishing the provincially collected data, at this time.

20.Request for Historical Data

SEAC requested historical data related to exclusions for two time periods:

- a. December 2013 to February 2016
 - There were 21 exclusion records available between December 2013 and February 2016.
 - Of the total, 15 students did not have an Individual Education Plan (IEP) and six students did have an IEP.
 - The exceptionality data was not available.
 - There were four exclusions as a result of a police investigation.
 - There were 17 students who had a progressive discipline record that included suspensions or expulsions.
- b. March 2016 to December 2018
 - There were 172 available exclusion records.
 - The total included 124 students without an IEP and 48 students with an IEP.
 - Exceptionality data was not available.
 - Of the total, 111 were related to police investigations and 169 students had a progressive discipline record that included suspensions or expulsion.

E. METRICS AND ACCOUNTABILITY

- School Boards have been directed to retain records and documentation related to exclusions.
- The Ministry of Education required the submission of *the Aggregate Exclusion Data Template* for the 2020-2021 school year.
- It is anticipated that School Boards will be requested to submit the same data for the 2021-2022 school year.

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

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.