

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC AGENDA

REGULAR MEETING SPECIAL EDUCATION ADVISORY COMMITTEE WEDNESDAY, NOVEMBER 16, 2016

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

Glenn Webster
Ontario Assoc. of Families of Children
With Communication Disorders

Recording Secretary: Lalita Fernandes 416-222-8282 Extension 2293
Asst. Recording Secretary: Sophia Harris 416-222-8282 Extension 2298

In a school community formed by Catholic beliefs and traditions,
our Mission is to educate students to their full potential.

Angela Gauthier
Director of Education

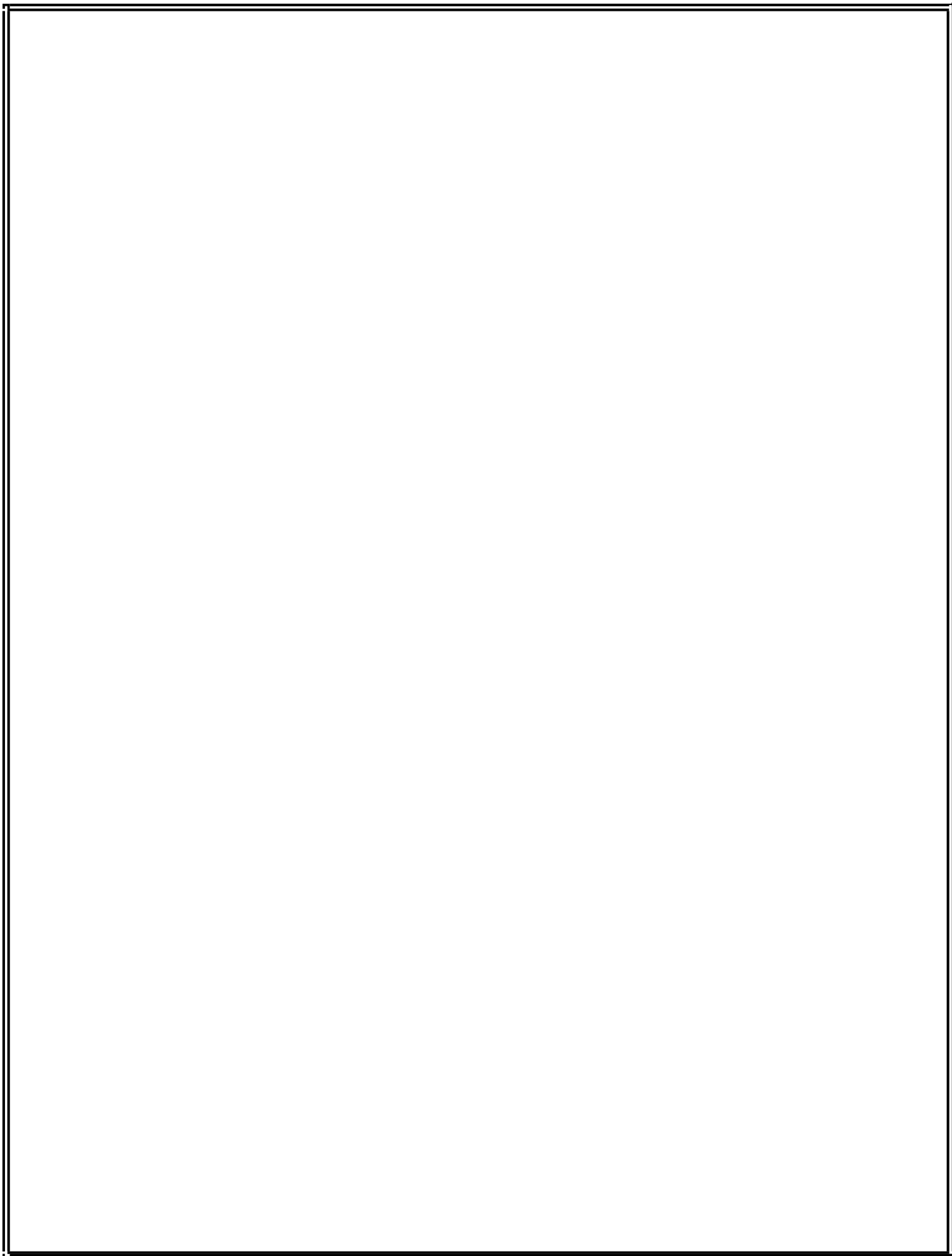
Trustee Members

Ann Andrachuk

Angela Kennedy

Garry Tanuan





OUR MISSION

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

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, November 16, 2016

7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held October 19, 2016 for Public Session	1 - 8
5. Delegations	
6. Presentations	
6.a Duty to Report Video Presentation	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a SEAC Monthly Calendar Review	9 - 16
9.b Special Education Superintendent Update November 2016	17 - 18
9.c Parent Guide for Special Education 2016	19 - 28

9.d	Policy Program Memorandum 140 November 2016	29
9.e	Professional Learning Plan 2016-17	30 - 35
9.f	Letter to the Minister of Education (to be distributed)	
9.g	SEAC New Members Process	36 - 41
10.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
11.	Reports of Officials, and Special and Permanent Committees Requiring Action	
12.	Reports of Officials for Information	
13.	Inquiries and Miscellaneous	
13.a	From Sandra Mastronardi regarding the Anaphylaxis and Asthma policies	
14.	Association Reports	
15.	Update from Trustees on resolutions recommended to the Board by the Committee	
16.	Pending List	42
17.	Adjournment	

**MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

HELD WEDNESDAY, OCTOBER 19, 2016

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy
Rosanna Del Grosso
Sandra Mastronardi
Glenn Webster
John MacKenzie
Raul Vomisesco
Dario Imbrogno

Trustees A. Andrachuk – by teleconference
A. Kennedy

R. McGuckin
C. Fernandes
A. Coke
M. Kokai
J. Wilhelm
D. Reid
P. Stachiw
E. Szekeres Milne
L. DiMarco

S. Harris, Assistant Recording Secretary

Apologies were tendered on behalf of Trustee Tanuan, Gizelle Paine, Mary Hugh and Giselle Romanino who were unable to attend the meeting.

The meeting was advised that John MacKenzie's sister-in-law, Karen Brooks, had passed away on October 18.

MOVED by Rosanna Del Grosso, seconded by John MacKenzie, that the Agenda be amended to include Inquiries from Ashleigh Molloy and Sandra Mastronardi and to move Item 12a) under Item 6.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by John MacKenzie, that the Agenda, as amended, be approved.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that the Minutes of the Regular Meeting held September 14, 2016 be approved.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Dario Imbrogno, that Item 12a) Presentation on the Early Years: The Kindergarten Program 2016 and Growing Success – The Kindergarten Addendum be adopted as follow:

12a) **Presentation on the Early Years: The Kindergarten Program 2016 and Growing Success – The Kindergarten Addendum** – received

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9a) SEAC Monthly Calendar Review be adopted as follow:

9a) **SEAC Monthly Calendar Review** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Dario Imbrogno, that Item 9b) Special Education Superintendent Update October 2016 be adopted as follow:

9b) Special Education Plan Update – received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Sandra Mastronardi, that awareness of the opportunity to purchase the book *Boost* (Primary and Junior) be brought to the school councils for their libraries, and that the Special Services Department provide communication to all elementary schools.

On the vote being taken, the Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that Item 9c) Parent Guide for Special Education 2016 be adopted as follow:

9c) Parent Guide for Special Education 2016 – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Dario Imbrogno, seconded by John MacKenzie, that Item 9d) Policy A23 be adopted as follow:

9d) **Policy A23** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Glen Webster, that Item 9e) Safe Schools Report 2015-16 be adopted as follow:

9e) **Safe Schools Report 2015-16** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9f) Grade 9 Assessment of Mathematics (second semester and full year students) and OSSLT Assessment (EQAO) be adopted as follow:

9f) **Grade 9 Assessment of Mathematics (second semester and full year students) and OSSLT Assessment (EQAO)** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9g) Ministry of Education Memoranda regarding Autism be adopted as follow:

- 9g) Ministry of Education Memoranda (Memo from the Hon. Mitzie Hunter, Minister of Education – Transition to the Ontario Autism Program – New Funding to Support School Boards and Memo from Nancy Matthews, Deputy Minister of Education – Transition to the Ontario Autism Program – After School Skills Development Programs) - received

On the vote being taken, the Motion was declared

CARRIED

MOVED by Rosanna Del Grosso, seconded by Ashleigh Molloy, that Item 11a) Verbal Update regarding Process for Minority Reports be adopted as follow:

- 11a) **Verbal Update regarding Process for Minority Reports** that the Board look at the current ABC Minority Report for consideration and submit it with the Special Education Plan, and that it be brought to Board.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 12b) Presentation by Andrea Benjamin Coke, Chief Speech-Language Pathologist, regarding Speech and Language Services, 2011/12 to 2015/16, be adopted as follow:

12b) **Presentation by Andrea Benjamin Coke, Chief Speech-Language Pathologist** – received

On the vote being taken, the Motion was declared

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Rosanna Del Grosso, that the presentation be brought back to the November SEAC meeting to allow for possible questions from Mary Pugh.

On the vote being taken, the Amendment was declared

CARRIED

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

CARRIED

MOVED by Rosanna Del Grosso, seconded by John MacKenzie, that Item 13a) Inquiries from Sandra Mastronardi be adopted as follow:

13a) **Inquiries** – received

On the vote being taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, second by Dario Imbrogno, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR

Draft Annual Calendar of SEAC Business for 2016				
Month	Annual Activities/Topics	Board Events/Deadlines	Items from Pending List	Status
January	<ul style="list-style-type: none"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Discussion regarding training session for SEAC members -Develop SEAC Orientation Manual -Safe Schools Inquiry Report -Response to Special Education Audit Summary (RIAT) of June 2015 (Tabled at Student Achievement and Well Being, Catholic Education and Human Resources Committee on January 14th, 2016) -Response to Inquiries of the Special Education Advisory Committee of November 11, 2015 (tabled at Board on December 10th, 2015) -Consult on Special Education Program and Services changes being considered for 2016-17 (Reviewed update to <i>Parent Guide to Special Education</i>) -Consult on Multi-Year Strategic Plan -April Parent Fair – Call for participants from Associations 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Safe Schools Inquiry Report -Financial Consultation regarding 2016-17 (high level) -Grade 9 EQAO Testing takes place in Secondary Schools 	<ul style="list-style-type: none"> -Staff to come back with information on who currently provides funding for Hushh-ups (Nov, 2015) -Director of education to advise on appropriate process for SEAC membership on mental health and safe schools committee 	<p>Completed January 2016</p> <p>Completed January 2016</p>
February	<ul style="list-style-type: none"> -Review of SEAC Calendar -Financial Update regarding previous year and upcoming year -Review proposed changes to Preliminary Special Education Program and Services -Mental Health and Well Being Report 2014-15 (Tabled at Student Achievement January 14th, 2016) 	<ul style="list-style-type: none"> -Consultation regarding Multi-Year Recovery Plan -Consultation regarding potential input on Special Education 	<ul style="list-style-type: none"> -Staff to provide a presentation through the financial department in early January regarding the Deloitte report, prior to the Ministry deadline -Staff to investigate if the Board's website has the 	<p>Completed February 2016</p> <p>Completed February 2016</p>

	<ul style="list-style-type: none"> -TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016) - Accountability Framework for Special Education 2015-16 (Part 1) (tabled at Student Achievement February 4th, 2016) - Special Education Plan: Review Program Specific Resources for Parents 		<p>ability of voice over read back</p> <ul style="list-style-type: none"> - Bring the Accountability Framework SE Criteria to the next SEAC Meeting (moved up from March) -Staff were directed to come back in February with a presentation from the Conflict Resolution Department on how they handle conflicts regarding Special Needs 	<p>Completed February 2016</p> <p>Defer to May 2016</p>
March	<ul style="list-style-type: none"> -Review of SEAC Calendar -Continue consultation on Special Education Programs and Services for 2016-17 -Update on ODA Accessibility Plan -Association Presentation: LDAO presentation to SEAC 	Ontario Secondary School Literacy Test (OSSLT) takes place	- Bring the Accountability Framework SE Criteria to the next SEAC Meeting	Completed March 2016
April	<ul style="list-style-type: none"> -Review of SEAC Calendar - Budget Consultation - Continue Consultation on Elements of the Accountability Framework for Special Education 2015-16 (Part 2) -Special Education Plan: ISP placement Criteria - <i>deferred from March 2016</i> - Special Education Model in High Schools (from Pending List) - <i>deferred from March 2016</i> -Association Presentation: <i>Community Living</i> 	Autism Awareness Month Parent Resources Event	<p>Deferred from March</p> <ul style="list-style-type: none"> -Staff to provide a report that outlines Special Education Model and the operating function of the resource room for each secondary school in the TCDSB. The statement 'operating function' to include: <ol style="list-style-type: none"> 1. What staff is operating the resource room if it is open 2. How are students that require withdrawal 	Completed April 2016

			<p>assistance being accommodated if the resource is closed</p> <p>3. Caseload breakdown of IEP student to monitoring and/or resource teacher per period</p> <p>4) Process in which IEP is prepared</p> <p>5. Process in which the IEP is monitored/applied if resource room staffing and accommodations are not available</p> <p>- Bring the Accountability Framework SE Criteria to the next SEAC Meeting</p>	Revisited in April 2016
May	<p>-Review of SEAC Calendar</p> <p>-Consultation on Special Education Report</p> <p>-Annual Report: Conflict Resolution Department Services</p> <p>- Secondary School Course Calendar 2016-17 https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/GuidanceCoopEd/Documents/33253_TCDSB_Course_Calendar_2016.pdf</p> <p>- Accountability Framework for Special Education 2015-16 (Part 2- Final)</p> <p>- Update on Parent Fair through SO report</p> <p>- Policy A23</p> <p>- Professional Learning Plan 2015-16</p> <p>Deferred: From Rosanna Del Grosso on the Safe Schools Report</p>	Budget Consultation continued	<p>-Staff were directed to come back in February with a presentation from the Conflict Resolution Department on how they handle conflicts regarding Special Needs (deferred from February 2016)</p> <p>- Bring back to SEAC the secondary school course calendar of Program and services</p> <p>- Staff to advise SEAC if Policy A23, the policy on SEAC had been aligned with the Ministry Regulation</p>	<p>Completed May 2016</p> <p>Completed May 2016</p> <p>Moved to Sept 2016</p>

			<p>- Regarding the request to report in the Accountability Framework an analysis of student achievement in relation to the one day withdrawal gifted program vs. the congregated gifted program.</p> <p>- Staff provide SEAC with the 2015/2016 Professional Development schedule</p>	Completed May 2016
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services • Staff provide SEAC with the TCDSB 2015/2016 Professional Development schedule • Children's Mental Health Awareness Week Resources • Report on the analysis of student achievement in relation to the one day withdrawal gifted program vs. the congregated gifted program. • Regarding the request to report back on number of students with IEPs that have Mental Health issues. • Communication via Board Email • Secondary School Course Calendar 2016-17 <p>https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/GuidanceCoopEd/Documents/33253_TCDsb_Course_Calendar_2016.pdf</p>	EQAO Grade 3 and 6 Testing	<p>- Staff to come back with a report on the roles and responsibility of staff and the role of the parent and the Ministry requirement for SEA equipment. (June 2016)</p> <p>-Staff to provide Seac with information specific to what topics are being inserviced on PD Days and the rationale for planning PD days besides Ministry directives. (may 2016)</p> <p>-Regarding the request to report back on number of students with IEPs that have Mental Health issues.</p>	<p>Completed June 2016</p> <p>Completed June 2016</p> <p>Completed June 2016</p>
July		School Board Submits balanced Budget for		

		the following year to the Ministry		
August		Year End for School Board Financial Statements		
September	<ul style="list-style-type: none"> -Review Special Education Report submitted to Regional Office (Sept 1) - Communication regarding reorganization of the Central Departments -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals 	Special Education Report Checklist submitted to the Ministry of Education	<ul style="list-style-type: none"> -Update to the A23 Policy to reflect Ministry definitions for identifications -Update to Parent Guide - Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC (Pending balanced budget –Date Unknown) -Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding -Investigate if EVAC chairs should be purchased and whether they should be covered by SEA funds (September 2016 - complete) 	<ul style="list-style-type: none"> Defer to October 2016 Defer to October 2016 Defer until deficit is eliminated Defer to October 2016 Completed September 2016
October	-Review Special Education component of Draft Board Improvement Plan for Student Achievement	-Board Improvement Plan Submitted to the Ministry of Education	-Update to the A23 Policy to reflect Ministry definitions for identifications	Completed October 2016

	<ul style="list-style-type: none"> -Develop process for review of next year's Special Education Report -Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels -Develop orientation process for new SEAC reps (no new members at this time) 	<ul style="list-style-type: none"> -EQAO Results for Gr. 3 and 6 Received and OSSLT -Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education 	<ul style="list-style-type: none"> -Update to Parent Guide - Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC (Pending balanced budget –Date Unknown) -Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding (moved to October 2016) -Report on information for the last five years on the number of students that were served through Speech and Language Services and the number of students on the waiting list each year be gathered in a report, and that the report be maintained as an Addendum until the new Special Education strategy is in place. 	<p>Completed October 2016</p> <p>Defer until the deficit is eliminated</p> <p>Defer to November SEAC to include October 31st data</p> <p>Completed October 2016</p>
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November	<ul style="list-style-type: none"> -Review October Report Data -Continue to Review Special Education Plan -Share process for nomination of new SEAC members -Professional Development Plan 2016-17 -Review of Parent Handbook -PPM 140 Survey Results -Duty to Report Video Presentation 		<ul style="list-style-type: none"> -Update to Parent Guide (October 2016) -Staff be requested to prepare a letter for the SEAC Chapter Associations in response to the Minister's letter, and to prepare information with the following details: <ul style="list-style-type: none"> - Placement of students in exceptionalities and IEPs - Number of students captured in the placements - Levels of service for the October 31st count dates - Changes in the Special Education grants year over year (requested September 2016) -A letter of response be sent from the Chair of the Board to the Minister using the same information provided to 	<p>To be Completed Nov 2016</p> <p>To be Completed Nov 2016</p> <p>To be Completed Nov 2016</p>
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			the SEAC Chapters Association and that the letter be copied to all the MPPs and the Ombudsman (requested September 2016)	
December	-SEAC Elections -SEAC Social			



Special Education Superintendent Update

November 2016

AUTISM

Autism Department is running a 3 day Kindergarten Course in November and that we are running a parent workshop with Surrey Place Centre on Nov. 19 at the CEC entitled, Preparing for Life After High School: Transition Workshop for Parents of Children in ME/DD Programs. The target audience are parents and staff of students in Gr. 10 or higher. Flyer attached.



AUTISM PROGRAMS AND SERVICES

Preparing for Life After High School:

Transition Workshop for Parents of Children

in ME/DD Programs



Supporting Students to Grow and Learn in New Environments

**Date: November 19, 2016 Location: 80 Sheppard Avenue East,
Time: 10:00 AM – 12:00 Noon**

Presented by:

**Autism Programs and Services – Transition Team
&
School Support Program, Surrey Place Centre**

**Please RSVP to Franca Dellorso, franca.dellorso@tcdsb.org
or (416) 222-8282 ext. 2799**



SECTION 23

The Section 23 program for students requiring care and treatment in order to be supported academically underwent several location changes for the 2016-2017 school year. Firstly the secondary program in partnership with CCAS moved from Senhor Santo Cristo to the new Pope Francis. Secondly, our elementary classroom for students with social/emotional issues that is partnered with the Child Development Institute has moved to Stella Maris. Finally, we have expanded our partnership with North York General Hospital to add a day treatment classroom to our existing inpatient classroom. The new class is located at NYGH Branson site and at Finch and Bathurst.

Speech and Language

- The SLP department hosted a one day, interactive workshop for kindergarten teachers and ECEs on October 27th at St. Maximillian Kolbe. Teacher/ECE teams participated in round-table discussions and case studies to identify effective teaching strategies to support students' oral communication skills.

Deaf and Hard of Hearing

- The D/HH department offered a workshop on November 3rd for classroom teachers. The workshop focused on strategies to support D/HH students in the regular classroom. A parent and a student who is D/HH participated on a panel discussion, sharing their experiences and offering the workshop participants insight into their personal journey.
- D/HH students from St. Raymond, Sts. Cosmas and Damian, and Dante Alighieri Academy celebrated a special mass with Canada's first Deaf priest, Father Matthew Hysell, on November 4th, 2016 at St. Raymond.



Parent Guide for Special Education

Toronto Catholic District School Board

2016

Our Mission and Vision

OUR 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.

OUR VISION

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

MULTI-YEAR STRATEGIC PLAN 2016 - 2021



OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person,
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human dignity, solidarity, and the common good,
- that high standards and expectations foster greater achievement,
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that teaching is responsive to individual needs,
- that teaching and learning be rooted in research and evidence,
- that each of us shares responsibility for creating collaborative communities of learning,

- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community,
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

PURPOSE

The purpose of this Parents' Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB) and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions.

It is understood that a parent can at anytime contact the principal if they wish to access special services for their child. Throughout this brochure, "parent" will mean one or both parents or guardians.

PHILOSOPHY

"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."

"We are bound together by a common faith and in common service."

Fulfilling the Promise (P.P. 6-7)

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional wellbeing of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment. The exceptional student is a unique child of God and has a

right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

“Our commitment is to every student. This means[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances.”

Reach Every Student: Energizing Ontario Education, 2008

“Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students.”

Learning for All, 2013 (p.12)

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, and intensive support programs.

Inclusion of students with special educational needs in our schools can be summed up: “We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education.”

This Moment of Promise (P. 22)

Who is an Exceptional Student?

The Education Act defines an exceptional student as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Are Special Education Services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is a Special Education Program?

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation
- includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What Is an Individual Education Plan?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child’s strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received
- a statement about the methods by which the student’s progress is reviewed
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program. an Individual Education Plan (IEP)?

What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from sources outside the Board.

The educational assessment may include a review of the student’s work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student’s learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric,

audiological, social work and speech-language pathology. All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

What is an Identification, Placement and Review Committee (IPRC)?

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp. 6-8)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.

How is an IPRC Meeting Requested?

The principal:

- may, with written notice to the parent, refer the student to an IPRC when the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents' Guide to Special Education and a written statement of approximately when the IPRC will meet.

Who Attends the IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff

- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

What Information Will Parents and Students Receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or
- inform the school principal that he/she will not attend and give written or verbal permission for IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

What Happens at an IPRC Meeting?

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement of intent.

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- consider an educational assessment
- consider other assessments as needed

- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC Consider in Making Its Decisions?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

What will the IPRC's Written Statement of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:

- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education

- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

What Happens after the IPRC has made its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

How is a Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education program for 3 months. At the review meeting, the following information is considered:

- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP)

The IPRC will review the placement and identification decisions and make appropriate recommendations.

What if the Parent Disagrees with the IPRC Decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns

or

- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting, the parent may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

The Appeal Process

The Notice of Appeal must:

- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The appeal process involves the following steps:

- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions

- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement

- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations

- within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board's recommendation

- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available:

- Behaviour
- Deaf and Hard-of-Hearing
- Gifted
- Learning Disability
- Kindergarten Language Program (KLP)

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (222-8282 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

The Special Education Process Overview

Classroom Teacher identifies student needs. Teacher provides instruction to support student needs as per **Learning for All, 2013**.

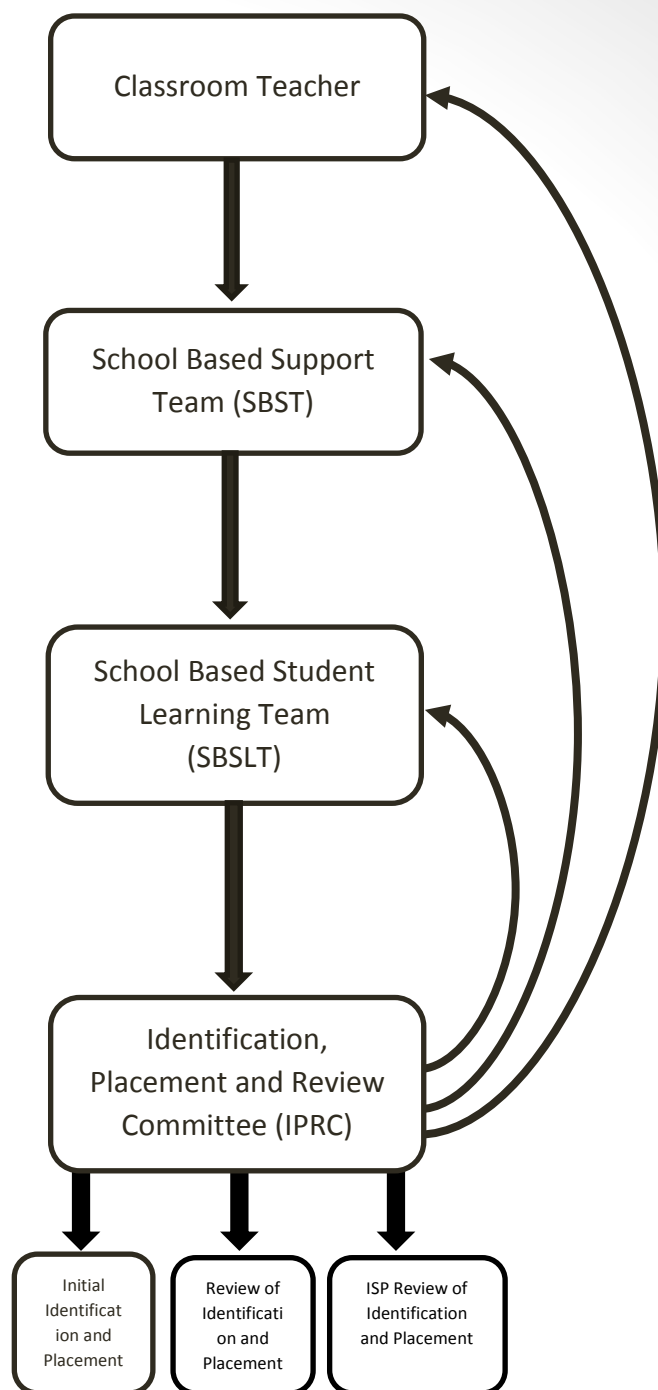
Parents are involved at each level of the process.

Teacher discusses student needs with the SBST, including Principal, Department Head or Guidance and implements suggested strategies, observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to support student learning. An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, assessments may be requested.

Assessment results may indicate the need to identify a student, an IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



Ministry of Education Category of Exceptionalities

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

Each category is further defined below:

Behaviour: A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to adversely affect education performance. This may be accompanied by one or more of the following:

- (a) an inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;

(d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

Autism: A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes the language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system or which may be associated with neurological, psychological, physical, or sensory factors and which may; (a) involve one or more of the form, content, and function of language in communication; and

(b) includes one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that:

(a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;

(b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive

language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;

(c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

INTELLECTUAL:

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

(a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;

(b) an inability to profit educationally within a regular class because of slow intellectual development;

(c) a potential for academic learning, independent social adjustment and economic self-support.

Developmental Disability:

A severe learning disorder characterized by:

(a) inability to profit from a special education program because of slow intellectual development;

(b) ability to profit from a special education program that is designed to accommodate slow intellectual development;

(c) a limited potential for academic learning, independent social adjustment and economic self support.

Physical:

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are the same age or developmental level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple:

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Summary of Parental Involvement

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their children especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student.

Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student's strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the actions taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed

in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student's placement.

Parent(s) have the right to appeal the decisions of an IPRC.

Organizations to Assist Parents

Many community organizations provide information and support to parents of exceptional students:

Autism Ontario
1-866-925-9969

FASworld Toronto
416-264-8000

Learning Disabilities Association of Toronto District
416-229-1680

VOICE for Hearing Impaired Children
416-487-7719

Toronto Association for Community Living
416-968-0650

Association for Bright Children
1-844-443-8332

Ontario Federation of Cerebral Palsy
416-244-9686

Down Syndrome Association of Toronto
416-966-0990

Tourette Syndrome Foundation of Canada
416-861-8398

Ontario Association for Families of Children with Communication Disorders (OAFCCD)
519-842-9506

Representatives nominated by these organizations are members of the Special Education Advisory Committee (SEAC) of the Board. The role of the Committee is to provide advice to the Board on issues related to exceptional students. Monthly meetings are open to the public.

Provincial and Demonstration Schools

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD

Sagonaska School (613) 967-2830
350 Dundas Street West, Belleville, Ontario K8P 1B2

Trillium School (905) 878-8428
347 Ontario Street South, Milton, Ontario L9T 3X9

Amethyst School (519) 453-4408
1090 Highbury Avenue, London, Ontario N5Y 4V9

Provincial Schools For The Deaf

E. C. Drury School
255 Ontario Street South, Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
• TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue, P.O. Box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY
(519) 453-4400

Sir James Whitney School
350 Dundas Street West, Belleville, Ontario K8P 1B2
Telephone and TTY:
(613) 967-2823

Provincial School For The Blind And Deaf-Blind
W. Ross Macdonald School (519) 759-0730
350 Brant Avenue, Brantford, Ontario, N3T 3J9

Additional information is available from your school principal or the Superintendent of Special Services.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP – 2016-2017

Dario Imbrogno, Community Representative

Raul Vomisesco, Community Living Toronto

Rosanna Del Grosso, Association for Bright Children

Mary Pugh, Voice for Hearing Impaired

Ashleigh Molloy, The American Association of Intellectual and Developmental Disabilities, Ontario Chapter (AAIDD)

Marilyn Taylor, Community Representative

Giselle Romanino, Community Representative

Sandra Mastronardi, Autism Ontario

John MacKenzie, FASworld Toronto

Glenn Webster, Ontario Association for Families of Children with Communication Disorders

Gizelle Paine, Learning Disabilities Association of Toronto District

Ann Andrachuk, Trustee

Garry Tanuan, Trustee

Angela Kennedy, Trustee

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES

2016 – 2017

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	Rhea Carlisle, Student Trustee	416 512 3413

Angela Gauthier, Director of Education
Angela Kennedy, Chair of the Board

Without a vision the people perish
Proverbs 29:18

Toronto Catholic District School Board
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8
416-222-8282
www.tcdsb.org



REPORT TO SEAC

Monitoring the Implementation of Policy/Program Memorandum 140 October, 2016

In May, 2007, the Ministry of Education released Program/Policy 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*. This policy provides direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with ASD.

In order to monitor implementation, the Ministry of Education created an annual self-assessment survey for school boards. The survey is completed in April by all schools that have a student with ASD. The provincial survey examines the following 4 indicators, which are investigated using 33 questions. This year 84% of the schools completed the survey.

Each year in April, the surveys are forwarded to school Principals in an electronic format. Respondents indicate their level of Implementation by using the following indicators: *all of the time, most of the time or some of the time*. To assist schools with the completion of the survey, an implementation guide was created by the TCDSB Autism Team. Each school is asked to complete the survey and then the results are summarized at the board level. Each board submits their results to the Ministry of Education.

The following are the findings for TCDSB:

Indicator/Outcome	All or Most of the Time 2014/15	All or Most of the Time 2015/16
1. Principles of ABA are incorporated into the IEPs of students with ASD, as appropriate	92%	91.8%
2. Transition planning is used to support students with ASD for a variety of transitions	91%	90.4%
3. Multidisciplinary teams are involved.	91%	92%
4. School staff working with students with ASD are knowledgeable about ASD	82%	78.7%

TCDSB Autism Team staff is looking to address areas requiring further growth by providing training and resources to school staff to increase their knowledge of ASD and strategies to support this growing group of students. Activities and strategies include:

- Courses and training throughout the school year for educational staff to build capacity around the use of ABA methods
- Creation of transition resources and supports for staff working with students with ASD
- A working group through the Accountability Framework that looks at programming for students with ASD

Peter Stachiw

Chief of Autism Services and Programs

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/Leader	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This will be a half day session discussing Autism and ABA strategies	Nov. 18, 2016	Elementary EAs/CYWs	Linda McIntosh	Elem
Autism	Communication and Students with Autism	This will be a half day session discussing Autism and communication strategies	Jan. 20, 2016 and Feb. 17, 2016	Elementary EAs/CYWs	Tania Cleveland and speech language pathologists	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Behaviour and self-regulation	This will be a half day session discussing self-regulation and behaviour strategies for students with Autism	Jan. 20, 2016 and Feb. 17, 2016	Elementary EAs/CYWs	Rita Alekian and psychologists and social workers	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Nov. 8, 22, 29	Kindergarten Teacher Lead	Linda McIntosh	Elem
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Kindergarten Teacher Lead	Linda McIntosh	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Dec. 6, 13, 20	Special Education Teacher Lead	Linda McIntosh	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Special Education Teacher Lead	Linda McIntosh	Elem
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is a multi-year plan to support elementary schools. Each AST has approx. 20 schools.	Elementary School Staff	Individual AST	Elem

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/ Leader	Panel (Elem/Sec)
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is a multi-year strategy to support secondary schools. Each AST has approx. 9 schools.	Secondary Staff	Individual AST	Sec
Autism	Transition to Secondary School Service for Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140	TBD in the Spring	Elementary/Secondary ME/DD ISP teachers with students in Grade 8	Transition Team	Elem/Sec
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct.	Elementary teachers	Individual PAST teachers and CYWs	Elem
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140	Throughout the year	Elementary teachers	Linda McIntosh, Margaret Correia	Elem
Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries)	Monthly throughout the year	Teachers, support staff, custodians, secretaries	Linda McIntosh	Elem/Sec
Autism/ME/DD	Supporting students in the ME/DD ISP	2 day course focusing on Educational practices, Communication, Behaviour, Sensory	TBD in the Winter	Teachers		Sec
Speech and Language	FDK Interactive In-service	Interactive inservice for Kindergarten Teams	October 27 th , 2016	12 FDK teams	Andrrea Coke, Isabelle Guiliani	Elementary
Speech and Language	Conversations in the Classroom	Workshop for 40 EAs and 40 CYWs (No code days required.)	November 18, 2016 and January	EAs and CYWs who work with identified students	Andrea Coke	Elementary

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/ Leader	Panel (Elem/Sec)
Speech and Language	Learning Language and Loving It- 4	Enhancing communication skills in the classroom	Nov 30, Feb 1, April 11 May 2, 2	4 FDK teams	Andrea Coke, Megan Wiigs	Elementary
Speech and Language	Professional Learning Series for LI-	Math and IT Focus for LI ISP Teachers	January and February, 2017	LI-ISP Teachers	LI Accountability Team	Elementary
Deaf/Hard of Hearing	One Day Training Workshop	Regular classroom teachers with D/HH students	3-Nov-16	Regular classroom teachers with D/HH students	D/HH Accountability Team	Elementary
Deaf/Hard of Hearing	D/HH Accountability Meeting	Teacher committee members on D/HH accountability committee	2-Feb-17	D/HH ISP Teachers on Accountability Committee	Andrea Coke	Elem/Sec
Deaf/Hard of Hearing	½ day in-service for D/HH ISP teach	Workshop for D/HH ISP teachers with Itinerant teachers	27-Mar-16	D/HH ISP Teachers	Andrea Coke	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-17	20 Secondary Teachers	Andrea Coke	secondary
Mental Health	safeTALK	suicide awareness training	PA day Oct. 7, 2016	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	P. Marra-Stapleton	ele and sec.
Mental Health	safeTALK	suicide awareness training	PA day Nov. 18, 2016	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	P. Marra-Stapleton	ele and sec.
Mental Health	safeTALK	suicide awareness training	PA Day Dec. 2, 2016	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	P. Marra-Stapleton	ele and sec.
Mental Health	safeTALK	suicide awareness training	PA Day ELE Jan. 20, 2017	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day ELE staff	P. Marra-Stapleton	ele and sec.
Mental Health	safeTALK	suicide awareness training	PA Day Feb. 17, 2017	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	P. Marra-Stapleton	ele and sec.
Mental Health	safeTALK	suicide awareness training	PA Day June 9, 2017	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day ELE staff	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	suicide intervention training	Oct. 18 and 19, 2016	SW staff	P. Marra-Stapleton	ele and sec.

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/ Leader	Panel (Elem/Sec)
Mental Health	ASIST	suicide intervention training	Nov. 15 and 16, 2016	SW staff	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	suicide intervention training	Nov. 23 and 24, 2016	Psych staff	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	suicide intervention training	Jan. 24 and 25, 2017	SW staff	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	suicide intervention training	Jan. 30, 31, 2017	Guidance (ele, and sec) Administrators, SW , and Psychology	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	suicide intervention training	April 5, and 6, 2017	Psych staff	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	HPE and Mental health	TBD	HPE teachers	P. Marra-Stapleton	ele and sec.
Mental Health	ASIST	FDK and Mental health	TBD	FDK staff	P. Marra-Stapleton	elementary
Mental Health	ASIST	Newcomer Mental health	TBD	teachers	P. Marra-Stapleton	ele and sec.
Social Work	SNAP	2 day training (additional cost of \$5040 for training fee and materials	PD Day - October 7th + one additional day TBD	9 Behaviour Teachers, 8 Behaviour CYWs, 1 SSRT Teacher, 2 SSRT CYWs	Paula Antinucci	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program Teachers	Paula Antinucci	Elementary
Social Work	Academic Program	Discuss and share best practices for academic support; specifically Jump Math and Lexia	TBD	19 Behaviour Program Teachers	Paula Antinucci	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program CYWs	Paula Antinucci	Elementary
Social Work	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	Ongoing Monthly Sessions	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Assessment and Programming Teacher (Antinucci)	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2016 September 26th, 27th, 28th, 29th, 30th; October 3rd	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Assessment and Programming Teachers	Elementary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2016 September 19th, 20th, 21st 22nd	Secondary Special Education Teachers	Programming and Assessment Teachers	Secondary

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/ Leader	Panel (Elem/Sec)
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	2016 November	Secondary Special Education Teachers New to Special Education	Programming and Assessment Teachers	Secondary
Special Services	An Introduction to Special Education Special Services Forms		2016 October	Vice Principals and Principals New to the Role	Assessment and Programming Teachers	Elementary and Secondary
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	September 8 and 9, 2016	LD ISP, Empower Hub and SE Teachers	Dr. M. Kokai, Dr. J. Chan	ES
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov-16	18 LD ISP, Empower Hub and SE Teachers	Dr. M. Kokai, Dr. J. Chan	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Sept 8 and 9 2016	LD ISP Teachers	Dr. M. Kokai, Dr. J. Chan	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov-16	6 LD ISP Teachers	Dr. M. Kokai, Dr. J. Chan	ES
Psychology/LD	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5	Sept 7 and 13th, 2016	LD ISP and Hub Teachers	Dr. M. Kokai, Dr. J. Chan	ES
Psychology/LD	Empower Secondary School	Training for teachers new to Empower Secondary	3 sessions	SS teachers	Dr. M. Kokai, Dr. J. Chan	SS
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	7-Oct-16	LD ISP and SE Teachers	Dr. M. Kokai	ES
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy; Lexia follow-up	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy; Lexia follow-up	2-Dec-16	LD ISP and SE Teachers	APTs Psychologists	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	October	LD ISP Teachers	APTs Psychologists	ES
Psychology/LD	Goal setting, intervention and progress monitoring in the LD ISP class (day 1)	The use of GAFE, literacy and math interventions, formal and informal assessment tools, and social-emotion learning in the LD ISP	Two sessions TBD	LD ISP Teachers	APTs Psychologists	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	24-Nov-16	SLD ISP Teacher, SS SET	APTs Psychologists	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	APTs Psychologists	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	24-Jan	School administrators	APTs Psychologists	ES, SS

Special Services Professional Learning 2016-17

Department	Session Title	Details	Dates	Intended Audience	Responsibility/ Leader	Panel (Elem/Sec)
Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	17-Feb-17	SS teachers	APTs Psychologists	SS
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November	Eas and CYWs	APTs Psychologists	ES, SS
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	APTs Psychologists	ES, SS
Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	APTs Psychologists	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	APTs Psychologists	ES, SS



Education Act

ONTARIO REGULATION 464/97

SPECIAL EDUCATION ADVISORY COMMITTEES

Consolidation Period: From January 1, 1998 to the e-Laws currency date.

No amendments.

This is the English version of a bilingual regulation.

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.

2. (1) Every district school board shall establish a special education advisory committee that shall consist of,

- (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
- (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
- (f) one or more additional members appointed under subsection (5).

(2) The board shall not appoint more than 12 representatives under clause (1) (a).

(3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.

(4) The number to be appointed by the board under clause (1) (c) shall be the lesser of,

- (a) three; and
- (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

(5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board. O. Reg. 464/97, s. 2.

3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,

- (a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;
- (c) one member from among the board's own members, as appointed by the board;
- (d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4.

(2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board. O. Reg. 464/97, s. 3.

4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.

(2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.

(3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).

(4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.

(5) The board shall appoint the persons nominated under subsection (4). O. Reg. 464/97, s. 4.

5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.

(2) Subsection (1) does not apply in respect of persons appointed under section 4.

(3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board. O. Reg. 464/97, s. 5.

6 Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized. O. Reg. 464/97, s. 6.

7. (1) A member of a special education advisory committee vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
- (c) ceases to hold the qualifications to be appointed to the committee.

(2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or
- (c) ceases to hold the qualifications to be appointed as an alternate.

(3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.

(4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated. O. Reg. 464/97, s. 7.

8. (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.

(2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.

(3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation. O. Reg. 464/97, s. 8.

9. (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

(2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.

(3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.

(4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.

(5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.

(6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.

(7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.

(8) The committee shall meet at least 10 times in each school year.

(9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.

(10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place. O. Reg. 464/97, s. 9.

10. (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.

(2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

(a) the role of the committee and of the board in relation to special education; and

(b) Ministry and board policies relating to special education. O. Reg. 464/97, s. 10.

11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred. O. Reg. 464/97, s. 11.

12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education. O. Reg. 464/97, s. 12.

13. Omitted (provides for coming into force of provisions of this Regulation). O. Reg. 464/97, s. 13.

May 13, 2016

Ms Angela Gauthier
Director of Education. Toronto Catholic District School Board
80 Sheppard Ave E.
Toronto, ON M2N 6E8

Dear Ms. Gauthier:

Integration Action for Inclusion is a non-profit charitable organization dedicated to educational inclusion and community living for people who need extra support. Integration Action for Inclusion operates strictly on a volunteer basis. We have local chapters throughout Ontario and nominate representatives for the Special Education Advisory Committees where we have a chapter.

Integration Action for Inclusion provides support to parents and friends seeking to enrich the lives of people with disabilities through their full inclusion in their communities. We believe that all children have the right to quality education that will prepare them for a full and productive life in the community. It is our belief that the best way to prepare children who need extra support for community life is to educate them alongside their peers in the neighbourhood classroom. This is achieved by providing appropriate accommodation and support for all children.

We would like to nominate Tyler Munro as our representative for the **Toronto Catholic District School Board**. Tyler Munro is a member of the local chapter for Integration Action Group and lives in Toronto, Ontario. He is an elector for the Toronto Catholic District School Board and has children attending school in the Board. Mr. Munro is a self employed businessman who operates L.O.V.'s Refreshment Services.

Mailing Address:

Tyler Munro
60 Deverell Crescent
Toronto, ON M3K 1C8

Thank you for your consideration of this request.

Sincerely



Clayton Eaton
RR#3
113 Second Concession Road
Princeton, Ontario
N0J 1V0

cc. Ms. Marilyn Taylor, SEAC Chair, Toronto Catholic District School Board



Selection Process for Parent/Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees

PARENT/COMMUNITY MEMBER APPLICATION FORM

Individuals are requested to complete the following application form for consideration to be a member of a TCDSB Staff, Steering, Advisory or Ad Hoc committee:

Committee Name: Special Education Advisory Committee ("SEAC")

Position Applying For: ☐ Parent Member OR ☒ Community Member

Surname:	Munro	First Name:	G. Tyler
Home Phone:		Cell Phone:	(416) 704-7919
E-mail address:	gtmunro@rogers.com		
Child(ren)'s School(s):	St. Norbert Elementary, Sts. Cosmas & Damian Elementary		
1. To which other TCDSB parent organizations do you presently belong: <input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations. 1. Integrate Action for Inclusion (IAI) - Founding member of the Toronto chapter. Emcee parent education workshops and events, support parents of special needs of children to maximize their child's educational opportunities. Circulated requests for support among IAI members. 2. Community Living Ontario - Administrative Justice Support Network. Mentor for parents to help them understand the education system and work with them to achieve a positive resolution for issues affecting their children.			
3. Briefly outline the reasons why you are interested in being a member of this committee: 1. I was approached by members of the current SEAC to join based on my experience working with schools, teachers, administration and parents. 2. IAI - Toronto chapter is working to place SEAC representatives on boards in the GTA.			



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4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:

1. I have a strong knowledge of how to effectively accommodate children with learning disabilities that affect their behaviour in school from networking with educators and other professionals.
2. I have 2 boys with special needs.
3. Completed the LDAO Parental Advocacy Program.

5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:

☒ NO

☐ YES

Please Explain

6. Have you been selected to be part of another TCDSB Committee within the past 12 months?

☒ NO

☐ YES

Please specify the Committee

7. Do you support the Catholic Mission/Vision of TCDSB?

I believe the objectives of IAI are consistent with the TCDSB's Catholic Mission/ Vision statement, Catholic values and my personal values.

8. Provide any additional comments to be considered in regards to your participation on this committee.

I have always encouraged collaborative solutions between all parties that are in keeping with modern pedagogy research, education related legislation, the best interest of the child, parental wishes and Catholic values.

Submit completed application by Tyler Munro to the attention of
Director of Education and SEAC Chair :

By email at: angela.gauthier@tcdsb.org, taylorlme@hotmail.com

By fax at:

By mail/board courier or school principal to:

80 Sheppard Ave. E.
Toronto, ON M2N 6E8

SEAC PENDING LIST AS AT NOVEMBER 16, 2016

1. Update to Parent Guide (October 2016)
2. Staff be requested to prepare a letter for the SEAC Chapter Associations in response to the Minister's letter, and to prepare information with the following details:
 - Placement of students in exceptionalities and IEPs
 - Number of students captured in the placements
 - Levels of service for the October 31st count dates
 - Changes in the Special Education grants year over year(Requested September 2016)
3. A letter of response be sent from the Chair of the Board to the Minister using the same information provided to the SEAC Chapters Association and that the letter be copied to all the MPPs and the Ombudsman
(Requested September 2016)
4. Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding
5. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC
(Pending balanced budget –Date Unknown)
6. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information.
(requested September 2016)
7. Changes to the Accessibility policy be brought back to SEAC for review.
(requested September 2016)