



SPECIAL EDUCATION PLAN

FEBRUARY 2025



SECTIONS FOR DISCUSSION

- 11. Provincial and Demonstration Schools in Ontario
- 12. The Board's Consultation Process
- 12. Special Education Advisory Committee



Section 11

Provincial and Demonstration Schools in Ontario



PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO



Provincial Schools and Demonstration Schools are part of the Provincial Schools Authority (PSA), which was established under the Provincial School Negotiation Act.

These schools are operated by the Ministry of Education and provide education for elementary and secondary school students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities. The schools also provide outreach services and opportunities for professional development for staff working for school boards.

PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS:

- are operated by the Ministry of Education;
- provide education for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide outreach and home-visiting services to parents of preschool children who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- provide school board teachers with resource services;
- provide professional development for teachers.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296, "Ontario Schools for the Blind and the Deaf ". Application for admission to a Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

The following four Provincial Schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind:

- W. Ross Macdonald School, Brantford
- Ernest C. Drury School for the Deaf, Milton

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- Robarts School for the Deaf, London
 - Sir James Whitney School for the Deaf, Belleville

The language of instruction at the three schools for the Deaf is American Sign Language (ASL). The language of instruction at the W. Ross Macdonald School for the Blind and Deafblind is English.

The Centre Jules-Léger, which functions as both a Provincial School and a Demonstration School, provides instruction for the Deaf in Langue des Signes Québécois (LSQ). All other instruction is in French.

The following three Demonstration Schools provide education for students who have severe learning disabilities. Instruction at these schools is in English:

- Amethyst School, London
- Sagonaska School, Belleville
- Trillium School, Milton

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

Below are brief descriptions of the various types of schools. Contact information for all Provincial and Demonstration Schools in Ontario can be found in Appendix F-2. More information on these schools is also available on the Provincial Schools Branch page of the ministry website.

PROVINCIAL SCHOOLS FOR STUDENTS WHO ARE BLIND OR HAVE LOW VISION OR ARE DEAFBLIND

The W. Ross Macdonald School in Brantford and the Centre Jules-Léger in Ottawa provide education for students who are blind or have low vision or are deafblind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-Léger, instruction is in French.

The schools, which are also provincial resource centres for visually impaired and deafblind children and youth, provide:

- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs at these schools:

- are tailored to the needs of the individual student and are designed to help these students
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- learn to live independently in a non-sheltered environment;
 - are delivered by specially trained teachers;
 - follow the Ontario curriculum developed for all students in the province;
 - offer a full range of courses at the secondary level;
 - offer courses in broad-based technology and mobility training;
 - are individualized to offer a comprehensive "life skills" program;
 - provide home visiting for parents and families of preschool deafblind children to assist in preparing these children for their future education.

PROVINCIAL SCHOOLS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

The following Provincial Schools offer services for students who are Deaf or hard of hearing:

- Centre Jules-Léger, Ottawa
- Ernest C. Drury School for the Deaf, Milton
- Robarts School for the Deaf, London
- Sir James Whitney School for the Deaf, Belleville

The Centre Jules-Léger serves francophone students and families throughout Ontario.

These schools provide elementary and secondary school programs for students from Kindergarten to the end of high school. The programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student's special education needs are met as set out in his or her IEP. Provincial Schools for students who are Deaf or hard of hearing:

- provide rich and supportive educational environments that facilitate student's language acquisition, learning, and social development through American Sign Language (ASL) and English, or through Langue des Signes Québécois (LSQ) and French;
- operate day and residential programs;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each Provincial School has a resource services department that provides:

- consultation and educational advice to parents of children who are Deaf or hard of hearing and to school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of preschool children who are Deaf or hard of hearing by teachers trained in preschool and Deaf education

Additional information can be obtained from the resource services departments of the Provincial Schools.

DEMONSTRATION SCHOOLS FOR STUDENTS WHO HAVE SEVERE LEARNING DISABILITIES

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time. The Demonstration Schools were established to:

- provide special residential education programs for students between Grades 4 and 11;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to transition back to their local school within the same school year.

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London
- Centre Jules-Léger, Ottawa
- Sagonaska School, Belleville
- Trillium School, Milton

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Léger, instruction is in French.

Admission Procedures:

In order to be eligible for admission to a demonstration school, a candidate must satisfy the following criteria:

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
 - because of the nature of the learning disability and /or other factors, the applicant must be in need of a residential education program;
 - the applicant must have a severe learning disability, according to the Ministry definition;
 - a psychologist or other mental health professional must have determined recently that the applicant is not in need of treatment for emotional or behavioural disorders;
 - an Identification, Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in a demonstration school;
 - the applicant must have been assessed by a resource services consultant from a demonstration school.
 - IPRC review needed to admit students.
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Referrals:

Special Services Coordinators oversee the referral process to demonstration schools. School boards may make referral to the demonstration schools, upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be directed to the appropriate regional office of the Ministry of Education. The school board should ensure that the following are submitted to the regional office:

- assessment information;
- school history;
- personal and family data;
- a list of alternative placements in order of priority by the IPRC.

Revised application requirements have been provided by the Ministry of Education for use beginning in September 2003.

The Provincial Committee On Learning Disabilities:

Decisions regarding admission to demonstration schools will be made by the Provincial Committee on Learning Disabilities, which consists of:

- an official from the Special Education and Provincial Schools Branch, who will call and chair meetings;
- the demonstration school program directors;
- one representative of the Children's Division of the Ministry of Community and Social Services;
- a registered psychologist;
- one or more additional representatives.

The Provincial Committee request additional information from the regional offices in order to determine the priority of candidates for the available places in the Demonstration Schools. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place in the appropriate regional office of the Ministry of Education and Training. The Committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) / guardian(s) and the regional office.

Residential Schools for Students Who Are Deaf or Hard of Hearing:

The Ministry of Education provides the services of two Provincial Schools for the Deaf.

E.C. Drury School in Milton is the residential school for the Deaf for students in the Toronto area.

The program objectives of the Schools for the Deaf are as follows:

- to provide residential education programs for students who are deaf or hard of hearing;
- to assist enrolled students to develop personal life and learning strategies;
- to provide in-service teacher and related support staff education;
- to provide resource services to school boards which have established alternative; educational programs for the deaf under Ministry policy / program Memoranda 76C.

Admission Procedures:

In order to be eligible for admission to a school for the Deaf, a candidate must satisfy the following criteria:

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- the applicant must be five years of age on or before the 31st of December of the year of admission;
- the applicant or parents must submit evidence satisfactory to the Provincial Superintendent (Schools for the Deaf) that, because of a severe or profound hearing loss, the applicant is in need of a Special Education Program;
- an Identification, Placement and review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School the Blind or Deaf (a letter supporting the application must be submitted).

Referrals:

The Chief of TCDSB Programs for Deaf and Hard of Hearing oversees the referrals to the residential school. Boards may make referrals to Provincial Schools for the Deaf upon the recommendation of an Identification, Placement and Review Committee. Such referrals are made directly to the Superintendent, Provincial Schools for the Deaf.

The school board should ensure that the following are submitted to the Superintendent:

- assessment information (including recent audiological, psychological and speech-language pathology reports);
 - school history;
 - personal and family data;
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The Provincial Admission Committee for Schools for the Deaf

Decisions regarding admission to Schools for the Deaf will be made by a Provincial Admissions Committee. The Admissions Committee consists of:

- an official from the Special Education and Provincial Schools Branch who will call and chair meetings;
- school principal and vice-principal;
- Resource Services, Program Director;
- a registered psychologist;
- a social worker;
- a residence representative.

The committee will meet with the student (where appropriate), his/her parent(s) or guardian(s), and appropriate board personnel. The Admissions Committee will consider any additional factors such as emotional, behavioural, social, or physical problems which may affect the applicant's admissibility to the school. Meetings will take place at the appropriate Provincial School. The Admissions Committee will report its decision to the parents and school board; copies will be sent to the parents/guardians and the regional office.

Residential Schools for Students Who Are Blind or Deaf Blind

The Ministry of Education provides the services of one Provincial Schools for the Blind and DeafBlind at W. Ross Macdonald School in Brantford.

The program objectives of the School for the Blind and DeafBlind are as follows:

- To provide residential education programs for students who are blind or deaf blind;
- To assist enrolled students to develop personal life and learning strategies;
- To provide in-service teacher and related support staff education;
- To provide resource services to school boards which have established alternative educational programs for the blind and deafblind under Ministry policy/program Memorandum 76C.

Criteria for Admission

In order to be eligible for admission to a school for the blind and deafblind, a candidate must satisfy the following criteria:

- The applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
 - Be educationally blind or deafblind, i.e. unable to use his/her sense of vision or vision/hearing
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- to benefit from a program for blind or deafblind students;
 - The school board and parents shall submit evidence satisfactory to the Provincial School that the applicant is in need of a Provincial School Program;
 - An Identification Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School for the Blind or DeafBlind;
 - The applicant shall have been assessed by a resource services consultant from the W. Ross Macdonald School.

Referrals:

Referrals to W. Ross Macdonald School are processed by the Special Services Department. Schools boards may make referrals to W. Ross Macdonald School upon the recommended of an Identification, Placement and Review Committee. Such referrals shall be submitted directly to the W. Ross Macdonald School.

The School Board must ensure that the following are submitted to the W. Ross Macdonald School:

- assessment information (including recent audiological, psychological, and speech language pathology reports);
- school history;
- personal and family data.

The Provincial Admission Committee for Schools for The Blind and DeafBlind:

Decisions regarding admission to the demonstration schools will be made by the Provincial Admissions Committee for Blind and DeafBlind students. This committee consists of:

- a chairperson, who will be the Superintendent or designate;
- the vice- principal of the Blind and/or Deaf Blind program;
- Resource Services Consultant;
- a residence representative;
- an advocate representative of the Ministry of Education or the Children's Services Division of the Ministry of Community and Social Services (invite to attend);
- other appropriate school staff (such as a psychologist or social worker).

The committee will meet with the student (where appropriate), the parent(s), and appropriate board personnel. The Provincial Committee may request additional information from the school board in order to determine the admissibility of the candidate. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place at W. Ross Macdonald School.

The committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s)/ guardian(s) and the regional office.

TRANSPORTATION:

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently 14 TCDSB students attending Provincial Schools at this time.

In TCDSB, decisions regarding how children will be transported to the Provincially run schools is made on an individual basis. Children who require additional attendants (health-care professionals, for instance) have that care provided on the mode of transportation as well. The cost of transportation to Provincial Schools is 100% refundable.

For children who attend day schools they are transported by wheelchair mini-bus, van, or taxi, depending on their needs from their home to the school.

Students who attend Residential Schools are provided transportation through the lead Board who in the GTA have the transportation facilitated by one of the local School Districts. They are picked up on Sunday evening and returned to their homes on Friday evening. The Provincial Schools and the agencies involved with the children determine the programming needs for the children and the type of transportation required.

ENROLMENT AS OF JUNE 30, 2023 IN PROVINCIAL AND DEMONSTRATION SCHOOLS BY EXCEPTIONALITY:

Blind/Low Vision	Deaf or Hard of Hearing	Learning Disabilities	Deaf Blind
2	12	0	0



CONTACT INFORMATION FOR PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

Provincial Schools

Centre Jules-Léger
281, rue Lanark, Ottawa, ON K1Z 6R8
www.psbnet.ca/eng/schools/cjl.html Tel: 613-761-9300 TTY: 613-761-9302

Ernest C. Drury School for the Deaf
255 Ontario Street South, Milton, ON L9T 2M5
www.psbnet.ca/eng/schools/ecd/index.html Tel: 905-878-2851 TTY: 905-878-7195

Robarts School for the Deaf
1515 Cheapside Street, London, ON N5V 3N9
www.psbnet.ca/eng/schools/robarts/index.html Tel: 519-453-4400 TTY: 519-453-4400

Sir James Whitney School for the Deaf
350 Dundas Street West, Belleville, ON K8P 1B2
www.psbnet.ca/eng/schools/sjw/index.html Tel: 613-967-2823 TTY: 613-967-2823

W. Ross Macdonald School
350 Brant Avenue, Brantford, ON N3T 3J9
www.psbnet.ca/eng/schools/wross/index.html Tel: 519-759-0730

Demonstration Schools

Amethyst School
1515 Cheapside Street, London, ON N5V 3N9
www.psbnet.ca/eng/schools/amethyst/index.html Tel: 519-453-4408

Centre Jules-Léger, see Provincial Schools above

Sagonaska School
350 Dundas Street West, Belleville, ON K8P 1B2
www.psbnet.ca/eng/schools/sagonaska/index.html Tel: 613-967-2830

Trillium School
347 Ontario Street South, Milton, ON L9T 3X9
www.psbnet.ca/eng/schools/trillium/index.html Tel: 905-878-2851

Reference Documents

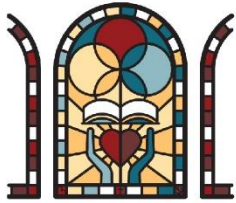
Provincial and Demonstration Schools Ministry Website
<https://pdsbnet.ca/en/>

Contact information for Provincial and Demonstration Schools
<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/appendix-f-2>

Section 12

The Board's Consultation Process





THE BOARD'S CONSULTATION PROCESS



THE CONSULTATION PROCESS DESCRIPTION

When developing and updating the TCDSB Special Education Plan, many sources of stakeholder input are taken into consideration. Feedback is provided at various times throughout the school year by members of the TCDSB community including students, parent/guardians, teachers, members of *Catholic School Parent Councils (CSPCs)*, community organizations, the *Special Education Advisory Committee (SEAC)*, and Student/Adult Trustees. Parents/ Guardians and other TCDSB community stakeholders are always welcome to provide input about Special Education programs and services and can do so through contact with the Superintendent of Special Services or any other member of the TCDSB Special Services team.

SEAC CONSULTATION (REGULATION 464/97)

Guided by Regulation 464/97, the SEAC committee, in particular, monitors the Special Education Plan and has the opportunity, several times a year, to provide feedback. Other annual sources of stakeholder input are found in the student voice through the *Catholic Student Leadership Impact Team (CSLIT)* and the *Elementary Catholic School Leadership Impact Team (E-CSLIT)*; individual expressions of parent/guardian concern regarding Board procedures and /or policies; CSPC input regarding local and system Special Education programs/services; input from SEAC Organizations and Community Reps; input by members of other Board statutory committees such as *Catholic Parent Involvement Committee (CPIC)*; and both elementary and secondary school staff through ongoing engagement with schools regarding Special Education programs and services being delivered at those sites. These collective sources of input help to inform updates and changes to the delivery of TCDSB Special Education programs and services where practical, throughout the school year.

REPORTS RECEIVED FROM SEAC

The SEAC committee formed a working group during the 2022-2023 school year, consisting of members of SEAC. As per the *Draft SEAC Calendar*, sections of the Special Education Plan were reviewed. The feedback from the working group was included in the monthly SEAC Meeting Agenda according to the calendar schedule.

RESPONSE FROM THE BOARD

Documentation of the sections of the plan that have been updated are included in the July 2023 Special Education Plan Checklist provided to the Ministry of Education. SEAC will be provided a response to the feedback received during the 2022-2023 school year at the October 2023 SEAC meeting. Included will be the recommendations that were made by SEAC and the response to the recommendations.

REVIEWS

There have been no internal or external program reviews in the past five years. There is no program review planned as of July 2023.

STAKEHOLDER SURVEYS

With the support of the TCDSB Research Department student, staff and parent/guardian input about the TCDSB programs/services, including Special Education, is garnered through a variety of surveys such as the *Administrator Voice*, *My School My Voice*, *Parent Voice*, *Safe and Caring Catholic School Climate*, *Safe Schools*, *Teacher Voice* and *Transitions*. Communications to stakeholders inviting participation are shared in advance of the surveys. Reports to Board are prepared reflecting key results of these surveys.

The SEAC working group will continue to follow the *SEAC Draft Calendar* to provide regular feedback on the *Special Education Plan*. SEAC meetings are held monthly from September to June.

A schedule of upcoming meetings can be found on the TCDSB website and includes the meeting agenda, minutes and video recordings of past meetings should individuals wish to review the meetings. <https://www.tcdsb.org/page/board-committee-meetings>

Section 13

Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)



The Education Act section 57.1 requires every district school board and school authority to establish a Special Education Advisory Committee (SEAC). The details relating to the functions and mandates of SEAC are in Regulation 464/97.

PURPOSE OF A SEAC

The role of a SEAC as set out in the governing legislation is to:

...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. Regulation 464/97. s11(1)

Before making a decision about any recommendation, the board is required to provide an opportunity for the SEAC to be heard before the board and any committee to which the recommendation has been referred. SEAC functions in an advisory capacity. SEAC makes recommendations to the board by way of motions passed at meetings and may also attend before the board to make representations.

In addition, the board must ensure that the SEAC is provided with the opportunity to:

- participate in the annual review of its special education plan
- participate in the annual budget process to the extent that it relates to special education
- review the financial statements of the board as they relate to special education.

COMPOSITION OF A SEAC

Regulation 464/97 sets out in detail who is to be appointed to a SEAC. A school board appointed SEAC must consist of:

- a. one representative from each of the local associations that operates locally, provided that no more than 12 representatives will be appointed
- b. one alternate from each of the local associations who has a representative appointed
- c. a set number of representatives from the board, determined in accordance with the regulation
- d. if the number of board representatives appointed under a subsection (c) is less than three, one alternate from the board

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- e. if the board is required under the Education Act to have one or more members to represent the interests of Indian students, one or two members to represent the interests of Indian students
 - f. one or more additional members appointed by the board at their discretion who are neither representatives of local association or members of the board or another committee of the board. [Regulation 464/97, s2(1)].

The number of school board representatives is equal to either 25% of the total number of board members (rounded down) or 3, whichever is less.

A SEAC established by a school authority has a reduced number of local association and authority representatives: 2 local association representatives (and one alternate) and 1 authority representative (and one alternate).

LOCAL ASSOCIATIONS

A "local association" is defined as:

...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. [Regulation 64/97, s1]

A SEAC may not have more than 12 local association representatives. If more than 12 seek appointment to the SEAC, the board is to decide which 12 will be represented.

Local association members and alternates are nominated by the association and appointed by the local board or authority. Appointment by the board is generally automatic upon nomination by the local association.

ELIGIBILITY FOR NOMINATION

To be eligible, a nominee must be qualified to vote for members of the board, which means that he or she must be:

- a Canadian citizen
 - 18 years of age or older a local resident
 - qualified as an elector of that board and not eligible to vote for members of another board (for example, French language school board) and must not be an employee of the board in question.
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A member or alternate will automatically lose his or her seat if he or she:

- is convicted of an indictable offence and the time for appeal has lapsed or an appeal has been unsuccessful
- misses three consecutive meetings which he or she is required to attend unless authorized to do so by the SEAC, as evidenced by a resolution entered in the minutes
- no longer meets the requirements for membership as set out above.

When a vacancy occurs, a replacement member will be appointed in accordance with the general regulations. The replacement will be drawn from the same category or member as the person he or she is replacing. Until a replacement has been appointed, the alternate is required to attend the meetings.

TERM OF APPOINTMENT

A SEAC is appointed for the same duration as the board. Each member who remains eligible for membership retains his or her position until a new board is organized.

MEETINGS OF THE SEAC

The SEAC must meet at least 10 times a year. Members are required to attend all meetings of the SEAC. When a member cannot attend, he or she must advise the alternate, who is then required to attend that meeting. As set out above, failure to attend three consecutive meetings will result in the member being removed.

Meetings may be held electronically. Specific regulations govern the holding of electronic meetings and these requirements must be met for a valid electronic meeting to be held [Regulation 463/97].

At the first meeting of a new SEAC, a chair and vice-chair must be elected. The chair, and in his or her absence, the vice-chair are responsible for the running of meetings. If neither the chair nor vice-chair is present at a meeting, the remaining members must elect a person to act as chair for that meeting.

Each member (including the chair and vice-chair), or his or her alternate, has one vote. All decisions of the SEAC must be made by a majority of the members present. Where a vote is even, the motion fails.

Quorum for a meeting is a majority of the total number of members. For example, if the SEAC consists of 17 members (12 local association representatives, 3 trustees and 2 community members), quorum would be 9 people in attendance at a meeting.

ASSISTANCE OF THE BOARD

The board has established a policy regarding the appointment and operation of SEAC which is in accordance with legislative requirements. The board is complying with the legislative requirements with regard to SEAC.

The board is required to make available to the SEAC "the personnel and facilities that the board considers necessary for the proper functioning of the committee". [Regulation 464/97,s20(1)].

The board is also required to provide the members and alternate members of the SEAC with information and orientation respecting:

- the role of the committee and of the board in relation to special education EDU and board
- policies relating to special education

The SEAC of the TCDSB willingly shares with interested parties information about upcoming conferences and workshops.

The memberships is also keenly interested and promotes new partnerships and initiatives. Presentations at the monthly meetings are a means of information.

SEAC MEETINGS

SEAC meetings are public and may be viewed on line or attended in person at the Catholic Education Centre at 80 Sheppard Avenue, East.

The dates of the upcoming SEAC meetings can be found on the TCDSB website. Meetings are recorded and past agendas are available on the board website. <https://www.tcdsb.org/page/board-committee-meetings>

Parents may delegate at a SEAC meeting. Information regarding delegations may be found on the TCDSB website. <https://www.tcdsb.org/page/delegations>

SEAC EMAIL CONTACTS

Members of SEAC may be reached at the email addresses below.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP AS OF JUNE 15, 2023

Melanie Battaglia <i>Autism Ontario</i>	Melanie.Battaglia@tcdsb.org
Richelle De Belchior <i>Community Representative</i>	Richelle.deBelchior@tcdsb.org
Geoffrey Feldman <i>Ontario Disability Coalition</i>	Geoffrey.Feldman@tcdsb.org
Lori Mastrogiuseppe <i>FASworld Toronto</i>	Lori.Mastrogiuseppe@tcdsb.org
Lisa McMahon <i>Community Representative</i>	Lisa.McMahon@tcdsb.org
Tyler Munro <i>Integrated Action for Inclusion in Education</i>	Tyler.Munro@tcdsb.org
Deborah Nightingale <i>Association for Bright Children of Ontario (ABC Ontario)</i>	Deborah.Nightingale@tcdsb.org
Ivona Novak <i>Community Representative</i>	Ivona.Novak@tcdsb.org
Mary Pugh <i>Voice for Hearing Impaired Children</i>	Mary.Pugh@tcdsb.org
George Wedge <i>Easter Seals Ontario</i>	George.Wedge@tcdsb.org
Frank D'Amico <i>Trustee</i>	Frank.Damico@tcdsb.org
Angela Kennedy <i>Trustee</i>	Angela.Kennedy@tcdsb.org
Maria Rizzo <i>Trustee</i>	Maria.Rizzo@tcdsb.org