Executive Superintendent Uton Robinson

SEAC Meeting of October 2, 2017

**Special Education Organization 2017/2018**

The new organization structure for Special Education and Section 23 Department Update is being shared with SEAC in response to the questions received at the last SEAC meeting in September. (See Appendix A)

**Communication Special Education Strategy**

Special Education staff is working with Marcela Mayo from the Communication Department to better inform *“…parents, guardians and students with special needs about TDSB Special Education, Services and Supports and how to access them”* (Motion #1). The plan includes:

* Updating the special education website (simplified content/videos)
* Providing jargon free, parent friendly materials
* Emphasizing a proactive and integrated approach to student inclusion
* Ensuring that messaging will be consistent across all communication channels

Staff will continue to work with SEAC to improve communication.

**SEAC Motions**

The motions that SEAC brought forward during the 2016/2017 school year are being addressed through the Integrated Equity Framework and the upcoming recommendations of the Enhanced Equity Taskforce.

The communication strategy will help parents better know about programs and services available to students with special needs.  A great deal of that information has been placed in the updated [Special Education Plan](http://www.tdsb.on.ca/EarlyYears/SpecialEducation/SpecialEducationPlan.aspx). For example, an updated Guide to Special Education for Parents/Guardians has been included as Appendix A with the Plan.

Motion 2 has been addressed through the ongoing professional learning for staff, as well as through the new Ministry Resource Guide that has been shared with all Principals. In addition, our revised special education organizational model coupled with a commitment to service excellence, has resulted in better outcomes for parents who are raising concerns. Motion 3 was addressed with SEAC through a presentation by Facilities staff on March 7, 2016. Many of the recommendations can only be implemented if additional funds are provided. An accessibility officer was recently added to TDSB central staff.  Motion #4 was addressed with SEAC in a written Q & A and by Peter Singh (Executive Officer for Information Technology) at the May 2016 SEAC meeting and through a report that was shared at Program and School Services Committee on May 3rd, 2016. We continue to improve digital and information technology within the 584 schools in the TDSB. Written staff responses to each of the recommendations in Motion 5 were provided in the Executive Superintendent’s Department Update for the February 2017 SEAC meeting.

**Enhancing Equity Task Force**

The draft report from the Enhancing Equity Task Force is being shared. A number of the recommendations focus on Special Education. Staff will continue to work with SEAC to address the recommendations to improve program and services for students and families.

**Educational Programs for Students in Government-Approved Care and/or Treatment, Custody, and Correctional (CTCC) Facilities**

A SEAC member recently shared a question with staff about “Section 23” (sub section 171(1), paragraph 40 of the Education Act). A plan is being developed to rebrand the name for the students who are supported through these programs. There is concern that the current program name is not in keeping with our Inclusive direction. We partner with agency teams to provide continuity in education, care and treatment. We align goals for students in individual education plans and agency treatment plans, as we collaborate to holistically meet the complex needs of each of our students (Special Education Plan P.125).

Information about the programs is found in the [Draft Special Education in Ontario: Kindergarten to Grade 12 (Policy and Resource Guide)](http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf) F3.

The Ministry of Education believes that the education goals of school‐age students should continue to be supported if these students are required to attend government-approved facilities for care, treatment, and/or rehabilitative purposes. To the extent possible, these students should attend regular or special education classes in local schools. However, in cases where these students cannot attend local schools because of their need for care, treatment, and/or rehabilitation, suitable educational programs that recognize the primacy of their care, treatment, and/or rehabilitation needs may be provided by the school board within CTCC facilities.

It is a fundamental belief of the ministry that all students can succeed when given appropriate supports. Under the Education Act (subsection 171(1), paragraph 40), school boards have the authority to conduct education programs in CTCC facilities (such as community agencies, youth justice centres, and mental health and/or hospital settings). The education programs provided in these settings are based on a formal agreement between a school board and a CTCC facility. The school board provides the educational programming and the facility provides the care, treatment, and/or rehabilitation.

Placement of a child or youth within care and treatment programs is determined by facility admission criteria; placement in custody and correctional settings is ordered by the courts. Students in CTCC education programs may be among the most vulnerable and may be at risk of not completing an elementary and/or secondary education. Although some of the students served within these programs have primary needs other than education, the ministry recognizes that maintaining continuity of education during periods of care, treatment, and/or rehabilitation complements and supports treatment objectives and contributes to improved life outcomes.

The ministry document [Guidelines for Educational Programs for students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities](https://efis.fma.csc.gov.on.ca/faab/Section_23/16-17/CTCC%20Guidelines%202016-17.pdf) provides direction to school boards regarding the approval and delivery of educational programs for students who are clients of a government-approved CTCC facility. This document also includes information on the elements of an agreement between a facility and a district school board. The guidelines will be reviewed and updated on an annual basis, providing the ministry with a medium to support the transformation of CTCC education programs in the coming years. The ministry provides funding for educational programs in CTCC facilities through the Facilities Amount (FA) allocation of the Special Education Grant (SEG). More information on this funding allocation can be found in the Special Education Funding section of Part A, or on the [Education Funding](http://find.gov.on.ca/?searchType=simple&owner=edu&url=&collection=educationtcu&offset=0&lang=en&type=ANY&q=Education+Funding) page of the ministry website.

**TDSB Accessibility Coordinator**

We are excited to announce that Dina Anker has accepted the position of Accessibility Coordinator and starts October 2nd, 2017. Dina brings with her extensive experience in the field of Accessibility, is a strong advocate and possesses program administration experience utilizing her organizational and project management skills.

The decision to recommend Dina from the 150 applicants we received for this position was a unanimous decision of the interview team. She is currently working at the Ministry of Advanced Education Skills Development (MAESD) in the Organizational Business and Excellence Branch. Prior to that, she was a Policy Analyst with the Curriculum and Assessment Policy Branch with the Ministry of Education.

In her current role, she designed, developed, implemented and evaluated Accessibility training for over 750 staff in the Employment and Training Division. She has developed web content accessibility standards that have been used in large scale audits and remediation projects; compiled yearly Multi-Year Accessibility plans and filed the required compliance reports. In addition, she has extensive knowledge in accessible web design and use of graphic software. Dina is currently completing a research project at OCAD University looking at success of indigenous students in post-secondary education.

 We are looking forward to her joining us and she is clearly excited about taking on the challenge of this new and demanding position.

## SEAC Motion #2 (June 6, 2016)

## *Ensuring that Parents, Guardians and Students Have a Fair and Effective Process for Raising Concerns about TDSB’s*

Many of the recommendations in Motion #2 focus on the IEP. Staff will continue to ensure that the standards for the IEP as outlined in “Individual Education Plans Standards for Development, Program Planning and Implementation 2000.” The Ministry continues to conduct reviews on an annual basis to ensure that Boards comply with these standards.

We continue to provide learning opportunities to meet the requirements under Ontario Regulation 181/98 and policy memoranda Nos. 140 and 156.

Centrally Assigned Principals and Consultants work in schools with principals to follow Ontario Regulations 181/98, subsections 6(2)-6(8), 7(4)-7(7), and section 8. The principal is responsible for ensuring that the IEP complies with Ministry standards.

**Special Education Staff Allocation as of June 30, 2017**  (**FTE – Full-time Equivalent)**

**1. Elementary Teachers**

Every effort is made to staff our classrooms with appropriately qualified teachers. Unless otherwise noted, teachers require a minimum of Special Education, Part I however, some staff may be deemed to teach with a Letter of Permission.

498.5 Teachers of resource withdrawal programs

226.5Teachers of HSP Program

704.5 Teachers for full time special education classes

134.5 Teachers required for preparation time

**2. Secondary Teachers**

166 Teachers for resource withdrawal programs

311.5 Teachers for full time special education classes (numbers include Teachers required for Prep Time provision)

**3. Other Teachers – Elementary and Secondary**

65 Itinerant Teachers (29 D/HH, 16 B/LV, 8 BEH, 4 SEA, 8 ALT)

20 Coordinators (16 Learning Centre, 1 ASD, 1 B/LV, 1 D/HH, 1 SEA) (Specialist Certification in Special Education (with appropriate options)

37 Consultants (28 Learning Centre, 2 LI, 6 ASD, 1 SEA) (Specialist Certification in Special Education)

**4. Support Staff – Elementary and Secondary**

Educational Assistants require High school diploma or educational equivalent, plus a certificate Elementary and Secondary or diploma equal to two years full-time post-secondary studies in Community Services program related to educational growth and development of children.

792 Educational Assistants

78 Lunchroom supervisors

336 Noon hour assistants

417 Resource/HSP Educational Assistants

238.5 Child and Youth Workers (Excludes SIP CYW) (Requires Child and Youth Worker diploma from a community college or university degree in a directly related field.)

16 Behaviour Regional Services CYWs

559 Special Needs Assistants (Includes unassigned; Excludes SIP SNA) (Requires High school diploma)

**5. Paraprofessional Support Staff**

3.5Orientation and Mobility Specialists (Certified Orientation and Mobility Specialists, Certification Program (1 year) through Mohawk College)

0 Oral Interpreters *(for students who are deaf)*

10 Sign Interpreters *“Facilitators” (for students who are deaf)(* Three-year Community College Diploma – English, ASL Interpreting)

1 Transcribers *(for students who are blind)(* Certification as a Literary Braille Transcriber from a recognized agency (e.g., CNIB)

12 Intervenors *(for students who are deafblind)(* Two-year Deafblind Intervenor Program at George Brown College)

0 Auditory-Verbal Therapists

**6. Professional Support Services Staff Allocation as of June 30, 2017**

Staff are registered members of their respective Colleges. Some psychologists and psycho-educational consultants perform under the supervision of a member of the College.

130 Psychologists

0 Psychiatrists

74.5 Speech-Language Pathologists

26 Occupational Therapists/Physiotherapists

114 (+ 2 term) Social Workers

1 Educational Audiologist

##

## Appendix A

## Special Education Department Administrative Structure

Special Education and Section 23 Programs fall under the Associate Director – Equity and Achievement and is headed up by 1 Executive Superintendent.

Supporting the Executive Superintendent is 1 centrally assigned principal, who also oversees 8 Itinerant Resource Teachers (Elementary and Secondary) and the Special Equipment Amount (SEA) resource people, who include:

* 1 Business/Data Analyst
* 1 SEA/SIP Coordinator
* 1 SEA Consultant
* 1 SEA Assistive Technology Specialist
* 1 SEA Technician
* 1 Assistive Technologist

There are four Learning Centres in the TDSB. Special Education in each Learning Centre is supported by 1 Superintendent of Schools with Coordinating Function of Special Education and a team of Special Education department staff including:

* 1 Centrally Assigned Principal for Special Education
* 4 Special Education Coordinators
* 7 Special Education Consultants
* 1 Low Incidence Consultant
* 1 Assistive Technology Itinerant Teacher
* A Behaviour Regional Services made up of:
* 2 Itinerant Teachers
* 2 Itinerant Child and Youth Workers
* 1.5 (full time equivalent) of Social work and Psychology staff

There is 1 centrally located ASD Services Coordinator and two teams for Autism Services (East and West). Each team supports two Learning Centres and includes:

* 5 Consultants
* 1 Psychological Associate
* 1 Speech Language Pathologist
* 0.5 Social Worker
* 1 Occupational Therapist
* 2 Training Assistants & 1 CYC
* 4 ABA Facilitators

The following Special Education program support is organized centrally for the system as a whole:

**The TDSB Deaf & Hard of Hearing Program includes:**

* 1 Coordinator
* 29 Itinerant Teachers
* 1 Audiologist
* 3 Educational Assistants

**The TDSB Blind & Low Vision Program includes:**

* 1 Coordinator
* 16 Itinerant Teachers
* 3 Orientation & Mobility Instructors
* 2 Braille Transcriber & Librarian

**Section 23 Programs**

* 1 Centrally Assigned Principal
* 2 Elementary VPs
* 2 Secondary VPs
* 1 Coordinator
* 1 Guidance Counsellor
* 1 Technology and E-Learning Teacher

Finally, the following may be of interest to SEAC:

Community Living Workshop Opportunity

Advocating for Inclusion – Strategies and Inspiration for Parents and Families

October 25th, 6:00 to 8:00 p.m.

Guest Speaker: Shelley Moore

Location: Queens University, Kingston, Duncan McArthur Hall Auditorium B101

Contact Wendy Weiss to register:

Phone 613-507-8460 ext 2256

Email:wendy.weiss@clkingston.on.ca