



Name of Committee: Special Education Community Advisory Committee

Meeting Date: 3, June, 2019

A meeting of the Special Education Advisory Committee convened on June 3, 2019 from 7:00 pm to 9:14 pm in the Board Room at 5050 Yonge Street with Chair Richard Carter presiding.

Attendance:

Down Syndrome Association of Toronto	Richard Carter (Chair)
Association for Bright Children (ABC)	Melissa Rosen
Autism Society of Ontario – Toronto	Lisa Kness
Community Living Toronto	Cynthia McIntyre
Integrated Action for Inclusion (IAI)	Tania Principe
Learning Disability Association (Toronto)	Patrick Smith
VIEWS for the Visually Impaired	David Lepofsky
VOICE for Hearing Impaired Children	Paul Cross
Epilepsy Toronto	Steven Lynette
Easter Seals Ontario	Deborah Fletcher
Community Representative LC1	Nora Green
Community Representative LC1	Aline Chan
Community Representative LC2	Jean-Paul Ngana
Community Representative LC2	Jordan Glass
Community Representative LC3	Olga Ingrahm (phone)
Community Representative LC3	Kirsten Doyle
Community Representative LC4	Paula Boutis
Community Representative LC4	Diane Montgomery
TDSB Trustees	

Also present were:

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement
 Brendan Browne, Executive Superintendent, Leadership, Learning and School Improvement
 Vicky Branco, System Superintendent, Leadership, Learning and School Improvement
 Lori Moore, Centrally Assigned Principal, Special Education
 Susan Moulton, Centrally Assigned Principal, Special Education
 Janine Small, Centrally Assigned Principal, Special Education
 Jennifer Newby, Centrally Assigned Principal, Special Education

Lianne Dixon, TDSB SEAC Liaison

The following participated by electronic means: Olga Ingrahm,

Regrets: Tracey O’Regan (Community Living Toronto). Trustee Brown, Trustee Lulka, Trustee Aarts

Part A: Recommendations

Motion: Recommendation to approve Revised Terms of Reference for SEAC

Appendix A

Whereas, SEAC revised its Terms of Reference at its June meeting and whereas, a motion was passed to approve the revised Terms of Reference (see Appendix A), therefore, be it resolved:

That the SEAC Terms of Reference be revised to include the following:

- i. Any member of SEAC could be appointed as chair or vice-chair of the committee;
- ii. Nominations for community representative/alternate will be considered in September and February of each year.

Part B: For Information Only

Presentation: Humber College CICE

- Rosanna To (Humber College staff) presented information about the CICE (Community Integration through Cooperative Education) program at Humber College <https://healthsciences.humber.ca/programs/cice-ontario-college-certificate.html>
- This is a two-year certificate program at Humber College for adults with an intellectual disability. The goal is for students to become ACTIVE citizens in their community
- Jonathan Suzuki-Cook, Humber graduating student presented his experience at Humber College, sharing information from his Exit Interview.

Leadership and Learning Department Staff updates and requests for SEAC input:

Budget Update was provided to SEAC

- In the last SEAC report on May 6th a deficit of \$54.4million was shared. Since that meeting, because of further details provided by the Ministry, the TDSB has realized further funding deficits resulting in a \$67.8 million shortfall.
- Staff have proposed maintaining the current level of Special Education funding in TDSB which includes continuing to spend over \$39 million above the specific Special Education funding on Special Education services
- Changes occur based on enrolment
- The Business Memo that outlines Special Education Funding was released on May 24th, and was shared with SEAC

ONSIS Data

- Data was shared with SEAC showing the number of students by exceptionality, placements in the regular class, HSP, and ISP placements, and total numbers of identified and non-identified students who receive special education support in TDSB.
- SEAC approved revised Terms of Reference

Part C: Ongoing Matters

Nil

Appendix A (Terms of Reference – REVISED)

Special Education Advisory Committee (SEAC)**1. Mandate**

A Special Education Advisory Committee (SEAC) is a statutory advisory committee, legislated by the Ministry of Education and appointed by the Board of Education. Each school board and school authority in Ontario must establish a SEAC and [Regulation 464/97](#) made under the Education Act sets out its mandate and requirements. The first SEAC of the Toronto District School Board (TDSB) was formed in 1998.

SEAC's mandate is to assist the board in understanding the special needs of exceptional children and youth, and to advise the board in matters that apply to the delivery of special education services and programs.

In accordance with the legislation, a SEAC:

- May make recommendations to the board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students in a board
- Is provided with the opportunity to participate in the annual review of the board's [Special Education Plan](#)
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education

2. Membership and Composition

A SEAC is comprised of trustees of the board and additional representatives and their alternates. While SEAC members are volunteers, they must be appointed by the board. In accordance with the legislation, they must be qualified to vote for members of the board and must be a resident in its jurisdiction.

Membership on SEAC includes the following:

- a) Three trustees who elect to sit on the SEAC during the annual board organization
- b) Representatives and their alternates from up to 12 local associations. The local associations must be affiliated with associations or organizations that:
 - Are incorporated;
 - Operate throughout Ontario;
 - Further the interests and well-being of one or more groups of exceptional children or adults; and,
 - Do not represent professional educators.

During the membership renewal process, the association leadership applies to the board for representation on SEAC, nominating their intended representative and alternate.

- c) Eight representatives and eight alternates from the TDSB community at large, who are neither representative of a local association nor trustees of another committee of the board. These "Community Representatives" self-nominate. When appointing SEAC Community Representatives and alternates, the board has the following goals in mind:
 - To reflect diversity
 - To give equal representation across geographic areas of the TDSB
 - To engage parents/guardians with children currently receiving special education programs/services in the TDSB

If there are SEAC member vacancies, applications for Community Representative and alternate will be accepted in the fall of each year. Applications are available on the website and should be submitted to the Liaison by September 30th. All new self-nominations will be considered at the October SEAC meeting and

based on the criteria above, new nominees may be selected for board approval as SEAC members. Applications may also be considered in February if there continues to be vacancies.

Employees of a school board are not eligible for membership on the SEAC of the board that employs them. However, they can be members of another school board SEAC as long as they are eligible to vote for members of that school board. A SEAC Representative can only sit on one SEAC at a time.

3. Term of Membership

SEAC members are appointed by the school board. They serve for the same term of office as board members and until a new board is organized. A new SEAC is formed every four years following the election of the board of trustees.

An appointed SEAC representative is deemed to have resigned 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.

4. By-Laws

In fall of 2010, SEAC reviewed its original 1998 By-Laws and confirmed the adoption of the Toronto District School Board Bylaws (2010) Parts I, IV and V with the following specific and limited additions and exceptions:

Additions (subject to O. Reg. 464/97, s 9):

9(8) The committee shall meet at least 10 times in each school year.

9(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.

9(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.

Exceptions:

31.3 A member of the committee, except the chair, who is present and who fails to vote on a motion shall be deemed to have abstained.

35.3 A motion shall be seconded before consideration in committee

5. Meetings

SEAC must have ten meetings each year. SEAC meetings are in the evening, generally on the first Monday of each month from September to June. Meeting dates are planned annually in June and require board approval. Unless otherwise notified, meetings are held in the boardroom at 5050 Yonge Street.

Order of Business

A simplified version of Roberts Rules of Order is followed during meetings. Agendas and meeting materials are emailed to members in advance of the meeting. Minutes are recorded at all meetings with staff support. Meeting Agendas and Minutes are posted on the SEAC main page of the TDSB website at www.tdsb.on.ca/seac.

Quorum

The quorum for SEAC business and for making recommendations to the board is 50% of the membership plus 1. Decisions that are internal to SEAC can be made by consensus unless a more formal vote is requested by a member. No decisions or recommendations to the board may be made

unless a quorum is present. If a quorum is not present within 15 minutes of the scheduled start time, the meeting may be cancelled.

Attendance

Representatives are expected to attend all SEAC meetings as voting members. Alternates are encouraged to attend meetings and participate, but may only vote when covering for an absent Representative. Meetings are supported by the Associate Director, Leadership, Learning and School Improvement, the Executive Superintendent, Leadership, Learning and School Improvement, the TDSB SEAC Liaison and other Special Education and board staff as requested by the Executive Superintendent.

Observers

Respectful observation is welcome. Observers may address the meeting only through consent (by motion) of the committee.

Delegations and Presentations

Delegations may be heard from representative(s) of a group or organization, who form a deputation to present information about a concern that falls within the SEAC mandate, as outlined in Regulation 464/97. Presentations may be heard from staff or others with information on a topic that is of relevance to SEAC business. Delegations and presentations may NOT be used to focus on the specific details of an individual case or to address specific school or student operational matters.

Requests for delegations or presentations to the committee must be received by the Chair a minimum of 10 days in advance of a meeting. The Chair will review and determine acceptance, scheduling and time allotted to delegations/presentations. The Chair may seek input from SEAC prior to delegation/presentation approval. An advance copy (paper or electronic) of the presentation is requested for distribution to SEAC members for their reference.

Subcommittees

From time to time, subcommittees are formed to address targeted interests related to the SEAC mandate. The goal is to gain deeper understanding of an issue and bring recommendations to SEAC for consideration. The work of subcommittees is carried on outside regular meeting time.

Both members and alternates may volunteer to work on a SEAC subcommittee.

Only voting members may vote on the subcommittee recommendations that are taken forward to a SEAC meeting.

6. Elections

The SEAC election process was adopted in December 1999 and revised in January 2018 as a result of a SEAC motion.

At a first meeting (in December of an election year the committee members elect one member as Chair and one as Vice-Chair. Election is by majority vote for a one year term (with a maximum of 3 consecutive years being elected).

Candidates are permitted to nominate themselves and speeches may be given to a maximum of 5 minutes in the order of the nominations.

Voting is conducted by Secret Ballot and results are published in the minutes. In the event of a tie - a second vote is conducted, followed by the drawing of lots to break a repeated tie.

7. Evaluation and Review

SEAC undertakes an annual self-evaluation of its performance and the Chair provides a report, submitted to the board through the Program and School Services Committee and posted on the SEAC pages of the TDSB website.

8. Reporting

SEAC reports to the Program and School Services Committee of the board. A Summary Report for each meeting is submitted to the closest following PSSC meeting. An annual report is submitted by the Chair in June.

9. Code of Conduct

All members are required to adhere to the SEAC Code of Conduct (adopted by SEAC September 21, 2015) and all other policy and procedures of the board.



We Value

- Each and every student’s interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.