A meeting of the Special Education Advisory Committee was convened at 7:10 p.m. on Monday, March 5, 2012, in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Steven Lynette presiding.

The following committee members were present: Yama Arianfar, Heather Breckenridge, Richard Carter, Paul Cross, Dr. Robert Gates, Clovis Grant, Debra Hayden, Olga Ingrahm, Steven Lynette, Jean-Paul Ngana, Phillip Sargent, Nancy Ann Turner Wright and Trustee Howard Kaplan.

Regrets were received from Diana Avon, Loris Bennett, Christina Buczek, Gal Koren, Ginny Pearce and Tammy Simon.

The following staff members were present: Karen Forbes, Cindy Burley, David Johnston, Elizabeth Mayhew and Denise Joseph-Dowers.

1. Approval of the Agenda

Clovis Grant moved: That the agenda be approved.

The motion was carried.

2. Declarations of Possible Conflict of Interest

None declared.

3. Confirmation of the Minutes of February 6, 2012

Paul Cross moved: That the minutes of the SEAC meeting held on February 6, 2012 be confirmed. The motion was carried.

4. Delegations and/or Presentations

(a) Essential Components of Educational Programming for Students with Developmental Disabilities

SEAC received a presentation (see page 4) from Cindy Burley and Krista Shay presenting information on the Board’s program for students with developmental disabilities.

5. Business Arising from the Minutes of February 6, 2012

(a) Election of Vice-chair of the Committee [Page 2, Item 5(b)]

At the meeting of December 5, 2011, SEAC decided that the position of vice-chair be left vacant until January 2012.

Staff informed the meeting that the matter of the appointment of a third trustee to SEAC would be considered at the Board meeting scheduled for March 6, 2012. SEAC decided to further
postpone the election of the vice-chair of the committee, pending the appointment of a third
trustee at the Board meeting on March 6, 2012.

6. Professional Support Services Report
SEAC heard a presentation from Dave Johnson presenting a summary of the major
recommendations as a result of the review of Professional Support Services, which was recently
conducted (see page 19).
In the spring, staff will report on the progress of implementation of the recommendations.

7. Trustees’ Report
Trustee Kaplan reported that the Board will meet on March 6, 2012, at which time the
appointment of a trustee to SEAC will be considered.

8. Reports/Updates from Representatives on TDSB and other Committees
Staff shared a revised list of subcommittee members in effect from January 2012 for review.

(a) Communications Subcommittee
The Communications subcommittee will review the Parent/Guardian Guide to Special
Education. Consultation should occur with Supervising Principal Marilyn Lowe who has Parent
Engagement in her portfolio.

Ginny Pearce and Steven Lynette will represent SEAC on the Board’s Participatory Budget
Reference Group. Steven reported on the group’s first meeting and indicated that the next
meeting is scheduled for Wednesday, March 7, 2012 at 6 p.m. in the Boardroom, 5050 Yonge
Street.

(b) Facilitator Subcommittee
A meeting will take place prior to the next meeting of SEAC.

9. Correspondence received by the Chair
(a) Email dated February 5, 2012 from Clovis Grant regarding the SEAC display.
(b) Email dated February 2, 2012 from Ricardo Francis, PIAC regarding invitation to ICAC
meeting.

10. Senior Superintendent’s Report
Karen Forbes presented a report (see page 14) to the Committee.

11. System Superintendent’s Report
Cindy Burley presented a report (see page 17) to the Committee.

Dave Johnston presented a report (see page 19) to the Committee.
13. **Local SEAC Association Reports**

(a) **Brain Injury Society of Toronto**
Dr. Gates referred members to an article published in the *Globe and Mail* newspaper on March 4, 2012 regarding teenagers and concussions.

(b) **VOICE for Hearing Impaired Children**
A flyer from VOICE for Hearing Impaired Children was placed in members’ folders.

(c) **Epilepsy Toronto**
Steven Lynette reported that March 26, 2012 is Purple Day for Epilepsy.

14. **New Business**
Steven Lynette invited members to bring in material about their organization. The material will be distributed at promotional events to which SEAC is invited to participate.

15. **Adjournment**
At 8:47 p.m. Dr. Gates moved: **That the meeting be adjourned.**
The motion was carried.

Steven Lynette  
Chair
TDSB’s Special Education Department proudly introduces

Essential Components of Educational Programming for Students with Developmental Disabilities

Purpose

• To identify the essential components of appropriate and effective programming from school entry to post 21
• To describe the elements of each component that are essential to programming
• To provide examples of effective programming and best practices
Process and Timelines
- Review of information from other jurisdictions
- Multiple working sessions by Low Incidence Team over two years to develop the draft document (2009-2011)
- Review by focus group in spring of 2011 (teachers and administrators from schools)
- Further revisions (Fall of 2011)
- Pilot (Spring of 2012)

Intention
- To outline appropriate programming related to professional standards, assessment, individualized program planning, implementation and parent involvement in decision making
- For classroom teachers, special education teachers, support staff, resource personnel, administrators and parents
Addressing Additional Needs

In recognition of the complexity of student needs, accommodations and strategies are discussed with respect to:

- Communication
- Autism
- Vision
- Hearing
- Physical Disability
- Behaviour
- Health/Medical
- Multiple Needs

Eight Essential Components

- Each component includes a belief statement
- The essential elements
- Examples of best practices
Essential Components, Elements and Examples of Best Practice

- **Belief Statement** – Ongoing and meaningful communication/collaboration with parents
- **An Essential Element** – Communication flows from home to school and school to home in a sensitive, meaningful and genuine way
- **Examples of Best Practices**
  - Parents are engaged in genuine consultation about the IEP
  - Parents are provided with ongoing communication about progress, information and/or concerns.
  - Communication means may include a daily or weekly communication book, checklists, phone calls, face-to-face meetings

Addressing Goals

- The eight essential components address the primary goals of educational programming for students with developmental disabilities

- Each facet of the student’s school experience must address their unique abilities, be designed to maximize their potential and to prepare them to be as independent as possible in their post school lives
ONE

MEANINGFUL INCLUSION – involvement in school culture, interaction with typical peers, student preparation and support, promoting independence, contributing members of the school and the broader community, role of the adults

TWO

MEANINGFUL AND GENUINE PARENT/GUARDIAN/CAREGIVER ENGAGEMENT – ongoing communication, communicate/collaborate with learning team, home/school partnership, parent community
THREE
EXCEPTIONALITY SPECIFIC PROGRAMMING

1 Alternative Education Program
   Assessment, Programming, Evaluation, Reporting

2 Programming Areas
   Communication   Social Skills
   Functional Academics  Activities of Daily Living
   Motor Skills   Experiential Learning

THREE
EXCEPTIONALITY SPECIFIC PROGRAMMING

3 Functional and Age Appropriate Learning Opportunities
   Exceptionality specific programming occurs within a meaningful context to each individual student, both now and in the future.
   Focus on maximizing independence.
FOUR

ACCESS TO ASSISTIVE TECHNOLOGY – access curriculum, individualize expectations, participate in learning, interact with others, gain independence.
Low tech to high tech.

FIVE

A COLLABORATIVE LEARNING TEAM – teams work to develop and implement IEP for each student, share resources, provide information, build capacity and ongoing support for the student
SIX
A POSTSECONDARY (POST 21) MINDSET – ongoing planning for future settings, school, community, supported employment, quality of life

SEVEN
APPROPRIATE LEARNING ENVIRONMENTS – universal design for learning, accessibility, flexible environment, functional and age appropriate resources, inclusivity, safety, independence
EIGHT

PLANNING FOR TRANSITIONS – ongoing, school entry to post 21, flexible, age appropriate, learning team and student involvement

Pilot: Process and Timelines

- Document to be piloted (Spring of 2012)
- Pilot Schools: congregated sites, 8 integrated elementary sites, 4 integrated secondary sites
- Pilot includes: school self-evaluation, professional learning and support, survey monkey feedback and data collection
- Revision and full implementation
THANK YOU

for helping our students to achieve all that they can
RESULTS FOR MARKER STUDENTS WITH SPECIAL NEEDS

For 2010-11 EQAO assessments, Marker Students for grades 3 and 6, that included students with special education needs (excluding gifted) were targeted for support (could be part of our Target Ten/Focus Five) and were tracked and monitored.

In 2010-11, the percentage of Grade 3 Marker Students with special education needs (excluding gifted) performing at or above the provincial standard on the EQAO assessment was considerably higher for the Marker Students compared to the TDSB students with special needs in general. (33% versus 25% in Reading, 58% versus 43% in Writing and 40% versus 32% in Mathematics.

In 2010-11, the percentage of Grade 6 Marker Students with special education needs (excluding gifted) performing at or above the provincial standard on the EQAO assessment was considerably higher for the Marker Students compared to the TDSB students with special needs in general. (44% versus 34% in Reading, 46% versus 37% in Writing and 27% versus 19% in Mathematics.

Those are differences between 8% to 15% improvement between those students who were targeted for intervention versus those who were not. These results suggest that the TDSB’s and Special Education’s strategy of targeted intentionality is achieving results.

Less pleasing results were observed in promotions statistics. Students transferred to secondary schools were 88 % less likely to be successful on the OSSLT than students who were not transferred. We will use this indicator along with others to identify the students for instructional intervention and remove barriers to learning.

ACCESSIBLE FIELD TRIPS

SEAC’s recommendation regarding accessible school busses being available to schools for field trips was passed at Board on February 8, 2012. There are four integrated busses that can be accessed by the schools: two from Stock, and one each with First Student Canada and Denny’s Bus Lines. An announcement informing schools of this service was distributed to staff.

DEAF/HARD OF HEARING PROGRAMS

On October 28, 2009, the Toronto District School Board approved the Program Area Review Team (PART) recommendations for the TDSB Deaf and Hard of Hearing Programs. The main recommendation was, “that all elementary programs for students who are deaf and hard of hearing and who are integrated into an Intensive Support Programs (ISPs) for their disability for at least part of the day would be housed at one school.”

As of January 2012, Senior Superintendent Karen Forbes, two parent representatives from the PART and Tim Myrden, Coordinator for Deaf/Hard of Hearing Programs, have joined the Oakburn /Avondale PS - Local School Community Design Team. We are currently looking at the possibility of all of elementary, Deaf and Hard of Hearing Intensive Support Programs being included in this new school project.

It should be noted that this is still in the design phase and the Oakburn /Avondale PS - Local School Community Design Team will continue to meet throughout the spring to look at the feasibility of our programs being included. The proposal then goes to the Board in June 2012 for consideration.
There will be future updates and soon a website for the Oakburn /Avondale PS - Local School Community Design Team will be linked to our Deaf and Hard of Hearing PART website. To visit the Deaf and Hard of Hearing PART website for more details and reports:

Go to www.tdsb.on.ca

Select Media

On the left under “Hot Topics”, select Better Schools, Brighter Futures

Select Local Processes: Pupil Accommodation Reviews and Program Area Reviews

Select Program Area Reviews 2009-2010, and then select Deaf and Hard of Hearing

STAFF ALLOCATION

In accordance with the May 21, 2008 decision by Board for SEAC to receive reports on trends and issues related to program delivery, I am following up on the December and January reports to SEAC on the trends and issues related to delivery of intensive support programs for students with special needs as we begin to allocate staff for 2012-13. Each year the Board approves the special education teacher allocation. Traditionally, the department allocates approximately:

Elem – 1699.0
Sec – 572.0
For a total of 2271 teachers

Total Support Staff – 2494

The Board has a projected structural deficit of approximately 85 million dollars. Budget consultation and discussions begin this month; consequently, savings may be required from special education and the traditional central and school staff allocation may have to be reduced.

We are anticipating slight increases in programs for autism and diagnostic kindergarten and decreases in communication-learning disability, behaviour and mild intellectual disability classrooms.

We continue to monitor the impact on students of closing and moving classes but anticipate a greater impact if we are asked to decrease our budget.

The allocation model for Educational Assistants for the Community Based Resource Model was traditionally based on enrolment. We have revised that allocation for 2012-13 to include LOI (as per board policy), number of students with IEPs and number with IPRCs. This approach is in alignment with the CBRM teacher model but puts more emphasis on enrolment than the teacher model does because the EA can work anywhere in the building with students not just in CBRM so enrolment is a significant factor.

STUDENTS SUPPORTING STUDENTS

The ice was nice when 17 students from Weston Collegiate Institute’s hockey team and six of their teachers volunteered to skate with 16 students with blind/low vision from across the TDSB at the Lions Arena on Wednesday February 15.

The event was organized by former TDSB student, Mark DeMontis. As a 17 year old AAA hockey prospect, DeMontis was told that he had a rare condition that would result in severe vision impairment. Now 24, his experience as a blind hockey player has inspired him to form an organization called Courage Canada. Courage Canada encourages youth who are blind to
interact with other blind youth and sighted youth through two programs, Learn to Skate and Blind Hockey.

That's what prompted him to reach out to sighted students at Weston CI to act as mentors and they jumped on-board to take advantage of this opportunity to build community through the Learn to Skate program with these students.

Principal Deborah Blair was impressed with the quick progress students made. "While many of the low vision and blind students were nervous as they learned to skate one-on-one with our students, it was clear that their confidence grew as they moved off the boards and skated freely with stronger, bolder strides."

Weston CI students and staff look forward to continuing to build community with Courage Canada in partnership with the TDSB Vision program.

**PROFESSIONAL LEARNING ON MENTAL HEALTH NEEDS OF STUDENTS**

On February 17, over 250 secondary staff attended the Special Education professional learning opportunity *Understanding and Addressing the Mental Health Needs of our Secondary School Students.*

Dr. Bonifacio opened the conference with an overview of Adolescent neurodevelopment with respect to the study of mental illness in the adolescent brain. Workshop sessions that followed ranged from information on alcohol and substance use and abuse, depression and FASD to providing strategies to support students with these kinds of issues. The day ended with a powerful panel presentation by a former student and parent who shared their lived experience of battling with depression in themselves and their families. It was a day that touched hearts and minds.
Speaker Series
On February 22, we held Part 2 of the ADHD presentation from Scarborough Hospital. The topic was “Classroom strategies to support students with ADHD”. Forty-five people attended including teachers, parents, professional support staff and outside agency representatives.

Restorative Practices
On February 7 and 14, we held a two-part restorative practices workshop. The workshop focused on strategies to support of students with behavioural challenges. It was attended by over 20 participants, including teachers and child and youth workers, many of whom attended this after school workshop as a classroom team.

Early Reading Intervention
On February 7, Educational Assistants from 20 schools received their initial ERI training, bringing the number of trained EAs to over 120. The training binder has now been enhanced with resources and tools that facilitate program implementation and it is set up so that it is ready for participants to use the next day.

Addressing Test Anxiety
A planning group is developing an interactive workshop to support schools as they address issues around test taking anxiety. This issue has been one of the recurring themes as we work to support our student with special needs in the EQAO process. This group, which is comprised of staff from Special Education, Professional Support Services, the Autism Team, the Behaviour Regional Services Team and Surrey Place, is develop this workshop which will be shared with Family of Schools consultants shortly and then with the schools.

Professional Learning for Central Special Education Staff
On February 8, our central Special Education staff held a professional learning session that focused on further developing a tiered response to intervention at their schools. This year, as you may remember, we are intentionally targeting specific students and schools for improvement. Since the Family of Schools consultant has responsibility for all schools, we are supporting them to develop a differentiated or tiered approach to their support.

Aspergers Full Day Workshop
On February 13, our Autism Team together with Surrey Place had a practical strategies-based workshop for secondary schools to address the needs of students with Aspergers. Approximately 40 teachers participated and the highlight of the session was a first person account from one of our grade 11 TDSB students who has Aspergers.

Agency Information Session
On February 15, the Low Incidence Team held their annual information session to assist the transition into school. 15-20 agencies attended this session to learn key facts about navigating within the TDSB. These professionals also received an information package that they can share with parents. These
agencies all support our students with very high physical and/or cognitive needs. This session helps to ensure that agencies are giving parents consistent messages about our policies, procedures and general management of school entry. It is also be helpful to get feedback from the agencies about what school board personnel can do to enhance these partnerships in our collaborative support of parents and children with special needs entering the system.

**Director’s Leadership Series – Model Schools for Inner City**

On March 1, Special Education participated in part of a carousel at the latest Director’s Leadership Series, which focused on Model Schools for Inner City. Our presenter, Irene Consack, focused on the use of data for informing our practice. She illustrated that at times we have certain beliefs and expectations about our students, but then when we raise the bar, the data shows us just how capable our students are.

**ABA Expertise Ministry Day**

On March 1, a number of staff from the Autism Team attended a full day workshop at the Ministry of Education. Participants from around the province gathered to discuss the impact of PPM 140 and the Connections Initiative. The discussion focused on the each Board’s implementation of PPM 140 and the use of ABA expertise in the schools. Best practices were determined and, as well, the Ministry staff asked for recommendations for future implementation.
SEAC Report
Professional Support Services
March 5, 2012

Review of Professional Support Services

In December 2010 the Board of Trustees approved a review of Professional Support Services. A Steering Committee was established to assist in guiding the work of the review team. The Steering Committee was comprised of: the Deputy Director, Academic; Trustee Dandy; the President of Professional Student Services Personnel; the Chief Academic Officer, Program Support and Focused Intervention; the Senior Manager of Professional Support Services; the Superintendent of Education for SE6/Manager Research and Information Services; and, representatives from Deloitte (who were the external reviewers).

The Steering Committee assumed responsibility for outlining the scope, framework for consultation, timelines and communication for the review. Deloitte worked with the Steering Committee in identifying the information, process and data required to complete the review.

Staff, parent, community, and trustee input was gathered through surveys and focus groups, which began on 28 September. Focus Groups were conducted on 20, 21, 27 and 28 September and 3 October 2011. The process for parent and community input was planned with staff of the Parent Engagement Office, which included information about the focus groups and the survey that was available in 16 languages.

All surveys were available electronically and in hardcopy and were open for completion from 28 September to 28 October 2011. Over 1000 individuals participated through the completion of the survey or attending a focus group.

The final report of the review completed by Deloitte was presented at:

Academic Council, 10 January 2012
Administrative Council, 17 January 2012
Program, School Services Committee, 25 January 2012
Full Board, 8 February 2012

The discussion and response generated by the report will provide important feedback in the development of future plans. This review has identified the strengths of each service, as well as the responsibility of TDSB PSS staff as a whole to provide leadership to a variety of communities, and this is a foundation that will be used to address the challenges that have been outlined and the recommendations that have been made. This represents an opportunity to review, examine and re-focus our services both in response to the recommendations, but also to re-affirm alignment with the Board’s strategic direction.

In the final report, there were 20 formal recommendations and 37 total recommendations. The Chiefs of PSS have met on two occasions to review the report and focused their efforts on responding to the Executive Summary and Recommendations.

The 37 recommendations have been grouped into 5 themes and each recommendation has been identified as a short term or long term goal, and a variety of internal and external partners have been identified who will need to be involved in responding to each recommendation.
## Services Statistics
### February 2012

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<th>Social Work</th>
<th>Attendance</th>
<th>Speech / Language</th>
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<th>Child and Youth Services</th>
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### SEAC Service Statistics Year to Date
#### (February 2012)

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