A meeting of the Special Education Advisory Committee was convened at 7:01 p.m. on Monday, June 4, 2012, in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Steven Lynette presiding.

The following committee members were present: Diana Avon, Dr. Robert Gates, Clovis Grant, Richard Carter, Heather Breckenridge, Steve Lynette, Tammy Simon, Paul Cross, Yama Arianfar, Olga Ingrahm, Christina Buczek, Philip Sargent, Nancy Ann Turner Wright, Debra Hayden, Trustee John Hastings, Trustee Howard Kaplan and Trustee Sam Sotiropoulos.

Regrets were received from Ginny Pearce, Gal Koren, Loris Bennett, Jean-Paul Ngana, Dayib Nur.

The following alternate member was present: Wendy Huang.

The following staff members were present: Karen Forbes, Cindy Burley, David Johnston, Margo Ratsep and Denisse Parra.

1. Approval of the Agenda

Dr. Robert Gates 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 May 7, 2012

Paul Cross moved: That the minutes of the SEAC meeting held on May 7, 2012 be confirmed. The motion was carried.

4. Delegations and/or Presentations

(a) Promethean ActivBus

Members of the SEAC received a tour of the Promethean ActivBus, which was on site in the Board’s parking lot at 5050 Yonge Street.

(b) 2012-13 Budget Process

SEAC received a presentation from Craig Snider, Comptroller of Budget, Revenue and Financial Reporting (see page 4) providing information on the 2012-13 Budget process.

On motion of Dr. Gates, the Special Education Advisory Committee RECOMMENDS: Whereas, the Board is considering possible reductions in spending to service areas, including Special Education programs and services;

Therefore, be it resolved:
That in its consideration of possible spending reductions, the board of trustees not reduce the quality of special education programs and services by reducing the capacity of professional support services to consult, assess and support student needs.

5. Business Arising from the Minutes of May 7, 2012
   (a) Parent/Guardian Facilitator, Special Education Position
   On motion of Paul Cross, amended by Dr. Robert Gates, Diana Avon, Trustee Hastings and Christina Buczek, the Special Education Advisory Committee RECOMMENDS:

   Whereas, parents and guardians of children involved in special education should have ready access to information to help them identify services and navigate the Board’s Special Education system; and

   Whereas, the position should be perceived as impartial; and

   Whereas, given the Board’s current financial state;

   Therefore be it resolved:

   That Special Education programs and resources be clearly communicated to parents at the start of the school year and at other times throughout the year;

   That in the interest of helping parents navigate the system, a position of Parent Facilitator be established for a trial period of two years;

   That the position(s) be filled by a parent or guardian who is familiar with the Board and Special Education;

   That funding partners be sought, such as the Ministries of Education, Health and Children and Youth Services and other foundations;

   That the Parent Facilitator(s) be able to help parents and guardians navigate the Board’s Special Education program and connect with services in the community that would the needs of their child.

   (b) People for Education Report: Follow-up
   David Johnston reported on the People for Education Report. Following discussion, it was decided that the Chair will work with staff to draft a letter on behalf of SEAC.

6. Inclusion and Special Education
   Cindy Burley presented an overview on the Director’s keynote address to the 2012 Futures Conference on Inclusion. The Director’s full address can be found on the Director’s page on the Board’s web site.

7. Senior Superintendent’s Report
   Karen Forbes presented a report (see page 30) to the Committee.
Cindy Burley presented a report (see page 49) to the Committee.

Dave Johnston presented a report (see page 51) to the Committee.

10. New Business
Steve Lynette announced that the Board’s Community Engagement Policy Steering Committee will meet on Tuesday, June 5, 2012 at 6:00 p.m. in the Boardroom and invited an interested member to attend.

In addition, members of the Participatory Budget Reference Group, as well as interested community members are invited to attend a consultation session regarding the 2012-13 Budget on Thursday, June 7, 2012 at 7:00 p.m. in the Boardroom at 5050 Yonge Street.

11. Adjournment
At 9:38 p.m. Paul Cross moved: That the meeting be adjourned.
The motion was carried.
TDSB 2012/2013 Budget

Creating Financial Stability

PRESENTATION
2012
Purpose

The Board is consulting with the community on the 2012-2013 budget. The Board is scheduled to approve its 2012/2013 budget at a special Board meeting on June 13th. Like many levels of government, the Board is facing an operating deficit of approximately $108.8M in its 2012-2013 budget. These are difficult financial times.

This consultation will form the framework for the staff recommendations to balance the budget to be presented to the June 13, 2012 Board meeting.
Context: The Education Act states Boards cannot go into a deficit

- 95% of TDSB revenue comes from the Ministry of Education:
  - Foundation Grants and Special Purpose Grants
  - Enrolment and student demographics determine funding levels

- The structural deficit exists because of a gap between student needs and funding provisions:
  - Over 85% of the TDSB budget is used for salaries, wages and benefits, and fixed costs such as utilities
  - TDSB has chosen to support more on principals, vice-principals, educational assistants, libraries, guidance, special education, textbooks, etc. above the funding provided under the funding formula
  - TDSB uses money from other areas, such as English as a Second Language (ESL) or Learning Opportunities (LOI), to fund these areas

- TDSB has a $3 Billion renewal backlog

- TDSB has a capital deficit recovery plan which has the deficit eliminated in 2012/2013
Working with the Ministry

- The Ministry will be providing funding to support Outdoor Education, allowing the Board to redirect funding to support other expenditures;

- Education Program Other Funding is funding received from the Ministry to support specific initiatives. It is proposed that where possible, this funding be used to support existing programs/services;

- A Ministry of Education Operational Review is expected to help identify further efficiency savings.
2012-2013 Budget Requirements

- Support TDSB mission, vision and strategic directions
- Meet Ministry of Education requirements
  (e.g., class size, FDK, sweatered grants like Special Education)
- Meet collective agreement requirements
  (e.g., prep time, hours of work, staff allocation dates)
- Staff and Trustees must submit a balanced budget to the Ministry of Education by June 30, 2012 (e.g., revenues and expenditures must match)
- If there is not balanced budget, the Ministry investigation and possible Provincial supervision will follow
The Plan/TDSB Roadmap

- Eliminate Structural Deficit
- Program Drives Capital and Operating Budget
- Adopt and implement a long term Program and Pupil Accommodation Strategy
- Long Term Sustainability and Ability to Reinvest
Where we're going – Strategic Directions driving Annual Plan. Long Term Program and Pupil Accommodation Strategy will establish both Capital and Operating Budgets.
Financial Position

- The original deficit was forecast at $85M.
- March 29, 2012 – Grants for Student Needs were announced and it was determined that there was a $13.8M in reductions due to enrolment projections and grant decreases
- $10M in additional cost pressures (for example, after admission deadlines, additional program costs were calculated for such things as transportation.)
- The Board had a projected structural deficit of $108.8M for 2012-13
- In March 2012, the Board approved $50.6M in reductions. These decisions had to be made in March because the Board must meet collective agreement and staffing timelines.
- This leaves $58.2M in reductions to be approved to balance the 2012/2013 budget.
Same Services – Changing Delivery Model

- By changing teacher Professional Development models to reduce the number of days teachers are out of the classroom;
- By realigning the organization of schools and associated supports;
- By realigning staffing and service delivery in non-academic departments;
- By realigning transportation routes currently provided by the TDSB fleet;
Same Services – Changing Delivery Model

- By realigning the cleaning and maintenance of buildings to reflect the use of the renewal grant for its intended purpose, closing classrooms in under utilized schools to reduce cleaning costs and managing utility costs;

- By reviewing under enrolled International Languages programs and their administration;

- By consolidating Continuing Education summer school sites and reducing administration costs, while leveraging e-learning.
Efficiencies

- Information Technology continues to investigate software which meets the needs of TDSB at a lower cost;

- Printing and Courier Services efficiencies achieved through lower pricing and other savings;

- Finding PD opportunities closer to home for the next year, international travel and travel outside Ontario savings;
Efficiencies

• New expense rules from the Province of Ontario has resulted in employment expense savings;

• Closing administrative buildings and schools *without* programs running during December 25-January 1 and summer Fridays;

• Professional Development expenses for central staff will be reduced;

• Recovering the full cost of employees on secondments to other organizations.
Closer Alignment to Funding Levels

When the TDSB decides to add additional support in an area the Ministry does not fund, in order to maintain service levels, the Board must supplement this "over spending" by reducing expenses in other areas.

To make this piece bigger

One of these has to become smaller
Closer Alignment to Funding Levels

- The TDSB currently has close to $11 M deficit from permits granted to community groups compared to the revenues it receives;

- The Board currently spends an additional $12M to support Special Education above Provincial funding. A reduction in central administration will reduce costs;
Closer Alignment to Funding Levels

- Professional Support Services is not directly funded by the Ministry. Reducing a portion of expenses will mean a reduction in services and the focus will be on those students and families with the greatest or most complex needs;

- The Ministry’s healthy food policy (PPM 150) and available alternative food options has had an impact on the Board’s revenues. A reduction in expenses/food services to offset the reduction in revenues is proposed;

- The Board currently provides an additional $10 M to school budgets. A small reduction is proposed;

- Provincial funding to support non-school based principals, vice-principals and teachers who support curriculum centrally has been reduced by $5 M. A small reduction is proposed;
Facing the Realities

- $108.8 M in reductions represents a 3.7% overall budget reduction

- To provide an additional $108.8M in funding to the TDSB, the Ministry would have to increase provincial spending by over $750M

- Every $1 of the deficit not found this year means the TDSB has to find $2 of savings the next year. This means that the remaining deficit of $58.2M will become more than $117M next year if action is not taken this year

- If the structural deficit can be managed within this budget cycle, we can realize savings and reinvest in our students and schools in future years
TDSB Budget Timelines

- August 2011 to March 2012
  - Budget Committee discussions
- March 2012
  - Province announces Grants for Student Needs
  - TDSB revenues for 2012/13 confirmed
  - School-based staffing approved at Board
- May 2012 – June 2012
  - TDSB budget consultations with communities
- June 2012
  - Board approves final 2012/13 budget
QUESTIONS/COMMENTS
# Budget Decisions Made by the Board

**April 23, 2012**

<table>
<thead>
<tr>
<th>Item</th>
<th>School Staffing Reductions Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Decisions Already Made</strong></td>
<td></td>
</tr>
<tr>
<td>French immersion (Admission Procedure)</td>
<td></td>
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<tr>
<td>French Immersion Bussing (Policy)</td>
<td></td>
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<tr>
<td>School Caretakers</td>
<td>$640,000</td>
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<tr>
<td>School Based Safety Monitors</td>
<td>$300,000</td>
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<tr>
<td>Itinerant Music Instructors</td>
<td></td>
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<tr>
<td>Reading Recovery Coaches/Lead Teachers</td>
<td></td>
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<tr>
<td>Reading Recovery Teachers</td>
<td>$7,000,000</td>
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<tr>
<td>Elementary Library Teachers</td>
<td></td>
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<tr>
<td>Elementary Guidance Teachers</td>
<td></td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>$11,280,000</td>
</tr>
<tr>
<td>Secondary Librarians</td>
<td>$902,400</td>
</tr>
<tr>
<td>Secondary Guidance Teachers</td>
<td></td>
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<tr>
<td>Regular Program Educational Assistants</td>
<td>$16,050,000</td>
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<tr>
<td>Elementary Vice-Principals/Secondary Vice-Principals</td>
<td>$4,600,000</td>
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<td>School Office Clerical</td>
<td>$7,000,000</td>
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<tr>
<td>Special Education Programs and Self Contained Classes</td>
<td>$3,000,000</td>
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<tr>
<td>Model Schools for Inner Cities</td>
<td></td>
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<tr>
<td>Program and Accommodation Reviews</td>
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<tr>
<td>Lunchroom Supervisors</td>
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<tr>
<td><strong>Total</strong></td>
<td>$50,672,400</td>
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# Decisions Yet to be Made by the Board

**June 13, 2012**

<table>
<thead>
<tr>
<th>Item</th>
<th>Phase 2 Staff Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Office/Central Administration Realignment</td>
<td>$7,800,000</td>
</tr>
<tr>
<td>Printing &amp; Courier Services Reorganization</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Broader Public Sector Expense Constraints</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Moratorium on International Travel, Conference Expenses</td>
<td></td>
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<tr>
<td>(one time saving)</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Reductions in Non-Academic, Central Departments</td>
<td>$3,900,000</td>
</tr>
<tr>
<td>Restructuring Nutrition Services Due to PPM 150</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Secondment and Replacement Costs (one time)</td>
<td>$2,000,000</td>
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<tr>
<td>Restructuring of Transportation Department</td>
<td>$900,000</td>
</tr>
<tr>
<td>Building Closures and System Shutdowns (Summer Fridays &amp;</td>
<td></td>
</tr>
<tr>
<td>Winter Break)</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Facilities Services Alignment to Funding</td>
<td>$9,900,000</td>
</tr>
<tr>
<td>Permit Fee Increase</td>
<td>$2,200,000</td>
</tr>
<tr>
<td>Information Services Operating Savings</td>
<td>$2,000,000</td>
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<tr>
<td>Realignment of Professional Support Services</td>
<td>$2,000,000</td>
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<tr>
<td>Restructuring - Central Administrators, Co-ordinators and</td>
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<tr>
<td>Instructional Leaders</td>
<td>$2,500,000</td>
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<tr>
<td>International Languages</td>
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<td>Continuing Education</td>
<td>$460,000</td>
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<tr>
<td>Professional Development - Central</td>
<td>$370,000</td>
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<tr>
<td>Professional Development - School Based</td>
<td>$4,500,000</td>
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<tr>
<td>School Budgets</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Special Education Realignment Closer to Benchmarks</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Model Schools for Inner Cities</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Outdoor Education Program (EPO Contingent)</td>
<td>$2,000,000</td>
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<tr>
<td>Use of Education Program Other Grants (EPO)</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>Efficiencies/In Year Savings Identified Through Ministry Operational Review</td>
<td>$5,400,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$58,190,000</strong></td>
</tr>
</tbody>
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Addendum to the Public Presentation

Changing Delivery Models

Executive Office/Central Administration Realignment
Realigning the schools from 24 Family of Schools to 20, including any associated administration and resource support. As well, savings from the Director’s Office in response to the Ministry Executive Expense Reduction Directive will result in savings of $7.6M.

Reductions in Non-Academic Central Departments
Central Operational Departments include Business Services, Employee Services, Communications & Public Affairs, Facilities Services, Enrolment & Business Development and Strategy and Planning. Funding to support these functional areas is provided through the Board Administration Grant and the School Operations Grant.

Restructuring of Transportation Department
Some pre-1998 Boards of Education maintained and operated their own fleet of buses for student transportation. Over the years, school boards ended this practice due to high operating costs. The TDSB continues to maintain a small fleet of buses. This option will see the TUSD follow the practice of other school boards in the province by eliminating its fleet and having the same service provided by other student transportation companies.

Facilities Services Alignment to Funding
Facilities services is responsible for the operation, care and maintenance of the Board’s buildings. Funding for the operation of schools is provided through the school operations grant which provides funding to be used for such things as cleaning, heating, snow removal, repairs and maintenance. The Ministry’s grant formula provides funding based on “utilization” or the proportion of students in the building versus the square footage of the building. The Ministry also provides top up funding of up to 15% for schools that are not 100% utilized. Therefore, a school at 50% capacity receives funding to operate as if it were 66% occupied, and a school at 85% capacity would receive funding as if it were 100% utilized. Underutilized schools create cost pressures as they are only partially funded but tend to incur costs as if fully occupied. By closing classrooms in under utilized schools, realigning staff and service levels and managing costs, savings can be achieved. With the $30M of school renewal, there will be increased funds available to clean, maintain and provide upkeep to schools.
**Continuing Education**

Continuing Education credit granting courses receive funding through the Continuing Education Grant. Funding is $3,221 per Average Daily Enrollment (ADE) for Adult Day School and Summer School students, and $3,344 per ADE for Continuing Education students. Adult English as Second Language is funded through the Ministry of Citizenship and Immigration. In 2011/2012, Continuing Education was spending $2.2 M over the funding and fees received. A $0.46 M reduction is proposed. By reducing administrative costs (e.g. not filling vacancies), the implementation of the Board approved Continuing Education Fee Report, and looking at summer school credit delivery including e-learning, savings can be achieved. In April, the Board approved a Continuing Education Fees Adjustment which accounts for $160,000 of these savings.

**Professional Development - School Based**

This option will result in teachers being out of their classrooms less often. Classroom teachers are replaced when they are absent on instructional days, including professional development (PD) offered during instructional time. In secondary schools, the use of occasional teacher replacements has been reduced through the use of a professional learning community model. By offering similar opportunities in elementary schools and reducing the number of days a teacher is required to be replaced due to PD or PD related activities, the Board can achieve savings by not having to use occasional teachers. Last year, the Board incurred expenses of $39.0M in occasional teachers costs.

**Total - Changing Delivery Models**

$27,260,000

**Efficiencies**

**Printing & Courier Services Reorganization**

The Board operates, through Business Services, printing and courier services to support schools and departments. With the introduction of high speed printers/photocopiers in schools and departments, the central printing services are predominantly colour copies, large volume black and white printing, binding and/or special paper sizes. A new contract for the high volume, commercial grade copier machines has been negotiated to achieve savings. These savings, combined with the rescheduling of the Board's internal courier service (school to school/administration) will achieve the required savings.

**Broader Public Sector Expense Constraints**

The Ministry's Broader Expense Directive was released in March 2011 and effective as of April 1, 2011. The Directive provides clarification on "eligible and ineligible" expenses. The result of the Directive has been savings in such items as meeting expenses. Under the Broader Public Sector Expense Directive, the expense allocations for meetings etc. can be reduced to achieve savings of $160,000.
Moratorium on International Travel, Conference Expenses (one time savings) $1,000,000
By seeking PD opportunities closer to Toronto, the Board can save money. A moratorium on international travel and travel outside Ontario will reduce costs by approximately $1.0M which reflects savings from associated registration and accommodation costs.

Secondment and Replacement Costs (one time) $2,000,000
Currently the full cost of supply coverage and long term secondments is not recovered. Full recovery of these costs would save the Board approximately $2.0M (one time only).

Building Closures and System Shutdowns (Summer Fridays and Winter Break) $1,000,000
Many Boards have summer Friday closures and building closures during December 25th to January 1. By closing TDSB buildings during all summer Fridays and any work days between December 25th and January 1st, the Board can save on utility costs. With the exception of summer school and program sites (including day care sites), the Board would limit usage during this time to achieve the greatest savings. This would commence as of September 1, 2012 and save the Board approximately $1M.

Information Services Operating Savings $600,000
Information Technology Services is funded through the Pupil Foundation Grant Technology Allocation, through Board Administration and through the Professional and Paraprofessional Grant Line (e.g. Technicians). Information Technology Services has been reviewing the use of technology in the TDSB including software, hardware, and how technology supports teaching and learning. One new strategy that has been introduced has been to enter a computer leasing strategy which brings a large number of devices into schools for September 2012. Free software, cloud computing, server farms, and collaborative purchasing is also being investigated to achieve efficiencies while optimizing programs and service. This review has netted identified savings of $0.6M and will continue to look for savings which can be reinvested into TDSB programs and services.

Professional Development - Central $370,000
Central one-time reduction to school administrator’s professional development.

International Languages $400,000
International Languages were previously called Heritage Languages. The Board currently spends approximately $2.8M more than the funding received for this purpose. By reviewing administrative costs and reviewing the ability to consolidate classes with low (under 12 students), savings can be achieved while still offering this program.

Total - Efficiencies $6,530,000
Closer Alignment to Funding Levels

Restructuring Nutrition Services Due to PPM 150
The Board operates cafeterias as well as contracting out services to two providers. As demographics have changed and alternative food establishments have appeared, some cafeterias have been struggling for viability over the last few years. With the introduction of PPM 150 - Healthy Eating Guidelines, food service providers have been struggling to create meals which meet the policy requirements, are affordable and not labour intensive. As well, students are either bringing lunches or purchasing PPM 150 non-compliant meals from alternate sources. With lost commissions and decreasing net sales revenues, the Board is forecasting to finish the 2011/2012 year with a $1.6M* shortfall in cafeteria revenues. Restructuring Nutrition Services to return the department to a cost recovery model will save the Board approximately $1.6M. This recommendation will result in non-viable (e.g. under $250 daily revenue) cafeterias closing for September 1, 2012.

*This is the current forecasted revenue shortfall and may change.

Permit Fee Increase
The Board charges fees for permits and currently incurs an $11M loss on permit revenues compared to costs. The Ministry has provided funding through the Priority Schools Initiative to offset the costs of permits for non-profit groups, but it is a fixed amount each year. If permits are not cost recovery, the Board must redirect the funding intended to support care, cleaning and maintenance of schools during regular day school hours to subsidize permit fees. The Board approved a permit fee report in February 2011 which proposed an annual increase to permit fees to allow the Board to account for annual inflationary increases to its costs. A modest 3% annual cost of living increase was proposed for September 2012. However, in light of the Board’s financial situation, a further permit fee increase of 22% will allow the Board to increase its revenue and decrease its costs by $2.2M which will reduce the subsidization of permits from $11M to $8.8M. This is in addition to the Board approved 3% annual cost of living increase which was part of the Permit Fee report presented to the Board in February 2012. The additional increase will be applied effective January 1, 2013.
### Realignments of Professional Support Services
$2,000,000

Psychologists, Social Workers, Speech and Language Pathologists are each allocated to a group of schools. Occupational and Physiotherapists work within the system with students who have complex needs in the areas of blind/low vision, deaf and hard of hearing, developmental disabilities and autism spectrum disorder. Each Professional Support staff group will review services and identify reductions that minimize impact on students and schools. Staff will continue to identify external partners to augment current services and programs and community connections. Staff will focus services to effectively support those students and families with the greatest or complex needs. Staff will continue to shift resources to enhance staff capacity. This represents 5.7% reduction to the current budget of $34.8M.

### Restructuring - Central Administrators, Co-ordinators and Instructional Leaders
$2,500,000

Redeploying non school-based principals, vice-principals and teachers will save $2.5M to partially offset the announced grant reduction of $5.0M announced (approximately 20 FTE).

### Special Education Realignment Closer to Benchmarks
$1,500,000

The Ministry currently provides approximately $316M to support special education programs and services. The Board currently spends $330M in this area. Reduction in Special Education non-school based supports, services and instructional leadership will bring the department closer in line with Ministry funding while still spending $12M more than the Ministry provides.

### School Budgets
$1,200,000

On average, schools have carried over budget allocations totalling approximately $5M over the last 3 years. School Budgets are funded through the pupil foundation grant and the school foundation grant (school office allocation). These allocations are increased through LOG funding allocated based on the TDSB's LOI index. As well, family of school superintendents often transfer funds to schools from either the family of school's budget or through special Education Program Other (EPO) Grants to support Ministry or Board initiatives. The TDSB currently provides an additional $10 M to school budgets over the direct funding received for this purpose, not including LOI allocations. A $1.2M reduction represents a 2% decrease, or an average of $4.00 per pupil regular elementary allocation and an average of $6.60 per pupil regular secondary allocation. This reduction will not impact the base allocations or other allocations such as arts, or technical courses.

### Total - Closer Alignment to Funding Levels
$11,000,000
Working With The Ministry

Outdoor Education Program
There is no direct funding to support Outdoor Education Programs. The TDSB currently spends approximately $6.7M on outdoor education programming. A reduction of $2M to the Outdoor Education program will offset a portion of the reduction to the program enhancement grant ($5.3 M) which will be offset by an Education Program Other Grant to support the program.

$ 2,000,000

Use of Education Program Other (EPO) Grants
Education Program Other (EPO) grants are Ministry grants which are not part of the Grants for Student Needs. These grants are typically specific to a Ministry initiative. However, historically the TDSB has initiated programs locally which the Board has paid for itself. Later the Ministry issues an EPO grant to support the similar initiatives. In this recommendation, the TDSB should be using the EPO funding to offset its own program costs first. As well, there is a risk that when an EPO is released, permanent structures are created to support the initiative and when an EPO is discontinued, the Board must find a way to support the structures already established. A good example of this Outdoor Education. The TDSB currently offers Outdoor Education Programming to its students. The Ministry has announced that it will be issuing an EPO to support Outdoor Education Programming. Currently, there is no direct funding source for Outdoor Education and the Board uses other grants and revenues to support the program.

$ 6,000,000

Ministry Operational Review
In order to ensure that the Board operations are in line with Ministry operational guidelines and utilizing best practices within the Education Sector, staff have agreed to a Ministry conducted operational review of the Board. This review will focus predominantly on business services and facilities services to generate and increase in-year savings and efficiencies.

$ 5,400,000

Total - Working With the Ministry

$ 13,400,000

Grand Total

$ 58,196,000
IEP COLLABORATIVE REVIEW
Heather Breckenridge has volunteered to be on the IEP Collaborative Review to be held on June 13.

MI LEAD
In 2006, the T.D.S.B. launched a pilot project which allowed for implementation of the M.I.LEAD (Multiple Intelligences & Personal LEADership) program to be infused in 4 sites (2 junior intermediate & 2 Secondary) across the board.

Today, there are over 220 elementary, junior intermediate and secondary schools within the T.D.S.B. using M.I.LEAD as a vehicle to support and foster the growth of differentiated learning with their staff and students.

The M.I.LEAD program is designed to promote:
- differentiated learning & assessment.
- student achievement at the primary, intermediate and secondary levels.
- self-awareness through the exploration of multiple intelligences.
- self-advocacy skills through the application of leadership skill development.

This video clip found on the link referenced below, captures the passion, creativity and educational engagement which illuminated our board office on April 18th as staff and students involved in the initiative put their lessons and projects on proud display during the M.I.LEAD Spring Bring & Brag.

http://youtu.be/9t5ZcggRF2k

THE BEGINNING TEACHERS SUMMER INSTITUTE
August 22 and 23rd  8:30-3:00
Earl Haig SS

This year the Beginning Teachers Summer Institute expects hundreds of teachers in their 1st to 4th year of teaching to join us for 2 days of engaging learning and networking. This is an opportunity for SEAC to set up a kiosk to speak informally with these teachers and/or to distribute relevant information to them.

We must let the planning committee know if you would like a kiosk table at the 2 day event by providing Danny Conforti with the information requested below by Friday
June 8th. They will confirm with you at a later day, your location and the projected number of participants.

NAME OF DEPARTMENT/ORGANIZATION
CONTACT PERSON(S)
CONTACT EMAIL
CONTACT PHONE

Please send materials from your association to Charmaine Clarke.

DEPARTING STAFF
The following staff are retiring from the Special Education Department of the Toronto District School Board:

Gail Kitamura – Coordinator, Intellectual, North West Quadrant
Deb Farnham - Family of Schools Consultant, South West Quadrant

Both Fail and Deb have made a significant contribution to the TDSB and particularly to the Special Education department and the staff and students that we serve. Heartfelt thanks to them for their dedication, commitment and expertise that they have shared so willingly.

Due to restructuring in the department, we must bid farewell to Elizabeth Mayhew, Lead Principal for Secondary and SEAC liaison. Although Elizabeth has been with us for only a year, her leadership has assisted us in supporting secondary schools in providing appropriate modifications and accommodations for their students. Her role as SEAC liaison has been a tremendous support for the SEAC members and senior staff.
LEARNING STRATEGIES COMPONENT

Category 1: Class Participation (95%)
Category 2: Student Goal Setting Skill Development (76%)
Category 3: Student Initiative (85%)
Category 4: Student Engagement (95%)
Category 5: Homework Completion (62%)
Category 6: Student Cooperation (90%)
Category 7: Student Independence (75%)
Category 8: Development of Student Leadership Skills (53%)
Category 9: Student Use of Information (57%)
ATTENDANCE, OFFICE REFERRAL & SUSPENSION COMPONENT

Category 1: Student Attendance (82%)
Category 2: Decrease in Student Office Referrals (81%)
Category 3: Student Suspensions/Formal & informal (48%)

ADDITIONAL STATISTICS

- 100% of teachers implementing M.I.LEAD felt the program had improved their classroom practices.
- 91% of teachers implementing M.I.LEAD felt the program had expanded to influence & improve their colleagues teaching practices.
- 58% of teachers implementing M.I.LEAD felt that the program had impacted D.I. application at a school-wide level.
- 100% of teachers indicating student grade concerns (pre M.I.LEAD) indicated an improvement in STUDENT TEST/UNIT SCORES (increase of 13%) as well as CLASS AVERAGES (increase of 10%) post M.I.LEAD.
SURVEY PARAMETERS:

- This survey represents feedback from 31 school M.I.LEAD teams at both the intermediate and secondary levels from across the Toronto District School Board.
- 228 TDSB and TDSS sites (in total) were licensed for M.I.LEAD implementation as of January 2012.
- Schools represented in this report have been using the M.I.LEAD program from anywhere between 7 months to 3 years.

DATA CONCLUSIONS:

- In the opinion of staff polled, the highest level of student improvement has occurred in Class Participation & Student Engagement. (95%)
- In all cases, staff teams providing feedback on Student Achievement indicated varying levels of improvement in grade/class average pre vs. post M.I.LEAD.
- In an examination of the Attendance, Office Referral & Suspension data collected in 2010 vs. the same data collected in 2012, there appears to be marked improvement over the last 2 years in each of the aforementioned categories.
- The lowest area of student improvement has occurred in the development of student leadership skills. (53%) This may in part, be due to the varying phases/duration of implementation from site respondents. (e.g. schools that are only completing their first year of the M.I.LEAD program may require more time to build upon the student leadership component of the initiative.)

FUTURE CONSIDERATIONS:

- This year’s Bring & Brag event saw the involvement of more staff and students than ever before (127 TDSB participants!) but there were issues of concern brought to our attention. In an effort to avoid room conflict and teacher/student scheduling issues, the M.I.LEAD Bring & Brag (April 18th 2013) will be held from 1-3pm at 5050 Yonge.
- The current central M.I.LEAD Leadership team has expanded to include 16 new members (for a total of 21 M.I.LEAD Leadership staff); all of whom have been actively involved in supporting current sites and promoting workshop learning opportunities for new M.I.LEAD teachers across the TDSB. It is our intention to continue to build upon this group and in doing so, provide continuous board sustainability.
- Based on TDSB staff requests and feedback this year, there will be a new M.I.LEAD Primary Binder available for distribution, fall 2012.
- Lesson Suggestion Plan access will be made available to participating M.I.LEAD staff as an additional form of online support in fall 2012.

Surveys continue to be submitted from M.I.LEAD sites across the TDSB.
Once compiled in June, the final results from this additional data will be shared and used to provide the board with a suggested framework for expansion plans and practices.
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Special Education
Programs Handbook

INTRODUCTION TO PROGRAMS

Over the years, the Special Education department has created several pilot projects, both in the elementary and secondary panels, to meet the needs of students. Training in each of the pilot initiatives has provided the opportunity for teachers to be able to offer comprehensive programs with greater expertise.

Some of the programs presented in this Handbook have been pilot projects offered for several years in multiple schools. Others have operated as pilots for a shorter interval, possibly in one or two settings. In all cases, the results of these initiatives have indicated that there is great benefit to offering these opportunities in order to support students’ literacy challenges, engagement and achievement, or access to assistive technology.

This Handbook is organized alphabetically, with Elementary programs listed first, followed by Intermediate/Secondary programs.

The information in this Handbook is set up as follows:

- Program Name
- Description of the Program
- Target Audience
- Cost
- Facilitator Contact Name and Information

For more specific information about each offering, teachers are asked to contact the facilitator(s) listed for each program.

Programs are available as of September 2012.
EARLY READING INTERVENTION (ERI)

Description of the Program:
Research indicates that early intervention programs, as an integral part of a rich classroom literacy program, are effective in helping young readers during the first years of schooling. Intervention programs using one-to-one instruction are more effective than small or large group instruction. Early Reading Intervention provides effective tools to work one-to-one with children identified “at risk” in their reading, writing and spelling development. The recommended approach includes:

- Instructionally appropriate reading material to support yet challenge the students
- A variety of texts to consolidate and practice reading strategies
- Opportunities to read large quantities of texts leading to increased fluency in reading
- Instruction in phonemic awareness using a multimodal approach which introduces, practices and consolidates the sound/symbol association of the alphabetic principle and the beginning understandings of the patterns inherent in the English language
- The opportunity to make automatic the reading of high frequency words
- Instruction on the relationship between spelling, reading and writing
- The optional use of volunteers to work with the children on a daily basis

Target Audience:
ERI Training Program for NEW Participants
(EAs new to the program with no previous training)

Through the Early Reading Intervention (ERI) program, Special Education assistants participate in one day of training, learning how to provide one-to-one reading support to grade 1 students at-risk in their reading skills development. The EA works with a minimum of one student for thirty (30) minutes per day for nine (9) weeks. Once the cycle is completed, the EA begins to work with new students. In addition to the training, the EA will be provided with a step-by-step manual and related materials. Schools will be responsible for ordering the series of leveled books required for ERI. The grade 1 teacher and school administrator are welcome to attend.

Cost:
$100.00

Facilitator Contact Name and Information:
Irene Consack
Special Education Coordinator
irene.consack@tdsb.on.ca
416 397-3027
EMPOWER READING
DECODING & SPELLING - PRIMARY

Description of the Program:
Empower Reading: Decoding and Spelling, Primary Level, is a one-year intervention program that transforms struggling readers into capable readers and confident learners. Based on over 30 years of highly regarded, rigorous research, Empower Reading focuses on teaching students five decoding strategies – *Sounding Out*, *Rhyming*, *Peeling Off*, *Vowel Alert*, and *SPY* – that they can apply whenever they are confronted with an unfamiliar word. For successful strategy application, students are taught specific pre-skills and strategy dialogue. Once students have a good understanding of the strategies, they apply a *Game Plan* that enables them to *choose*, *use*, *check*, and *score* their use of the strategies. The Game Plan dialogue guides the students’ application of the different strategies they have selected to decode unknown words. Multi-leveled worksheets, stories and a variety of learning activities are used to practice strategy application. Using the Empower Reading strategies, children who struggle with reading can develop the basic skills needed for independent reading for meaning, information, or pleasure.

Target Audience:
Intended for students in Grades 2-5 who struggle with basic reading and spelling skills, implementation with students in small groups is recommended. Interactive training and onsite mentoring are also provided for successful program implementation.

Facilitator Contact Name and Information:
Matthew Reid, Vice Principal West, Elementary Special Education
Matthew.reid@tdsb.on.ca
416 394-3755

Nicole Barnes
Empower Teacher
West Glen Junior School
416 394-7157

Maria De Palma
Clinical Research Project Manager
The Hospital for Sick Children
Maria.depalma@sickkids.ca
416- 813-6326
Description of the Program:

Fast ForWord is a unique software program based on the principles of neuroscience and neuroplasticity. This adaptive language and reading intervention program develops lasting changes within the brain by strengthening students' cognitive skills, improving memory, attention, processing rate and sequencing. There are 9 products at the elementary level (and 5 products at the middle and secondary levels), with specific exercises for improving the foundational reading skills of vocabulary, phonemic awareness, decoding, fluency and comprehension. The program exercises students' brains to help them process more efficiently. "Students’ reading scores are improving approximately 1.5 to 2 years in about 5 months".

Target Audience:

Research has shown that students with learning disabilities, students at-risk, ESL students, and students with emotional challenges have all experienced significant results. "Neural networks are actually being rewired".

Facilitator Contact Name and Information:

Robert Lines
Yorkwoods Public School
robert.lines@tdsb.on.ca
416 395-2990
M.I. LEAD
(Multiple Intelligences & Personal Leadership)
ELEMENTARY PANEL

Description of the Program:

The M.I.LEAD mission is to foster a learning environment where Differentiated Learning, self-awareness, student self-advocacy and educational ownership are woven into the tapestry of learning on a daily basis.

The Elementary M.I.LEAD Program Contains...
- age appropriate activities for M.I. exploration and investigation
- practical ideas for designing classroom centres rich in differentiation
- a differentiated model for literature circles
- a collection of differentiated strategies for reading, writing and mathematics in the classroom
- teacher templates, posters and suggestions for student leadership development.

The M.I.LEAD resource and 1.5 day training session are designed to support teachers and administrators by providing them with a framework as well as a series of practical and applicable differentiated learning techniques which will foster this growth.

Target Audience:

The M. I. LEAD Program and resource materials are appropriate for students in elementary schools.

The M.I. LEAD training sessions are appropriate for elementary teachers wanting to run a M.I.LEAD program.

Facilitator Contact Name and Information:

The Learning Link – Clare Mahon
thelearninglink@rogers.com
416 439-0310

Catherine Huycke
Supervising Principal, Special Education, East Region
416 396-9094
Description of the Program:

Read and Write Gold is a software program designed to provide literacy support for students. It supports a Universal Design for learning model which aids students in accessing the curriculum and completing reading, writing and research assignments. When used in conjunction with other applications, Read and Write Gold allows students to experience greater independence and promotes inclusive classroom practices.

This software incorporates the functionality of many pieces of software. As a result, it eliminates the need for students to train on multiple technologies.

Some features of Read and Write gold include:

- Speech feedback
- Research tools and graphic organizer
- Word prediction/phonetic spell checker
- Talking dictionary/homonym support
- Audio file creation
- French translator
- Calculator – Standard and Scientific
- Scanning capabilities

Target Audience:

Read and Write Gold software is now available to all TDSB schools through the Special Education department. Students will also have access to Read and Write V.9 at home on their PC computers. Download instructions are available on the TDSB internal Special Education website at http://tdsbweb/special_education/sea

Facilitator Contact Name and Information:

Angela Scarnino-Iuorio  
Special Education Coordinator  
416 396-3488
**EMPOWER READING: HIGH SCHOOL**

**Description of the Program:**

Empower Reading: High School is a literacy program, based on over 30 years of research, which integrates decoding, spelling and text comprehension strategy instruction. Developed specifically for high school, the program teaches students 5 metacognitive decoding strategies as well as 5 metacognitive comprehension strategies. The Empower Reading: High School program includes strategy dialogue training and a metacognitive organizational plan that supports successful and flexible selection and application of the strategies. The program provides explicit teaching and self-monitoring and evaluative skills and consists of 70 lessons, each of which can be taught in a 76-minute period, either every day in a semestered-school timetable or every other day in a full-year school timetable.

**Target Audience:**

Intended for high school students experiencing significant reading difficulties, the program meets the criteria for a grade 9 or 10 locally-developed course credit (e.g. locally-developed English, GLS, GLE). It is recommended that the Empower Reading: High School program be implemented with small groups of 4-8 students.

**Facilitator Contact Name and Information:**

Matthew Reid, Vice Principal West, Elementary Special Education  
matthew.reid@tdab.on.ca  
416 394-3755

Maria De Palma  
Clinical Research Project Manager  
The Hospital for Sick Children  
maria.depalma@sickkids.ca  
416 813-6326
FAST ForWord
INTERMEDIATE AND SECONDARY PANELS

Description of the Program:

The academic deficiencies of adolescents with language and reading difficulties begin in elementary school. Students develop compensatory strategies that help them through the elementary years, but eventually these stop-gap measures fail to work. For instance, students who compensate by taking more time to complete their assignments, by reading passages repeatedly and slowly, will find that, unless they work round the clock, that tactic will no longer serve them well with more complex material and accelerated work load that they begin to encounter in intermediate and secondary school.

Fast ForWord is a unique software program based on the principles of neuroscience and neuroplasticity. This adaptive language and reading intervention program develops lasting changes within the brain by strengthening students’ cognitive skills, improving memory, attention, processing rate and sequencing.

There are 5 products at the intermediate and secondary levels, with specific exercises for improving the cognitive skills that support reading. The program focuses on memory, attention, processing and sequencing exercises to help students process more efficiently.

Target Audience:

Research has shown that students with learning disabilities, students at-risk, ESL students, and students with emotional challenges have all experienced significant results. “Neural networks are actually being rewired”.

Facilitator Contact Name and Information:

Robert Lines
Yorkwoods Public School
robert.lines@dtsb.on.ca
416 395-2990

Additional Fast ForWord information and research results may be found on the Scientific Learning website at www.scientificlearning.com
Description of the Program:

The M.I. LEAD mission is to foster a learning environment where Differentiated Learning, self-awareness, student self-advocacy and educational ownership are woven into the tapestry of learning on a daily basis. The M.I. LEAD Intermediate & Secondary Programs Contain...

- age appropriate activities for M.I. exploration and investigation.
- tools to support student awareness (Learning Profile) and student leadership (Learning Contract).
- a collection of curriculum-relevant lesson plans and student product suggestions, designed within a D.I. framework.
- teacher templates, posters, certificates and suggestions for student leadership development.
- a career connection section with an M.I. focus.

The M.I. LEAD resource and 1.5 day training session are designed to support teachers and administrators by providing them with a framework as well as a series of practical and applicable differentiated learning techniques which will foster this growth.

Target Audience:

The M.I. LEAD program and resources are appropriate for students at the Intermediate and Secondary levels.

The M.I. LEAD training sessions are appropriate for the teachers in Intermediate and Secondary schools working with those students.

Facilitator Contact Name and Information:

The Learning Link – Clare Mahon
thелеаrningлинk@rogers.com
416-439-0310

Catherine Huycke
Supervising Principal, Special Education, East Region
Catherine.Huycke@ldsbo.on.ca
416 396-9094
**READ & WRITE GOLD**

**Description of the Program:**

Read and Write Gold is a software program designed to provide literacy support for students. It supports a Universal Design for learning model which aids students in accessing the curriculum and completing reading, writing and research assignments. When used in conjunction with other applications, Read and Write Gold allows students to experience greater independence and promotes inclusive classroom practices.

This software incorporates the functionality of many pieces of software. As a result, it eliminates the need for students to train on multiple technologies.

Some features of Read and Write gold include:

- Speech feedback
- Research tools and graphic organizer
- Word prediction/phonetic spell checker
- Talking dictionary/homonym support
- Audio file creation
- French translator
- Calculator – Standard and Scientific
- Scanning capabilities

**Target Audience:**

Read and Write Gold software is now available to all TDSB schools through the Special Education department. Students will also have access to Read and Write V.9 at home on their PC computers. Download instructions are available on the TDSB internal Special Education website at [http://tdsbweb/special_education/sea](http://tdsbweb/special_education/sea)

**Facilitator Contact Name and Information:**

Angela Scorano-Iuorio  
Special Education Coordinator  
416 396-3488
**Special Education Speakers Series**

**Description of the Program:**

The Special Education Speakers Series will continue for the 2012-2013 school year. The sessions take place several times throughout the year, in a variety of TDSB locations from 4:30-6:30 p.m.

Several informative, interactive professional learning sessions are already planned for next year. At this time, topics include ADHD and FASD.

Specific information about each session is posted in Direct Line and registration for each Speakers Series session is completed on Key to Learn.

**Target Audience:**

The Speakers Series is available to interested staff, parents, and agency partners.

**Facilitator Contact Name and Information:**

Irene Consack  
Special Education Coordinator  
Irene.consack@tdsb.on.ca  
416 397-3027
PPM 140 Survey

Once again, school boards were asked to provide their schools with a provincial survey on the Implementation of PPM 140. The Ministry of Education provided the survey to the school boards, and as last year, we used the questions and responses as is without alteration. Results were sent back to the Ministry for their distribution.

The data from the past three years indicates a steady increase in all of the goals as outlined by the Ministry.

Comparing 2010/2011 survey results to 2011/2012 the following was noted:

- an increased positive response in 21/33 questions
- no significant increase or decrease in 11/33 questions
- a slight decrease was shown in 1/33 questions

The percentages noted below indicate a response of “all or most of the time”.

- 98% - students’ programs and IEPs were individualized and based on assessment data and students’ strengths and needs
- 91% - ABA methods are incorporated in the IEPs of students with ASD where appropriate
- 96% - transition plans in place for students
- 92% - school board staff work with parents and community agencies to plan for a successful transition to school
- 67% - Functional Assessments are used, (this question does not take into consideration that FBAs are not needed for all students)
- 67% - school staff working with students with ASD share their expertise with other staff in the school, between schools, within the family of schools and throughout the board
- 78% - staff working with students with ASD have participated in formal training sessions, a slight increase from last year

Next Steps:

The data from the past four years indicates a steady increase in all of the goals as outlined by the Ministry. We will continue to build capacity in the use of strategies and tools that support the effective development of programming for students with ASD. The emphasis will continue to be on transferring best practices to the classroom and incorporating meaningful goals, strategies and assessment methods into the students’ IEPs. The focus will be on using both the student’s needs and strengths to develop programming.
Transition planning will be highlighted as a need for all students, including those with ASD. Professional Learning Opportunities, both formal and informal, large group and in-class will be provided in all areas related to ASD. Sessions on interpreting assessment data will be added to the Professional Learning options.

The Executive Summary of the survey results will be posted on the website.

Professional Learning for Special Education Department Staff

On May 18, Special Education Department staff participated in an interactive session focusing on practices in our secondary schools. They discussed exemplary practices in School Support Team meetings, how to determine and implement appropriate accommodations and when modifications should be considered.

Planning for Transitions for Students with Developmental Disabilities

Our Low Incidence Team had a full day working session which focused on planning for transitions for our students with developmental disabilities. They looked at transitions ranging from school entry at the preschool ages, to changing panels and schools throughout the school career and finally to post-21 options. This initial work will be further developed to provide a framework, guiding questions and checklists, as well as exemplars that will promote effective transitions.
Psychology Internships at TDSB

The final preparations have taken place for 2 Postdoctoral Psychology internships to begin in September 2012. This is a partnership that has been developed in collaboration with the Ontario Institute for Studies in Education (OISE) and the Centre for Addiction and Mental Health (CAMH). This unique opportunity will be accredited through the Association of Psychology Postdoctoral and Internship Centres and the Canadian Psychological Association. The TDSB is the first School Board in Canada to participate in this Postdoctoral Internship Program. The 2 successful candidates will complete rotations in School Psychology at the TDSB, a rotation in Clinical Child Psychology at CAMH, and will participate in supervision and educational seminars at OISE. A total of 9 students were interviewed for these positions and 2 have been accepted into the program.

This partnership complements the placements that are currently offered to Psychology students. The benefits of participating in this program include: candidates completing this internship will have completed many of the requirements for employment as a School Psychologist with the TDSB; it creates national awareness that the TDSB is an employer of Psychology graduates; and, it demonstrates the TDSB commitment to training and development of School Psychologists.

Planning Tables for Child and Youth Health and Mental Health

The TDSB is an active participate in 2 planning tables in Toronto related to Child and Youth Health and Mental Health. For the past 2 years, the Senior Manager of Professional Support Services has been attending the Ministry of Children and Youth, Toronto Region “Central Table”. This is a cross-sectoral table that discusses a wide variety of issues related to Child and Youth Mental Health in Toronto. Five work groups have been created to complete the tasks identified by the Central Table (Aboriginal; Capacity Building; Data and Information; Research, Evaluation and Best Practices; Student Focused). The Central Table is currently reviewing a document that seeks to streamline access across Toronto for services related to Child and Youth Mental Health.

Recently the Toronto Central Local Health Integration Network (TC LHIN) has established a Children and Youth Advisory Table (CYAT). The TDSB has been asked to join this table and will be participating in future meetings. The group has a wide variety of representatives, and the goal is to provide “ongoing strategy advice and recommendations to the TC LHIN regarding priorities for the child and youth health system. The initial work of the CYAT will focus on identifying strategic priorities for the TC LHIN child and youth health system, and then translating these into actionable initiatives for implementation over the next 3 years.” Three Priority areas have been identified, Timely and Equitable Access, Coordination and Navigation, Transitions to the Adult Healthcare System. The TDSB has representatives on all 3 of these work groups.

Cyber Bullying Research

The TDSB is a co-investigator in a major Cyber Bullying study entitled, *Motivations for Cyber Bullying: A Longitudinal and Multi-Perspective Inquiry*. This project is being funded through the Social Sciences and Humanities Research Council of Canada (SSHRC). Other investigators involved in this project are: Dr. Faye Mishna (Dean of the Faculty of Social Work, University of
Dr. Debra Peplar, (Psychology Department, York University); and Dr. Wendy Craig, (Psychology Department, Queen’s University). Data collection has begun and the whole study is expected to be completed by December 2014.

**Department News**

Karen Gravitis, Chief Academic Officer, Program Support and Focused Intervention and Dr. Ruth Baumal, Chief of Psychological Services, North East Quadrant have announced their intentions to retire effective August 31, 2012. Karen and Ruth have provided tremendous leadership to Professional Support Services over many years. Their contributions have significantly impacted the lives of many students and families, and will long be remembered.

**Service Statistics**

**May 2012**

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**SEAC Service Statistics Year to Date**

(May 2012)