A meeting of the Special Education Advisory Committee was convened at 7:02 p.m. on Monday, October 15, 2012, in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Trustee Howard Kaplan presiding.

The following committee members were present: Diana Avon, Clovis Grant, Richard Carter, Heather Breckenridge, Gail Koren, Loris Bennett, Paul Cross, Yama Arianfar, Olga Ingrahm, Jean-Paul Ngana, Nancy Ann Turner Wright, Debra Hayden, Trustee John Hastings, Trustee Howard Kaplan and Trustee Sam Sotiropoulos.

Regrets were received from Dr. Robert Gates, Steven Lynette (Chair), Tammy Simon, Phillip Sargent, Christina Buczek and Dayib Nur.

The following alternate members were present: Judy Moir, Elaine Dodsworth-Lever, Nora Green and Aline Chan.

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

1. Approval of the Agenda

Trustee Sotiropoulos 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 September 10, 2012

A report from Community Living Toronto was added under Local Association Reports.

Jean-Paul Ngana moved: That the minutes of the SEAC meeting held on September 10, 2012 be confirmed as amended. The motion was carried.

4. Delegations and/or Presentations

(a) Vision of Inclusion for Special Education

SEAC received a presentation from Dr. Chris Spence, Director of Education (see page 4) providing information on the Board’s plan, Vision of Inclusion for Special Education.

5. Matter Postponed from Previous Meeting

(a) Appointment of Members to the Parent Involvement Advisory Committee Special Education Working Group

On motion of Clovis Grant, SEAC appointed Clovis Grant, Jean-Paul Ngana and Yama Arianfar to explore ways of collaboration between SEAC and the Parent Involvement Advisory Committee Special Education Working Group.
6. **Trustee’s Report**

Trustee John Hastings informed SEAC that he attended the Annual General Meeting of the Down Syndrome Association of Toronto held on September 14, 2012.

7. **Chief Academic Officer’s Report**

a) Sandy Spyropoulos presented a report (see page 35) to the Committee.

8. **System Superintendent’s Report**

Cindy Burley presented a report (see page 38) to the Committee.

9. **Professional Support Services Report**

David Johnston presented a report (see page 40) to the Committee.

10. **Correspondence received by the Chair**

- Letter dated September 30, 2012 from Erlena Shea, Resources Services Teacher, Trillium Demonstration School to the Chair of the Special Education Advisory Committee.
- Letter (undated) from Sharon Walker, Chair, Near North District School Board Special Education Advisory Committee to Honorable John Milloy.
- Letter dated July 4, 2012 from Cathy Mansfield, SEAC Chair, Huron-Superior Catholic District School Board to Honorable John Milloy.

11. **Local SEAC Association Reports**

(a) **VOICE for Hearing Impaired Children**

Paul Cross reported that a meeting of VOICE for Hearing Impaired Children will be held on October 18, 2012

(b) **Down Syndrome Association of Toronto**

Richard Carter reported on the following:

The Down Syndrome Association of Ontario will host a conference at the Great Wolf Lodge, Niagara Falls on October 19-21, 2012.

The next Culinary Arts class will be held on October 18, 2012.

Dance Rock will be held on Friday nights from November 9 to December 14, 2012 from 7:30 to 9:30 p.m.

National Down Syndrome Awareness Week will be held from November 1 to 7, 2012

12. **New Business**

a) **Membership Change: Community Representative, North-East**

On motion of Howard Kaplan, SEAC accepted the resignation of Dayib Nur, Community Representative, North-East.

The alternate for the north-east, Aline Chan would represent the north-east until a new representative is selected.
b) **SEAC Request for Special Education Inclusion Town Hall Transcripts and Submission Materials**

The following, moved by Richard Carter and amended by Diana Avon was postponed to the next meeting:

Whereas, SEAC recognizes the importance and efforts of the TDSB and the Director of Education, Dr. Chris Spence, in conducting a series of Special Education Inclusion Town Hall meetings to obtain and accurately record community feedback on the following matter:

“Imagine that you and your child are in 2014. Describe in detail what has changed from 2012 to 2014 that has contributed to achieving this vision. What new and different inclusive practices are in the classroom, in the school, and in our communities?”

And, whereas participants are providing valuable insight into their vision of inclusion and as such, refer to the current experiences of students with special needs in the TDSB for which SEAC should be aware of and fully informed,

Be it resolved that the TDSB provide SEAC with a redacted copy of the original, unedited transcripts and all submissions they receive in order to prevent unnecessary duplication of effort by SEAC to record the information, for review following the completion of the four Town Hall meetings and deadline for submissions, allowing SEAC complete opportunity to independently consider firsthand all responses in carrying out their mandate and separate from the stated purpose above for collecting this information.

Staff indicated that the information shared by parents at the town hall meetings was personal information of students. Staff undertook to seek advice regarding possible privacy breaches should the information be released.

c) **Request for Home School Program Start Update for the 2012-13 School Year and Follow-up on Research Report**

During discussion staff addressed some of the school start-up issues related to the Home School Program and undertook to provide an update about the findings and recommendations from the Home School Program Research Report.

13. **Adjournment**

At 9:06 p.m. Richard Carter moved: **That the meeting be adjourned.**

The motion was carried.

Trustee Howard Kaplan  
Co-Chair
Inclusion@the TDSB
What Will it Take?

For every TDSB learner to walk the stage with dignity, purpose and options?
Guiding Questions

Who are our learners?
What are their needs?
What skills, values, and knowledge will they need to be successful, productive members of society?
To Achieve Excellence, We Must Be Inclusive.

To Be Inclusive, We Must Be Equitable.
Inclusion

“Inclusion is not bringing people into what already exists it is making a new space, a better space for everyone.”

George Dei
Guiding Principles
Inclusive Excellence

• Shared Responsibility—everyone has a role to play

• Diversity sits at the center of school life, not the periphery

• There is a place at the table for everyone

• True excellence is measured by equity and inclusion as well as performance

• Different students require different forms of support

• Implementation matters as much as strategy
EQAO and Students with Special Needs:

What do we know?
Grade 3 & 6 EQAO Exemption Rate and Students with an IEP Exemption rate was usually between 14 – 18%.
What are some of the reasons we have heard?

The student has a learning disability, he can’t do the test.
The student has behavioural challenges so it would be better not to try the test.
The student is very anxious and will have a meltdown.
EQAO Results

Grade 3 and 6
Reading and Writing
EQAO scores
improved by 3 - 8%
What does this tell us?

We have and continue to underestimate our students with special education needs.
“We don’t know the half of what these kids can do”.

Ted Sizer
How has inclusion evolved?

- **Ignoring**
  - Medical Responsibility
  - Non-educable

- **Segregating**
  - Institutions
  - Development of Special Schools (late 1900s)
  - Categorisation
  - Remediation

- **Integrating**
  - Support to fit into Mainstream Schools
  - Categorisation linking support to individual students
  - Segregated educational settings

- **Inclusion**
  - Part of broader school community
  - Focus on abilities rather than disabilities
  - Accommodations to environment (barriers to participation)
  - Professional learning
My Commitment: A Renewed Focus

Within two years our vision is that

- students with varying abilities are working and learning together, supporting each other and valuing everyone’s contribution in a more inclusive environment.

- each and every student is included and has a valued learning role to play.
INCLUSIVE EDUCATION:
PROVING YOU CAN DREAM WITH YOUR HEAD IN THE CLOUDS AND STILL HAVE YOUR FEET FIRMLY ON THE GROUND.
MARC GIVES NEW MEANING TO DRAWING A LINE IN THE SAND.
THE AMAZING INCLUSIVE EDUCATION TEACHER TRANSFORMATION MACHINE
Five to Thrive

Five critical dimensions of successful inclusive classrooms have been identified as:

1. A Sense of Community & Social Acceptance
2. An Appreciation of Student Diversity
3. Attention to Curricular Needs
4. Effective Management & Instruction
5. Personnel Support & Collaboration
Building Relationships with Families

Families are the enduring presence in the lives of young children. This volume contains activities to support early care and education staff and families in developing positive relationships that support collaboration and family leadership.
Every decision made must support a school system where the No.1 priority is supporting *Learning for All*. 
Learning for All

The quality of curriculum → “What we teach”
The quality of instruction → “How we teach”
The effectiveness of schools → “Where we teach”
The unique characteristics and background of the student → “Who we teach”

Toronto District School Board
E3 Equity, Education and Excellence
Improving Achievement

Belief in their abilities to master a rigorous curriculum.

Time tailored to specific student needs.

Understanding that not all students learn the same way and at the same rate.
Dimensions of Equitable Education

1. What our students bring to the classroom
2. What we bring to the classroom
3. Curriculum content
4. Pedagogy
What We Bring to the Classroom

• Complex socializations, identities, biases, and prejudices

• Notions about the purposes of education and our roles as teachers

• A teaching style, often related to our own preferred learning styles and how we’ve been taught

• Middle class background - we can’t drop our bag of biases at the door

• Diversity teaches us to value other cultural proficiency get us to examine ourself

Toronto District School Board  E3 Equity, Education and Excellence
What Students Bring to the Classroom

- Past educational experiences (it’s not always all about us)
- Complex identities, prejudices, biases
- Expectations about the roles of students & teachers
- Varying learning styles, intelligences, ways of illustrating learning
Intelligence and Learning Styles

- Visual/Spatial (Picture Smart)
- Verbal/Linguistic (Word Smart)
- Musical/Rhythmic (Music Smart)
- Logical/Mathematical (Number Smart)
- Bodily/Kinesthetic (Body Smart)
- Interpersonal (People Smart)
- Intrapersonal (Self Smart)
  - Piaget, Bloom, Gardner, etc.
Why Differentiate Instruction?

When a teacher tries to teach something to the entire class at the same time, chances are, one-third of the kids already know it; one-third will get it and the remaining third won’t. So two-thirds of the children are wasting their time.

*Lillian Katz*
It doesn’t take a superstar teacher to do differentiated instruction, just a teacher who thinks the kids are superstars.
Knowing Your Students
Personalization is....

- Knowing your students
- Knowing where they are at in their learning
- Knowing where they need to go in their learning
- Knowing how to get them to where they need to go in their learning
Our job is to teach the kids we have, not the kids we used to have, not the kids we wish we had, not the kids who exist only in our dreams.
This We Believe!

• Success for all regardless of personal circumstances

• There are no limitations based on factors such as race, gender, different abilities, SES, etc

• Schools (We) assume responsibility for creating conditions to ensure success

• We have a moral imperative to educate all children successfully

• An equitable system empowers all children to achieve!
IEP DEVELOPMENT UPDATE

At the conclusion of the sixth week of IEP development, there were 41,788 IEPs in progress across the TDSB. Our web-based application provides the opportunity for us to generate reports to monitor the status of IEP development both at the school level and centrally. The pace of IEP completion is well ahead of last year’s. As of October 12, there were 4565 more IEPs completed than after the same number of days last year.

As a sampling of some of the other data that our reports can provide, of the 41,788 IEPs currently in progress:
- 26,797 are for male students and 14,991 are for female students. This is consistent with percentages reported at this time last year – 64% male and 36% female.
- Approximately 50% of students with IEPs are exceptional and 50% do not have an exceptionality.
- Approximately 60% of students are supported in the Resource program and 40% in HSP and ISP classes.
- Of those students who are exceptional, 42% are supported in the Resource program and 58% are supported in HSP or ISP classes.
- Of those students who are not exceptional, 80% are supported in the Resource program and 20% are supported in HSP or ISP classes.
- Of those students who are not exceptional, 15% are underachieving in literacy, 5% are underachieving in numeracy and 42% are underachieving in both literacy and numeracy.
- Grade level distribution shows that the greatest numbers of IEPs are for students in grade 12 (5273), grade 8 (4044), grade 6 (4008), grade 7 (3980) and grade 5 (3857). These same grade levels were in the top five last year as well, although with a slightly different distribution. The lowest numbers are for students in kindergarten (660) and grade 1 (730) which are consistent with last year.

The introduction of the IEP Summary this year has been well received. It is designed to provide rotary teachers with an overview of the information necessary to program plan, assess and evaluate effectively for students. It can also be given to students to assist them in advocating for their needs with their various teachers.

SPECIAL EDUCATION INCLUSION TOWN HALL MEETINGS

Two of our four Inclusion Town Hall meetings took place on October 2nd and October 11th. We are looking forward to hosting our next two upcoming meetings which will take place on November 1st at Stephen Leacock CI and on November 8th at R. H King Academy. Reminders have been sent to Principals and Vice Principals through the Weekly System Leaders’ Bulletin to inform their parents and school communities. Information about these meetings can also be found on the TDSB website. A further opportunity for parents to provide input is through email to SpecialEd@tdsb.on.ca (maximum TWO pages) by November 22, 2012 or by calling the TDSB Inclusion Hotline, at 416-393-9999 to leave a response (Two minutes maximum). The hotline will be open 24 hours a day until November 22, 2012.
K-12 STRATEGY CONSULTATION MEETINGS

The Toronto District School Board has launched the largest consultations of its kind in Board history. The consultations mark the beginning of a conversation about the changes that are needed to meet the future needs of students and will help form the TDSB’s new Kindergarten to Grade 12 strategy.

The dates and times for the city wide consultations are below. All meetings are from 7 – 9 pm. More information can be found at www.tdsb.on.ca/shapeOURfuture.

Tuesday, November 6
Sir John A Macdonald CI
2300 Pharmacy Ave, Scarborough, ON

Wednesday, November 7
Danforth Collegiate and Technical Institute
800 Greenwood Ave, Toronto, ON

Thursday, November 8
Bloor Collegiate Institute
1141 Bloor St W, Toronto, ON

Monday, November 13
Emery Collegiate Institute
3395 Weston Rd, North York, ON

Monday, November 19
Virtual Consultation Session -
through email and twitter

Wednesday, November 14
Islington Junior M.S.
44 Cordova, Toronto, ON

AWARDS

Congratulations to Stacie Carroll and Sabrina Morey, teachers from Beverly School who received the Prime Minister’s Certificate of Achievement. This award honours outstanding teachers who through the innovative use of information and communications technologies in the classroom help students develop the knowledge and skills to succeed in the digital economy.

Congratulations are also extended to Alisa Vandertoorn, a teacher from Terry Fox PS who was presented with the Community Living Annual Award for Inclusive Education. This award recognized Alisa for her commitment to inclusive education as demonstrated by her willingness to share her knowledge with colleagues and to modify and make accommodations to meet her students’ needs and attend to their learning styles.

SECTION PROGRAMS

Section 23 Programs
Central Coordinating Principal Joy Reiter gave an oral presentation about Section 23 Programs in the TDSB. Section 23 programs are available for Elementary and Secondary students. They provide a wide array of programs for students, melding treatment and education; with treatment provided by the agency and education provided by the teacher.

Programs are available for elementary and secondary students aged 4 to 21 and are located in 66 geographic locations. They are offered through partnerships with close to 35 different agencies. For example, we partner with Hospital for Sick Children medical wards, including psychiatric, substance abuse, oncology, eating disorders, seizure disorders, and a new partnership with Motherisk to provide service re fetal alcohol syndrome disorder. Another new partnership is with Redemption Reintegration Services
Programs serve students and their families with a wide variety of needs, including open detention and open custody, pregnancy and motherhood, substance abuse, social/emotional/behavioural needs, mental health including crisis interventions, as well as exceptional students with dual diagnoses, whose needs require alternative placement.

Reorganization of the Section 23 management structure for 2012-2013 included appointing a Central Coordinating Principal in place of a Supervising Principal, and replacing the Section 23 Elementary and Secondary Principals with Vice Principals. A Special Education Coordinator and Guidance Counselor/Student Success Teacher were added, as well as Assistant Curriculum Leads in the secondary school and Chairperson positions at the elementary level.
System Superintendent
SEAC Report

Submitted by Cindy Burley
October 15, 2012

Professional Development for Special Education Teachers

On September 20, MARTs, CLs and ACLs who are new to Special Education participated in professional learning sessions about special education policies, procedures and practices, as well as Shared Solutions. Many of these sessions took place in computer labs where staff were able to access and navigate the Special Education Website, Ministry websites and the IEP/IPRC SAP program. Part 2 will take place on November 29. The content of this session will be differentiated based upon the input from the teachers themselves in order to tailor it to their needs.

As well, on September 20, there were 3 system-wide sessions for teachers new to their role as a teacher of students with developmental disabilities. The three small groups focused on the use of the Brigance and the essential components of effective programming.

On September 28, Family of Schools Consultants facilitated professional learning sessions which focused on the differentiated needs of targeted schools. Topics included: Transitions to Kindergarten for Students with Special Education Needs, Effective Use of Assistive Technology and Supporting Students with Social/Emotional Challenges.

Home School Program Concerns

A concern was raised both by a SEAC member, as well as by Board Student Information System staff that some students were not attending their HSP class as of the first day of school. Upon investigation, it was determined that 23 schools did not have students marked as attending their HSP class on the first day of school. In some cases, the issue was related to how the attendance was recorded and the students were, in fact, attending their HSP class. In other schools, the students were being supported in their regular class, getting to know their new teacher and their new classmates, while the HSP teacher engaged in various assessment activities and collaborated with the various classroom teachers. The schools have been reminded to honour the IPRC decisions. The HSP model was developed to allow for a level of flexibility and students should certainly receive the appropriate supports in a timely manner.

Board Improvement Plan: Target Ten Strategy

This school year is the third year of implementation for the Special Education Component of the Board Improvement Plan. Once again schools will be asked to target approximately 10 students with special education needs to support in the development of literacy and numeracy skills and to report these strategies through our online Target Ten submissions. Elementary schools are also asked to identify the number of students who may be exempted from EQAO and to work to minimize the number of exemptions. This new online format will allow for the disaggregation of data to inform decisions around professional learning. Submissions require the use of the first name and last initial only.
Secondary IEPs
A memo will be sent out to the secondary schools to introduce them to the option within the IEP SAP system to print out a two page IEP Summary. An IEP Summary form was introduced to the web-based IEP application this past September. The form captures specific sections of the IEP and displays them as a two page summary. It is designed to provide subject teachers with an overview of the information necessary to program plan, assess and evaluate effectively for students. It can also be given to students to assist them in advocating for their needs with their various teachers. In addition, the IEP Summary form can be printed in June to share with parents the annual June review comments.

The application automatically captures the identified sections from completed IEPs. The summary is accessed as one of the print options in the web-based IEP.

The sections of the IEP that are incorporated into the summary are:
- Student Information
- Reason for Development of the IEP
- Subjects, Courses or Alternative Programs to which the IEP applies
- Profile of Strengths and Needs
- Accommodations
- Individualized Equipment
- TDSB Human Resources
- TDSB IEP Team Members
- June Review comments from the Log of Parent/Student Consultation (for use at the end of June)

It must be noted that the complete IEP, including modified and alternative programming is available for viewing and updating within the SAP web-based application. All teachers noted on the IEP are expected to be familiar with its full contents and to implement the strategies outlined.

Assistive Technology Pilot
This year, once again, we will be having an Assistive Technology Pilot in approximately 35 elementary schools, focusing on students with ISP or HSP classes. Students, teachers and support staff are taught to use Read and Write Gold to support the curriculum and for use during EQAO. The pilot will now expand to approximately 15 secondary schools to support the use of assistive technology during the Ontario Secondary School Literacy Test.
Focus on Occupational Therapy at the TDSB

October is Occupational Therapy Month in Canada, and the staff in our Occupational Therapy/Physiotherapy department are taking the opportunity to bring awareness to their activities at the TDSB.

**Occupational Therapy/Physiotherapy Purpose:**

To enhance school performance for students with physical/health and developmental challenges addressing function and productivity with a focus on the following areas: seating and mobility, gross and fine motor, visual/perceptual skills, sensory, activities for daily living, life skills, experiential learning, transition and community/home support.

**What you should know about OT/PT**

The 26 OT/PT staff responded to over 1400 referrals in the 2011/2012 school year.

All OT staff are members of the College of Occupational Therapists of Ontario.

They offer a range of support for at risk students with a special interest in pediatrics and school-based practice.

Occupational Therapists focus on optimizing movement and functional independence with care and consideration for the safety of students to maximize the potential growth of mind and body.

**What do OT/PT staff do at the TDSB**

OT/PT staff do individualized programming, and develop strategies for student performance, including assessments and recommendations for student therapeutic and adaptive/assistive devices and facilitate the funding for and acquisition of equipment.

They support school personnel through consultation, programming, training and demonstration related to back care/lifting techniques, transfers, mealtime management and positioning.

Occupational Therapists have developed many contacts with community agencies and resources that support students and families.

**Special initiatives include:**

Kindergarten Education, Early Intervention and Prevention Program (KEEP) is a program that supports teachers, parents and children who are attending Diagnostic Kindergarten.

Infinity Project, is a collaborative partnership with Holland Bloorview and our Speech-Language Pathology department that impacts on and enhances the learning for students with severe and/or multiple physical disabilities and aids in the creation of communication solutions to support these students and their families.

Contributed to the development of a number of documents e.g., Diabetes, Anaphylaxis.

**Participation on TDSB committees**

- Human Rights
- Health and Mental Wellbeing
- Low Incidence
Barrier Free and Accessibility

**Learn more about OT/PT**

**Meet, Greet & Learn**

Friday October 12, 10:30 to 12:30 pm, 2 Trethewey Dr., York Room (first floor)

**Additional Meet and greets:**

Friday October 5, 11:30-12:30 pm, 1 Civic Centre Court, 1st floor reception area

Thursday October 18, 11:30-12:30 pm, 5050 Yonge Street, Main floor reception area

Wednesday October 24th 11:30-12:30 pm, 140 Borough Drive, Rotunda

---

**Service Statistics**

**September 2012**

<table>
<thead>
<tr>
<th></th>
<th>Psych.</th>
<th>Social Work</th>
<th>Attend.</th>
<th>SLP</th>
<th>OT/PT</th>
<th>Child &amp; Youth Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals</td>
<td>2605</td>
<td>1097</td>
<td>287</td>
<td>2148</td>
<td>277</td>
<td>343</td>
</tr>
<tr>
<td>Completed</td>
<td>83</td>
<td>12</td>
<td>23</td>
<td>401</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Wait List</td>
<td>1595</td>
<td>204</td>
<td>24</td>
<td>658</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>In Progress</td>
<td>703</td>
<td>1085</td>
<td>264</td>
<td>1052</td>
<td>227</td>
<td>332</td>
</tr>
</tbody>
</table>

---

**Service Statistics Year to Date (September 2012)**

<table>
<thead>
<tr>
<th></th>
<th>Psych.</th>
<th>Social Work</th>
<th>Attend.</th>
<th>SLP</th>
<th>OT/PT</th>
<th>Child &amp; Youth Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals</td>
<td>2605</td>
<td>1097</td>
<td>287</td>
<td>2148</td>
<td>277</td>
<td>343</td>
</tr>
<tr>
<td>Completed</td>
<td>83</td>
<td>12</td>
<td>23</td>
<td>401</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Wait List</td>
<td>1595</td>
<td>204</td>
<td>24</td>
<td>658</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>In Progress</td>
<td>703</td>
<td>1085</td>
<td>264</td>
<td>1052</td>
<td>227</td>
<td>332</td>
</tr>
</tbody>
</table>
To the Chair of the Special Education Advisory Committee,

I would like to take this opportunity to introduce myself. My name is Erlene Shea and I am part of the Resource Services Team at Trillium Demonstration School in Milton, Ontario. As a teacher, I have worked closely with young people with learning disabilities and can truly say it has enriched my life. I have great respect for the courage and resilience of the students and their families, as they continually adjust to new realities and challenges.

In keeping with the objectives of Special Education in Ontario, where the development and delivery of special education programs and services is a shared responsibility, I would like to draw your attention to our work at Trillium Demonstration School, in serving students with learning disabilities. Our website www.psbe.net.ca/eng/schools/trillium provides an overview. We have added a virtual tour of our facilities that provides a visual of the interior and exterior of our facilities.

As mandated by the Ministry of Education, Ontario Provincial Demonstration Schools offer focused academic programs to address the needs of students with severe learning disabilities, as well as consultation to Ontario school boards. More specifically, the Trillium Demonstration School specializes in programming and remediation for students with co-morbid LD and ADHD, as well as the LD learner. Initial information due dates for potential candidates are November 15th and May 15th.

To implement current educational research and best practices in the field, we have established ongoing partnerships with the Learning Disabilities Research Program (LDRP) at the Hospital for Sick Children (HSC) in Toronto. Our research partnerships include:

1) PHAST/PACES language remediation program – A research based program to teach children to become more strategic and independent in their approach to reading unfamiliar words and text, to help them develop effective decoding skills and strategies, and to increase reading comprehension skills.

2) Teach ADHD – A project designed to provide teachers with resources and materials that have been developed specifically to bridge the substantial gap between current neuroscientific understanding of ADHD and classroom practice.

3) Working Memory Training for students with LD/ADHD – A research intervention program to provide students an opportunity to improve their working memory, concentration, on-task behaviour, and/or academic skills.
To promote awareness of learning disabilities and to enhance the success of our students in school, we offer workshops several times a month for Ontario teachers on a host of subject areas relevant to the needs of students with learning disabilities, grounded in current research and best practices in the field. We also include customized workshops on-site on request. (Topics may include: Language Remediation; Assistive Technology; Strategies for Success; Social Anxiety; Co-morbid Mental Health Issues, etc). For teachers who are unable to attend in person, there are a variety of on-line workshops available.

Our Visiting Teacher Program offers teachers a special opportunity to work alongside Trillium Demonstration School professionals within the classroom environment, blending theoretical and practical learning opportunities. This novel opportunity has been especially created for teachers seeking a multifaceted immersion experience at Trillium.

Your continued partnership to better serve our exceptional students is invaluable. We look forward to working collaboratively with you once again. We hope to share ideas, resources, and discuss common concerns in our collective endeavour to support the students as they journey to find their place in the world.

If you are interested in knowing more about the Trillium Demonstration School and its programs, I will be happy to answer any questions you may have. I look forward to hearing from you.

Yours Sincerely,

E. Shea

Erline Shea
Resource Services Teacher
Trillium Demonstration School
(905) 878-2361 ext 251
erline.shea@ontario.ca
Dear Minister,

It has recently come to the attention of the Near North District School Board Special Education Advisory Committee that your ministry intends to cut Special Services at Home Funding (SSAH) to individuals, who have an intellectual disability and their families, when they reach the age of 18. As of April 2013, individuals of the SSAH program, will lose their funding and will be directed to the waiting list for Passport Funding.

These individuals and/or their families will be required to reapply for services under the Passport program. Their needs will be reassessed and prioritized with no assurance of continued funding. Under the SSAH funding, needs are reassessed every 3 years and funding is continued. Currently 4,000 people and their families are waiting for Passport funding that isn’t available. Without a continuation of SSAH funding for individuals with special needs that reach age 18, many will not be able to participate in their communities.

The Near North District School Board works in partnership with many agencies to ensure a good transition for our special needs students from school to community. This is a time of increased anxiety for not only our students but also their families. Many of our special needs students need support to fully engage in their communities but without any funding, this will not be possible. A number of individuals who have already left secondary school have been reduced to remaining at home for years while they are on the Passport Waiting List for funding. Some parents have had to leave their employment to look after these individuals. By withdrawing SSAH funding at this crucial point in their lives, this places even more needless anxiety on individuals and their families.

A recent suggestion by MCSS that the individuals can use ODSP for personal disability supports needed to ensure one’s participation in his/her community is not reasonable. It is true that Ontario Disability Support Program starts at age 18 but this income support is intended to pay for housing, food and basic personal expenses. The level of ODSP is below the poverty line. The maximum an individual on ODSP can receive yearly is $12,768 but the poverty line as reported on May 2011 by Social Policy Ontario for an individual adult is $18,582. To expect an individual with a disability to pay for his/her housing, food and basic
personal expenses out of ODSP as well as paying for personal support workers in the community puts even more hardship and greater impoverishment on special needs individuals.

The Near North District School Board Special Education Advisory Committee asks that your Ministry ensure a continuation of SSAH funding beyond the age of 18 until such time as the Ministry's transformation initiative is fully implemented and an adequate level of Passport funding is provided for all people who have special needs.

"Every society is judged by how it treats the least fortunate amongst them."

Yours truly,

[Signature]

Sharon Walker
Chair – Near North District School Board Special Education Advisory Committee

c.c. SEAC Chairs Public and Separate School Boards/
Minister of Education
Minister of Child and Youth Services
Vic Fedeli, MPP
Norm Miller, MPP
John Vanthof, MPP
July 4, 2012

Hon. John Milloy, Minister
Ministry of Community and Social Services
6th Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Minister Milloy:

This letter is written in support of the May 22, 2012 letter to you from the Upper Grand District School Board SEAC. The Huron-Superior Catholic District School Board SEAC concurs with their concerns. Developmental Services Ontario (DSO) has been designated to confirm eligibility for services and supports in the community by reviewing documentation from a psychological assessment, using standardized criteria for cognitive ability, adaptive functioning and age of onset. The criteria for all three areas must be met in order to access adult services. We share the following concerns.

First, the members of SEAC have a major concern that the cost of testing could be prohibitive to some families making it difficult for them to provide the opportunity for their children to access the Developmental Services Ontario (DSO) services. Since school boards carry out assessments to determine appropriate programming for students in their system and not for accessing Adult Services, it was felt that the Ministry of Community and Social Services would be the more appropriate Ministry to contact regarding this concern.

Second, the members of SEAC question the appropriateness such a narrow definition and the consequence of limiting access to adult services. Schools provide individualized and/or specialized programming from K to 12 for students who demonstrate the need. Our fear is that there will be many people left without service or programming options after 18 years of age, excluded by the narrow parameters of access. These individuals will not be equipped to enter the Adult life/job market.

The Huron-Superior Catholic District School Board SEAC and the Huron-Superior Catholic District School Board support the appeal by the Upper Grand District School Board to consider these potential barriers for individuals and families as they transition into Adult Services.

Sincerely,

Cathy Mansfield
Huron-Superior Catholic District
School Board SCDSB SEAC Chair

Laurie Aceti, Chair
Huron-Superior Catholic District
School Board

c: Hon. Laurel Broten, Minister of Education
SEAC Chairs – Ontario District School Boards
Admin Council
M. Matejka, Special Education Coordinator
SEAC Association Report Form

This form is for recording information you wish to share with SEAC when making Association Reports. It will expand as you type. Please complete and forward it to Denise prior to the SEAC meeting or no later than the Wednesday following the SEAC meeting, for inclusion in the minutes: Denise.joseph-dowers@tdsb.on.ca

<table>
<thead>
<tr>
<th>Name of Association</th>
<th>Community Living Toronto</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEAC Member</td>
<td>Clovis Grant</td>
</tr>
<tr>
<td>Date of Meeting</td>
<td>September 10, 2012</td>
</tr>
</tbody>
</table>

**Upcoming Meetings or Conferences**

Annual General Meeting with special guest speaker John Tory: September 11, 2012 at 7PM

**New Programs or Services**

**Special Events**

**Other Information Shared**
SEAC Association Report Form

<table>
<thead>
<tr>
<th>Name of Association</th>
<th>Down Syndrome Association of Toronto (DSAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEAC Member</td>
<td>Richard Carter</td>
</tr>
<tr>
<td>Date of Meeting</td>
<td>October 15, 2012</td>
</tr>
</tbody>
</table>

This form will expand as you type. Please complete and forward it to Denise no later than the Wednesday following the meeting, for inclusion in the minutes: Denise.joseph-dowers@tdsb.on.ca

Upcoming Meetings or Conferences
Down Syndrome Association of Ontario (DSAO) - 2012 Conference: A World of Potential, is being held at the Great Wolf Lodge, Niagara Falls, ON, October 19 – 21, 2012.

New Programs or Services

Culinary Arts
The next Culinary Arts Class is Thursday Oct 18th, 2012. This cooking program is for youth and young adults being held at the Real Canadian Superstore just across the street from the DSAT office at 825 Don Mills Road. The remaining session dates are Oct 18th, Nov 15th, and Dec 13th. If you are interested please call the DSAT office at 416-966-0990 or send us an e-mail at info@dsat.ca.

Dance Rock
As you all know, Dance Rock is getting increasingly popular, with DJ Arif (www.djarif.com). Here are the details: DANCE!

WHO: All dancers with developmental delays and their friends are invited to this event.

WHERE: Basement of St Anselm's Church, 1 MacNaughton Road, Toronto, M4G 3H3 (enter through MacNaughton Road door). View map

WHEN: Friday nights 7:30-9:30 pm MONTHLY - Nov. 9, Dec. 14

HOW MUCH: Admission $5 (includes snack and drink)

Special Events

National Down Syndrome Awareness Week
National Down Syndrome Awareness Week (NDSAW) is November 1-7,
2012. NDSAW celebrates the lives of Canadians with Down syndrome, many of whom are going to university, working, getting married and making important contributions to the country. Read more . . .

Other Information

Special thanks to Trustee Hastings for attending the DSAT’s AGM on September 14, 2012 at St. Anselm’s Church, Toronto. His participation was greatly appreciated and he offered some excellent suggestions for the association to consider moving forward.