

Draft Special Education Advisory Committee

Minutes

November 12, 2012

A meeting of the Special Education Advisory Committee was convened at 7:05 p.m. on Monday, November 12, 2012, in the Fifth Floor Executive Meeting Room, 5050 Yonge Street, Toronto, Ontario, with Steven Lynette presiding.

The following committee members were present: Ginny Pearce, Dr. Robert Gates, Clovis Grant, Richard Carter, Steven Lynette, Tammy Simon, Yama Arianfar, Olga Ingrahm, Jean-Paul Ngana, Nancy Ann Turner Wright and Trustee John Hastings.

Regrets were received from Diana Avon, Heather Breckenridge, Gal Koren, Loris Bennett, Paul Cross, Christina Buczek, Phillip Sargent, Debra Hayden, Trustee Howard Kaplan and Trustee Sam Sotiropoulos.

The following alternate members were present: Raegan Delisle, Rebecca Rycroft, Najia Shafi, Nora Green, Aline Flora Chan.

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

1. Approval of the Agenda and Identification of New Business

The agenda was amended to include the following items:

- (i) Student Entry to Junior Kindergarten from Special Needs Preschool.
- (ii) Transition Planning – Developmental Services Ontario (DSO).

Richard Carter moved: **That the agenda be approved, as amended.**

The motion was carried.

2. Declarations of Possible Conflict of Interest

None declared.

3. Confirmation of the Minutes of October 15, 2012

The minutes were amended to reflect the following:

- (i) Attendance

Elaine Dodsworth-Lever was present at the meeting.

- (ii) Appointment of Members to the Parent Involvement Advisory Committee Special Education Working Group [Page 1, Item (5)a]

The words “as members of the Parent Involvement Advisory Committee Special Education Working Group” were changed to “explore ways of collaboration between SEAC and the Parent Involvement Advisory Committee Special Education Working Group.”

- (iii) Chief Academic Officer’s Report [Page 36]

Wednesday, November 21 should be changed to Wednesday, November 14

Jean-Paul Ngana moved: **That the minutes of the SEAC meeting held on October 15, 2012 be confirmed, as amended.**

The motion was carried.

4. Delegations and/or Presentations

(a) Concerns of a TDSB Parent

SEAC heard a delegation from Sue Gowans, a concerned parent regarding compliance with recommendations for a standardized, workload measurement database for Professional Support Services staff and current ways to measure the need for a professional support services assessment.

Following discussion, staff undertook to provide an update on the work being done by Professional Support Services to address the recommendations from Deloitte, at the December SEAC meeting.

5. Business Arising from the Minutes

(a) Request for Home School Program Start Update for the 2012-13 School Year and Follow-up on Research Report [Page 3, Item 12(c)]

Cindy Burley presented the findings and recommendations of the Home School Program Research Report. See System Superintendent's Report for details.

6. Membership of the Committee

On motion of Dr. Robert Gates, the Special Education Advisory Committee **RECOMMENDS that Michelle Brick be appointed as the alternate on the Special Education Advisory Committee representing the Learning Disabilities Association of Toronto District.**

7. Special Education Inclusion Town Hall Transcripts and Submissions

Sandy Spyropoulos reported that all the information collected from the town hall meetings will be posted once personal information has been redacted. See Chief Academic Officer's Report for details.

Richard Carter withdrew his motion since the information will be released.

8. Chief Academic Officer's Report

Sandy Spyropoulos presented a report (see page 4) to the Committee.

Sandy Spyropoulos asked the members of SEAC to consult with their associations so that a meeting with Maureen McKenna can be set for the new year.

9. System Superintendent's Report

Cindy Burley presented a report (see page 6) to the Committee.

10. Professional Support Services Report

David Johnston presented a report (see page 17) to the Committee.

11. Local SEAC Association Reports

(a) Down Syndrome Association of Toronto (DSAT)

Richard Carter presented a report (see page 19) to the Committee.

12. Correspondence received by the Chair

- Letter dated October 17, 2012 from Director Chris Spence re Shape Our Future city-wide forum meetings.
- Email dated October 24, 2012 from Debbie Alli, Administration Liaison for Parent & Community Engagement re: one date change for Shape Our Future meetings.
- Email dated October 24, 2012 from Mimi Hoffman, Executive Director for Learning Disabilities Association Toronto re nomination of a new SEAC Alternate.
- Email dated October 26, 2012 from Sandy Spyropoulos re: SEAC representation at November 13, 2012 consultation meeting re: draft revision of TDSB Safe Schools Policy (P.051).

13. New Business

(a) Student Entry to Junior Kindergarten from Special Needs Preschool

Nora Green sought clarification regarding students who had received support in special needs preschools, being placed on a modified day once enrolled in full-day Kindergarten.

Cindy Burley asked that parents with these specific concerns be referred to her.

(b) Transition Planning – Developmental Services Ontario (DSO)

To be considered at December meeting.

14. Adjournment

At 9:20 p.m. Richard Carter moved: **That the meeting be adjourned.**

The motion was carried.

Steven Lynette
Chair

Special Education Advisory Committee Chief Academic Officer's Report

November 12, 2012

Individual Education Plan (IEP) Update

As noted in earlier reports, all IEPs are now written using our web-based application. This past September, Section 23 staff became the latest and final group to join the implementation. One of the key features of this application is the ability it provides to monitor the completion of IEPs at both the school and system levels. With each year of implementation we have observed increasing percentages of IEP completion by the due date. The application requires teachers to update the status of IEPs as they work on them. What we have learned from previous years is that this requirement can get overlooked in the haste to get the IEPs printed and sent to parents. While this is much improved, we have noted by random sampling of IEPs, that many were complete even though the status did not reflect that.

This year teachers worked extremely hard to meet the October 16th due date. As of this date, our reports indicated that for students who began their programs on September 4 - the first day of the school year - 95% of their IEPs were complete. Up until now our reports couldn't tease out with complete accuracy those IEPs that are still within the 30 day requirement. The ability to do this now has allowed us to fine tune our data even further. Last year we reported a 75% completion rate without knowing if some IEPs were rightfully in other statuses because they still fell within the 30 day window. We are very proud of staff efforts to increase this completion rate so significantly.

Another tool that will provide us with a mechanism to alert teachers to check the status of their IEPs is the Error Management Dashboard. This allows schools to note on a daily basis those IEPs that are not in the correct status, allowing them to follow up as appropriate. The ability to view these reports has just been introduced to the Error Management Dashboard tool in the past couple of weeks.

Identification, Placement, and Review Committee (IPRC) Update

The Special Education Department has made a commitment to provide professional development on an annual basis to those who sit as members on our Family of Schools IPRCs. On Thursday November 1, the IPRC steering committee facilitated its 6th such gathering. Approximately 160 IPRC members attended a session that provided an opportunity for new members to engage in discussions about their role while in the company of experienced colleagues. The session focused on IPRC decision-making within the context of Learning For All, the regulatory responsibilities of IPRCs to first consider regular class placement before considering a special education class and the continuum of support available through the Community Based Resource Model (CBRM) in elementary schools. As is done every year, the changes to the relevant sections of the TDSB Special Education Report that pertain to IPRC decision-making were outlined and discussed. In addition, there was a significant amount of time dedicated to information sharing and discussion about the new Special Education Program Recommendation Committee (SEPRC) process. It is our belief that these professional development opportunities provide a significant opportunity for mentorship and so the majority of time was spent in work groups. This gave participants the opportunity to discuss their particular roles with colleagues

who share it and to simulate the IPRC/SEPRC experience while coming to a better understanding of the perspectives of the other members of the Committee. The session was extremely well received and the steering committee received valuable feedback to continue its efforts in providing effective support to all IPRC members.

IEP and IPRC Information Sessions for Parents/Guardians

Two sessions will be held on Tuesday, November 20, 2012 between 7:00 pm and 9:00 pm, one in the East at 140 Borough Drive in the Council Chambers on the main floor and one in the West at 1 Civic Centre Court in the Boardroom on the 2nd floor. This information has been posted on the TDSB internal and external websites and communicated to Superintendents and Principals to inform their parents.

Special Education Inclusion Town Hall Meetings

“To achieve excellence, we must be inclusive. To be inclusive we must be equitable. We have a vision that in two years, in 2014, students with varying abilities are working together, supporting each other and valuing everyone’s contribution in a more inclusive environment.”(Dr. Spence)

All the Town Hall meetings have been completed. We want to thank all our parents, students, staff and community members who attended and shared their comments, suggestions and ideas about what new and different inclusive practices would be in the classroom, in the school, and in our communities. The hotline continues to be available for people to provide their input at **416 393-9999**. Comments and responses can also be emailed to us at SpecialEd@tdsb.on.ca. The information collected from the meetings, the hotline and the emails will be posted on the website once personal information has been redacted. SEAC members will be provided with a further opportunity to contribute responses from their associations and parents at a future session.

Revised Caring and Safe Schools Policy – Consultation Session

As a result of recent legislative changes, the TDSB is creating a new Caring and Safe Schools Policy. A consultation meeting for all advisory committee representatives is scheduled to take place on Tuesday, November 13, 2012 from 5:30 to 7:30 PM at 5050 Yonge Street in the Boardroom (main floor). Aline Chan has volunteered to represent SEAC. All SEAC members are invited to contribute their input by emailing leslie.fox@tdsb.on.ca.

International Recognition

The amazing work being done at Beverley School continues to receive national and now international acclaim. The school was recently featured in *60 Minutes Australia* and the reaction it received was overwhelming. The producer cited an “outpouring of Aussie reaction” from many, many parents of children with Autism. On Monday, November 12, MP Olivia Chow presented the Prime Minister’s Certificate of Achievement Award to Stacie Carroll and Sabrina Morey at a lovely ceremony.

The full 60 Minutes Australia segment about Beverley aired October 21, 2012 in Australia. The link to the segment is:

<http://sixtyminutes.ninemsn.com.au/article.aspx?id=8550313>.

System Superintendent SEAC Report – November 12, 2012

Submitted by Cindy Burley

Professional Learning for Central Special Education Staff

On October 19, central Special Education staff participated in a professional learning session which focused on best practices in secondary schools, in order to build capacity and to address the gaps for further professional learning. Staff continued their work on the Board Improvement Plan, including an analysis of EQAO data, Target Ten Submission updates and preparation for the October 25 FOS professional learning session with MARTs/CLs/ACLs.

On November 8, central staff completed a brief analysis of submissions to date, of Planned and Potential EQAO Exemption information, as well as Target Ten – Elementary and Secondary submissions

Staff also had an opportunity to give input into the K-12 Consultation Strategy.

Professional Learning for Special Education Teachers

On October 25, Family of Schools Consultants facilitated professional learning sessions which focused on the differentiated needs of targeted schools. Topics included: Effective Use of Assistive Technology, Supporting Students with Social/Emotional Challenges and Supporting Kindergarten students with Special Education Needs. In many cases, FOS Consultants partnered with BRS and SEA Team staff to co-plan and co-facilitate these sessions.

Essential Components of Programming for Students with Autism, Behaviour Challenges and Giftedness

On October 17, TDSB PSS staff, teachers and administrators from our programs for students with autism participated in a Focus Group to provide input into our Draft Version of the Essential Components of Programming for Students with ASD. The audience included our integrated sites, both elementary and secondary. School teams, along with Central Special Education Staff, engaged in a discussion about the Essential Component areas of programming and gave suggestions for areas requiring further development.

Following a similar process, Focus Groups met on October 24 and November 5 to provide input into our Draft Documents, Essential Components of Programming for Students with Behaviour Challenges and Essential Components of Programming for Students identified with Giftedness, respectively.

This process will determine the standards of practice for our ISP programs that support these students.

Early Reading Intervention

On November 6, 19 new schools attended the Early Reading Intervention Program training. School teams consisting of an educational assistant, a grade 1 teacher and several administrators participated in the one-day workshop facilitated by the team of ERI trainers, consisting of central and school-based Special Education staff. The ERI program supports at-risk grade 1 students with daily support from a trained educational assistant.

Home School Program – Research Report Follow-Up

The Home School Research Report from 2008 indicated the following areas of commendation:

- Eight out of ten HSP teachers said that they always or usually feel confident that they are effective in their role as an HSP teacher.
- Nine out of ten HSP teachers think that all or most of the HSP students in their class had been appropriately placed.

- Approximately eight out of ten HSP teachers reported excellent to good levels of collaboration with the regular classroom teacher, and support from the School Support Team and the school administration.
- Teachers were more likely to mention specific teaching strategies or activities as positive features; while school principals were more likely to acknowledge the importance of the extra staffing resources and the individual support provided to meet student needs.

The report suggested areas for improvement in the following general categories: curriculum support and strategies, assessment and evaluation, assistive technology, dealing with diverse needs/various exceptionalities, collaboration of staff and team building. As well, there is mention of the need to address timetabling challenges, to review allocations, to determine equitable access to resources (including technology) and to determine entry and exit criteria.

To address these challenges, the following steps/initiatives have been undertaken:

Professional Learning

- Last school year, FOS Consultants, facilitated professional learning sessions, which focused on the differentiated needs of Primary, Junior and Intermediate HSP program teachers in targeted schools. Topics included differentiation of Math, Language, Assistive Technology, Anxiety and Balanced Literacy.
- A number of other PLCs took place over the year focusing on delivering curriculum to students with diverse needs. All of these sessions also provided opportunities for networking.
- Similar sessions are planned for this year, based on the needs of the FOS.

Assistive Technology

- Last year, teachers and students from 14 HSP programs (primary, junior and intermediate) benefited from being part of the Elementary Assistive Technology_Pilot where curriculum based training on the use of Read & Write Gold took place. Each school participated in 6 sessions of training sessions.
- This year, 20 additional HSP programs are taking part in this training.
- The SEA Team has provided Interactive Whiteboard (IWB) training to 131 HSP programs across the TDSB as well as Differentiated Assistive Technology training on Read & Write Gold, in the areas of Math, Language, Visual Strategies and Student Engagement.

Staff Allocation

- The allocation of CBRM teachers and educational assistants is now done formulaically across the district. Superintendents of Education are engaged in a conversation to make some adjustments based upon local knowledge and needs.

Access to Resources, Materials and Assistive Technology

- Supplementary funds are given annually for use in the HSP classrooms.
- Use of IWBs has increased through SEA claims process with training provided.

Criteria for Home School Program

- Criteria for entry and exit to the Home School Program were developed three years ago and are now used at School Support Team meetings and IPRCs to determine eligibility.

Board Improvement Plan

See attached power point

**SPECIAL EDUCATION
DEPARTMENT:
BOARD IMPROVEMENT
PLAN**

October 2012

Board Improvement Plan
Year 3 of our Three Year Plan

- ✓ Continue to decrease exemptions in grades 3 and 6 – mitigating anxiety
- ✓ Improve literacy and numeracy
- ✓ Target Ten (Focus Five)
- ✓ Secondary Focus – building capacity
- ✓ Assistive Technology Pilot – increase of 109% (gr.3) and 71% (gr.6) – expand to secondary)

Board Improvement Plan

Year 3 of our Three Year Plan

- ✓ Targeted intentionality/tiered approach
- ✓ Differentiated professional learning
- ✓ Build on last 2 years' findings, available data and local needs
- ✓ Transitions – building capacity with best practices
- ✓ Continue to develop standards – focus groups in Gifted, Behaviour and Autism

Board Improvement Plan

Exemption Rates - Grade 3 Students with Special Needs

By June 2012 there will be a decrease in the exemption rate among students with an IEP by 3%.

Grade 3 Exemption Rate	2009-2010	2010-2011	2011-2012	Decrease since 2009-2010
Reading	18%	13%	11%	-7%
Writing	16%	11%	9%	-7%
Math	15%	11%	9%	-6%

Board Improvement Plan Exemption Rates - Grade 6 Students with Special Needs

By June 2012 there will be a decrease in the exemption rate among students with an IEP by 3%.

Grade 6 Exemption Rate	2009-2010	2010-2011	2011-2012	Decrease since 2009-2010
Reading	14%	9%	7%	-7%
Writing	14%	8%	6%	-8%
Math	15%	10%	8%	-7%

EQAO - Grade 3 and 6 Overall Board Results

Grade 3	2009-2010	2010-2011	2011-2012	Change Since 2009-10
Reading	60%	64%	65%	5%
Writing	70%	74%	77%	7%
Math	71%	70%	70%	-1%

Grade 6	2009-2010	2010-2011	2011-2012	Chang Since 2009-10
Reading	69%	73%	74%	4%
Writing	71%	74%	75%	4%
Math	63%	61%	62%	-1%

Board Improvement Plan Reading - EQAO - Grade 3 Students with Special Needs

Goal – To improve by 3%

Grade 3 Reading	2009-2010	2010-2011	2011-2012
Level 4	2%	2%	2%
Level 3	20%	23%	25%
Level 2	29%	34%	36%
Level 1	21%	20%	19%
NE1	8%	6%	6%
No Data	2%	2%	1%
Exempt	18%	13%	11%
At or Above Level 3/4	22%	25%	27%

Board Improvement Plan Writing - EQAO - Grade 3 Students with Special Needs

Goal – To improve by 3%

Grade 3 Writing	2009-2010	2010-2011	2011-2012
Level 4	1%	1%	1%
Level 3	35%	42%	48%
Level 2	46%	43%	40%
Level 1	<1%	<1%	<1%
NE1	1%	<1%	1%
No Data	2%	2%	1%
Exempt	16%	11%	9%
At or Above Level 3/4	36%	44%	49%

**Board Improvement Plan
Math - EQAO - Grade 3
Students with Special Needs**

Goal – To improve by 3%

Grade 3 Math	2009-2010	2010-2011	2011-2012
Level 4	3%	3%	3%
Level 3	31%	29%	30%
Level 2	38%	42%	39%
Level 1	9%	12%	14%
NE1	2%	1%	3%
No Data	2%	2%	2%
Exempt	15%	11%	9%
At or Above Level 3/4	34%	32%	33%

**Board Improvement Plan
Reading - EQAO - Grade 6
Students with Special Needs**

Goal – To improve by 3%

Grade 6 Reading	2009-2010	2010-2011	2011-2012
Level 4	2%	1%	2%
Level 3	29%	33%	32%
Level 2	34%	39%	41%
Level 1	17%	15%	14%
NE1	3%	2%	2%
No Data	2%	1%	1%
Exempt	14%	9%	7%
At or Above Level 3/4	31%	34%	34%

**Board Improvement Plan
Writing - EQAO - Grade 6
Students with Special Needs**

Goal – To improve by 3%

Grade 6 Writing	2009-2010	2010-2011	2011-2012
Level 4	1%	1%	1%
Level 3	31%	36%	38%
Level 2	50%	51%	50%
Level 1	2%	1%	2%
NE1	1%	1%	1%
No Data	2%	2%	2%
Exempt	14%	8%	6%
At or Above Level 3/4	32%	37%	39%

**Board Improvement Plan
Math - EQAO - Grade 6
Students with Special Needs**

Goal – To improve by 3%

Grade 6 Math	2009-2010	2010-2011	2011-2012
Level 4	2%	2%	2%
Level 3	20%	17%	18%
Level 2	38%	34%	33%
Level 1	21%	32%	35%
NE1	2%	2%	2%
No Data	2%	2%	2%
Exempt	15%	10%	8%
At or Above Level 3/4	22%	19%	20%

**Board Improvement Plan
Applied Math - EQAO - Grade 9 -
Level 3 & 4
Students with Special Needs**

Goal – To improve by 10%

Year	Special Education	All	Change SPED	Change All
2008-09	17%	23%	3%	4%
2009-10	22%	26%	5%	3%
2010-11	24%	30%	2%	4%
2011-12	25%	34%	1%	4%
Change since 08-09			8%	11%

**Board Improvement Plan
Academic Math - EQAO - Grade 9 -
Level 3 & 4
Students with Special Needs**

Goal – To improve by 3%

Year	SPED	All	Change SPED	Change All
2008-09	57%	75%	4%	3%
2009-10	66%	81%	9%	6%
2010-11	64%	81%	-2%	<1%
2011-12	65%	83%	1%	2%
Change since 2008-09			8%	8%

**Board Improvement Plan
OSSLT - EQAO - First Time Eligible
Students with Special Needs**

Goal – To improve by 10% Result – 1% improvement

Students	2007-08	2008-09	2009-10	2010-11	2011-12
All students	80%	82%	81%	81%	81%
Students with an IEP (excluding gifted)	50%	53%	50%	50%	51%

**Board Improvement Plan
OSSLT - EQAO - Previously Eligible
All Students**

	2007-08	2008-09	2009-10	2010-11	2011-12
All students	44%	47%	43%	45%	44%



SEAC Report
Professional Support Services
November 12, 2012

Speech-Language Pathology

The TDSB is working with our colleagues at the Toronto Catholic District School Board on a Demonstration Site for an integrated services delivery model for Speech-Language Pathology services. In a partnership with Toronto Preschool Speech and Language Services and the Central East Community Care Access Centre, they are providing a seamless, transparent and comprehensive service that meets the needs of children in the Malvern area of Scarborough. The funding for this initiative has been extended for another school year.

The Speech-Language Pathology department is the first PSS staff group to establish a twitter account. This can be accessed through @TDSB_SLP.

The 10 Kindergarten Early Language Intervention (KELI) Programs are successfully underway providing support to 320 of our senior kindergarten students with significant oral language and early literacy needs.

Telepsychiatry Update

The second training with the Hospital for Sick Children TeleLink Program has been arranged. It is a three-part seminar entitled Fear in the Classroom. These three sessions will focus on: anxiety and how it manifests itself in the classroom; how to support and help the anxious child; and, practical case examples.

The training will be provided by Dr. Nicola Keyhan and Dr. Suneeta Monga who are Psychiatrists at the Hospital for Sick Children, and specialize in the identification and treatment of anxiety disorders in children.

These seminars will be presented via videoconferencing at specific Toronto District School Board sites. The signup for these sessions was met with strong interest and the available spots were taken quickly.

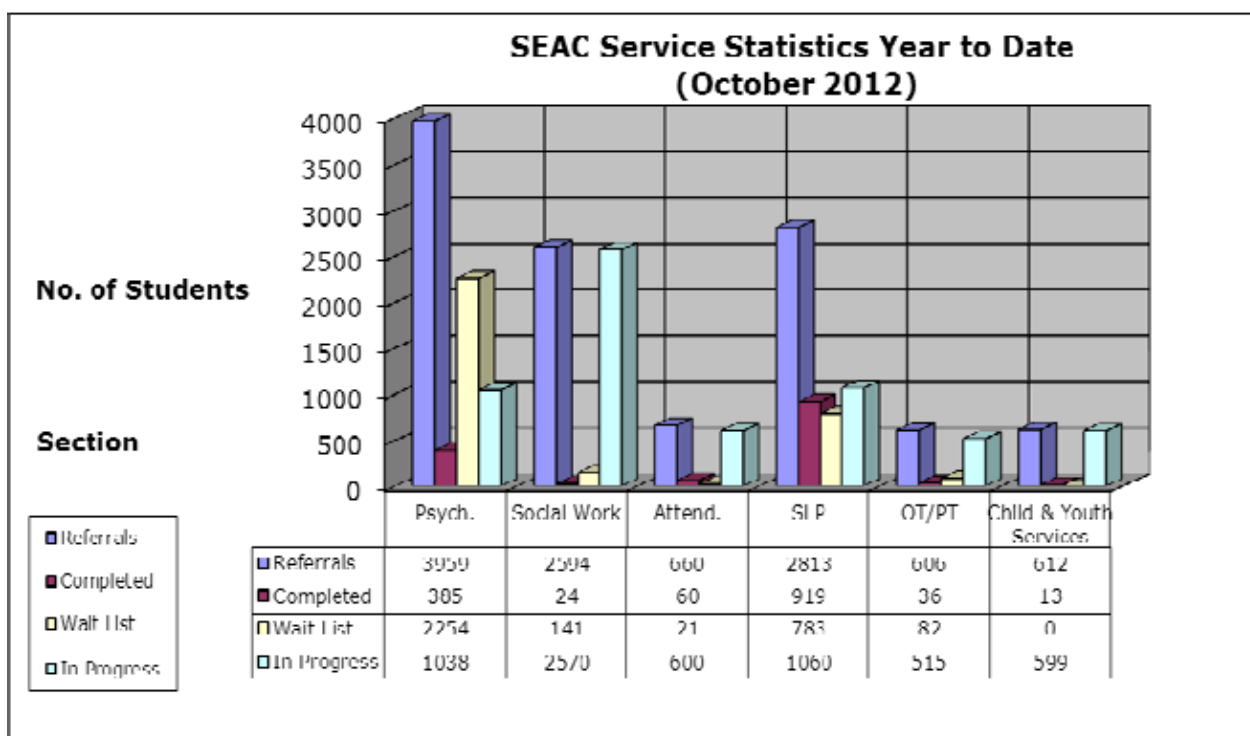
School Mental Health ASSIST

The TDSB is now part of the School Mental Health "Awareness Strategy Selection and Implementation Support Team" (ASSIST), which is an initiative funded through the Ministry of Education. This is part of the, Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy that was announced in June 2011.

The Co-ordinator of Mental Health and Wellbeing is joining with the Mental Health Leads from 29 other District School Boards to implement the key priorities of this project. This provincially-coordinated program is designed to create conditions for promoting positive student mental health and well-being and for supporting students who struggle with mental health and addictions problems. In the first year, the expectation is that there will be: a board scan and resource mapping to identify system strengths, gaps, and needs; and, a Mental Health Strategy for the TDSB developed. This work will be assisted by a Mental Health Implementation Team.

Service Statistics October 2012

	Psych.	Social Work	Attend.	SLP	OT/PT	Child & Youth Services
Referrals	3959	2594	660	2813	606	612
Completed	385	24	60	919	36	13
Wait List	2254	141	21	783	82	0
In Progress	1038	2570	600	1060	515	599



SEAC Association Report

Name of Association	Down Syndrome Association of Toronto (DSAT)
SEAC Member	Richard Carter
Date of Meeting	November 12, 2012.

Upcoming Meetings or Conferences

Holiday Party

Join DSAT for their Annual Holiday Party. Would you like to join us? **Please RSVP by clicking [here](#).**

When: Saturday, December 8, 2012 from 1:30 p.m. to 4:30 p.m.

Where: Don Bosco □ 2 St. Andrews Boulevard, Etobicoke, Ontario M93 1V8 □ [View Map](#)

Who: This is an inclusive event, open to all ages. All family and friends are welcome.

We are excited this year to open this event up to all ages. There will be organized games, crafts, face painting, pictures with Santa, entertainment by Dan the Music Man and social time to connect and create stronger friendships.

Please Note: If your child will be visiting with Santa we ask that you bring a small wrapped gift valued at no more than \$20. Make sure you include your child's name, from Santa.

New Programs or Services

Culinary Arts

The next Culinary Arts Class is Thursday November 15, 2012.

Who: This cooking program is for youth and young adults.

Where: Real Canadian Superstore just across the street from the DSAT office at 825 Don Mills Road.

The final session date is: December 13, 2012.

If you are interested please call the DSAT office at 416-966-0990 or send an e-mail to info@dsat.ca.

Special Events

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 December 14, 2012 from 7:30-9:30 p.m.

Cost: Admission \$5 (includes snack and drink)