



Toronto District School Board
COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: Special Education Advisory Committee (SEAC)

Date: Monday, February 9, 2015

Time: 7:00 p.m.

Present: Adebukola Adenowo-Akpan, Diana Avon , Paula Boutis, Trustee Alexander Brown, Richard Carter, Aline Chan, Paul Cross, Catherine Drillis, Deborah Fletcher, Trustee Tiffany Ford (Vice Chair), Jordan Glass, Clovis Grant, Nora Green, Olga Ingrahm, Trustee Howard Kaplan, Steven Lynette(Chair), Michelle McDonald, Jean-Paul Ngana, Ginny Pearce, Philip Sargent, Cynthia Sprigings, Ken Stein,

Regrets: Lisa Kness, Mark Kovats, Phillip Sargent

Staff: Uton Robinson, Jeff Hainbuch, Margo Ratsep

Guests: Craig Snider, Beth Butcher, Tracy Hayhurst

Recorder: Linda Mendonca & Margo Ratsep

ITEM	DISCUSSION	RECOMMENDATION/MOTION
1. Call to Order/Quorum	A meeting of the Special Education Advisory Committee was convened at 7:06pm on Monday, February 9, 2015 in the Board Room, 5050 Yonge Street, Toronto, Ontario with Executive Superintendent Uton Robinson presiding as Chair. Quorum was achieved at 7:06 pm.	
2. Approval of Agenda	Motion: Aline Chan moved that the agenda be approved as amended. All in favour. Under New Business , the following items were added: 1.) School and Daycare Timing 2.) Discussion Item for Next Meeting 3.) Ministry Re-definition of Gifted Program	Motion carried.
3. Declaration of Possible Conflicts of Interest	None received.	
4. Confirmation of Minutes	Motion: Clovis Grant moved that the minutes from January12, 2015 be approved. All in favour.	Motion carried.

<p>5. Election of 2015 Chair and Vice Chair</p>	<p>SEAC Chair/Vice Chair Elections</p> <p>Executive Superintendent Uton Robinson reviewed the guidelines for SEAC Chair/Vice Chair Elections (as adopted in 1999) He invited nominations for the position of Chair and Vice-Chair. Several members were nominated but declined the nomination.</p> <p>Trustee Ford volunteered to fill the Vice Chair position.</p> <p>Epilepsy Toronto Representative Steven Lynette volunteered to fill the position of Chair.</p> <p>No other nominations being received, Steven Lynette was appointed as the 2015 Chair, and Trustee Tiffany Ford was appointed as the 2015 Vice-Chair. Steven Lynette (Chair) and Trustee Tiffany Ford (Vice Chair) presided over the remainder of the meeting.</p>	
<p>6. Presentations/Delegations/ Consultations</p>	<p>1. Special Education Budget</p> <p>Craig Snider, Comptroller – Budget, Revenue & Financial Reporting presented information about the current parameters around the Special Education Budget and answered questions about the figures provided in his presentation. Craig confirmed that Ministry funding of Special Education is being reduced annually and continues to fall short, placing the special education budget in a deficit situation. Superintendent Robinson confirmed that efficiencies have already been achieved through an anticipated reduction in Intensive Support Programs (ISP). Some classes have been consolidated where program placement has declined as part of the natural progression of students through grades, resulting in the need for fewer ISPs. These kinds of amalgamations create savings under ISP teaching and support staff lines. These savings are NOT related to the Inclusion Strategy, since IPRC Reviews are currently being undertaken and the resulting numbers of required placements are not yet available. The constraints being imposed by the annual decrease in funding requires TDSB to look for efficiencies while trying to meet growing student needs. Going forward, trustees will keep in mind effectiveness vs. efficiencies. The consultation on capital funding happens in April/May.</p> <p>SEAC members gave the following input:</p> <ul style="list-style-type: none"> • There is a continued need for advocacy for a more appropriate funding model to meet needs. Last year’s actions included a letter to the Ministry of Education with concerns about cuts to funding. A response to last year’s letter is not on file with the SEAC Liaison, perhaps related to the early summer timing of the actions taken. • SEAC needs to receive budget information early enough for effective consultation. For example, to advocate effectively, SEAC needs to have data on specific impacts. If levels of service are being impacted, SEAC 	

	<p>needs to know what that looks like for the students who need it.</p> <ul style="list-style-type: none"> • SEAC members need more detailed information with specific numbers, to try to understand how different exceptionalities and/or levels of service are being impacted. • When all the information is gathered, SEAC would like to see comparisons with the data. The board needs to measure the impact on students in order to communicate clearly how they are suffering due to the cutbacks. • TDSB must separate effectiveness vs. efficiency, sameness vs. fairness when addressing special education issues • With regards to enrollment, where is the decline? There is a general feeling that families want to come to TDSB because of our models of delivery for special education. • Time did not permit examining the Capital side of the budget. Chair Steven Lynette asked staff to revisit this at a later meeting. <p>Executive Superintendent Robinson and Craig Snider asked for clarification from SEAC as to the specific data required in order to advocate for students (i.e. class sizes, etc.). Chair Steven Lynette asked members to submit details in writing.</p> <p>***ACTION: SEAC members to send written requests to Margo Ratsep indicating the specific kind of data they need from TDSB staff in order to advocate for SEAC students.</p> <p>***ACTION: Staff to provide specific, drilled-down special education information in order for SEAC to advocate on behalf of Special Education students.</p> <p>***ACTION: Margo Ratsep will undertake to provide a copy of SEAC's 2014 advocacy letter to SEAC members.</p> <p>2. Concussion Policy and Procedures</p> <p>Beth Butcher, Executive Superintendent of Teaching and Learning introduced Tracy Hayhurst, Central Coordinating Principal, who presented information about the draft TDSB Concussion Policy. She prefaced the presentation by referring SEAC to PPM 158 on the Ministry of Education website, which sets out expectations for the policy. She reviewed the history of TDSB educational work in this area, and gave details about the community consultation process for the new policy's development. The policy recognizes that every situation is individual. The focus for this policy is primarily for students who recover in 7 to 21 days. Once brain injury moves beyond that in severity, special education procedures would take over. The development of the procedures will follow the adoption of the policy and SEAC is invited to contribute input into the procedures. The draft policy is expected to go to board in April.</p>	
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	<p>SEAC members gave the following input:</p> <ul style="list-style-type: none"> • Cynthia Sprigings, representative for Brain Injury Society of Toronto, referred the presenters to a concussion resource center at Holland-Bloorview, the Neuro-Trauma Foundation as a practical resource. • Jean-Paul Ngana suggested that the Brain Injury Society is a valuable resource that should have been consulted in the development of the policy, not only at the procedure level. • Chair Steven Lynette added that as a Ministry of Education mandated advisory group, SEAC should be consulted to provide input into the development of policies and procedures that impact Special Education. <p>***ACTION: Invite the presenters back after the approval of the Concussion Policy to provide input into the development of the procedures.</p> <p>***ACTION: SEAC to develop a Working Group to assist with the development of the procedures.</p> <p>3. Acceptable Use Policy and Procedure</p> <p>Jeff Hainbuch, Coordinating Superintendent, Special Education Section Programs and Technology provided copies of the draft Acceptable Use Policy and invited input.</p> <p>SEAC members provided the following input:</p> <ul style="list-style-type: none"> • Suggested the addition of “ tablets” under resources, noting as well how current vs future technology impacts in an on-going way on language (i.e. Smart Phones always outdated) • How we define “data” and “personal information” should be consistent with MFIPPA <p>Questions were raised about the following:</p> <ul style="list-style-type: none"> • Treatment of USB & Flash Drives/Data in Cloud in the procedures • Where information is housed (in Canada?) • What the implications would be for Special Education (i.e. Are there implications for increased use of Interactive White Boards?) • What happens if people hack into SAP, IEP, and cause damage? • How its contents are going to be delivered – clearly communicated to students and their families. (i.e. Students don’t usually see policies and it is also very abstract.) <p>*** ACTION: Superintendent Jeff Hainbuch will ask Peter Singh to come and talk about procedures regarding the above.</p>	
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<p>7. SEAC Business & Open Discussion</p>	<p>1. Draft Motion on TDSB system process for SEAC consultation (Clovis Grant)</p> <p>Clovis Grant introduced a motion and explained that the intent of the motion is to ensure that SEAC is consulted with respect to any policies and procedures that impact on special education, and that this be embedded into the Board's formal consultation process.</p> <p>***MOTION re Development of a TDSB Procedure for SEAC Consultation</p> <p>On motion of Clovis Grant:</p> <p><i>Whereas Ontario Regulation 464/97 mandates for SEAC to make recommendations to the school board respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils and,</i></p> <p><i>Whereas the board develops policies and procedures on a regular basis that have a direct impact on students with special education needs,</i></p> <p><i>Be it resolved that the Toronto District School Board develop a procedure to ensure that , for policies and procedures that may have a direct impact on students with special education needs, SEAC be given the opportunity to review and give meaningful input prior to the policy /procedure being rolled out and furthermore,</i></p> <p><i>Be it resolved that the above procedure be incorporated into the Board's formal processes.</i></p> <p><i>All in favour</i></p> <p>2. PIAC/SEAC Parent Conference Update (Clovis Grant, Margo Ratsep)</p> <p>The flyer for the PIAC/SEAC Parent Conference went live this week through Direct Line, Trustees' Weekly, and System Leaders' Weekly. Margo Ratsep will send it to SEAC members. She requested that if there are any agencies that are unable to participate in the Marketplace, they let her know. Margo will send confirmation e-mails to those agencies that have confirmed their attendance. Clovis asked for volunteers to assist with facilitating workshops.</p> <p>*** Action: Members to send e-mail to Margo if available to volunteer as workshop facilitators.</p> <p>*** Action: Margo to e-mail confirmation information to members who have indicated participation in marketplace.</p> <p>*** Action: Margo to send out conference flyer to SEAC members.</p>	<p>Motion carried.</p>
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	<p>***Motion: Trustee Kaplan moved to extend the meeting Trustee Kaplan by 15 minutes. All in favour.</p>	Motion carried.
<p>8. Business Arising from the Minutes</p>	<p>Communication Tracker</p> <p>Nora Green asked if the revised Communication Tracker was brief enough for everyone. Diana Avon said that a column for the Gifted Program is needed and Nora agreed to add it to the tracker.</p> <p>*** ACTION: Nora will send the revised tracker out to members for use between now and June 2015, at which time data will be collected.</p>	
<p>9. Trustee Reports and Follow-Up on Previous Action Items</p>	<p>Trustee Reports</p> <p>Trustee Ford drew member attention to the public Board meeting to be held February 10th, anticipating a possible rally/protest here regarding the Minister's 13 directives. Many public consultations have been held by Trustee Michael Ford, Trustee Kaplan, and Trustee Glover. The public is opposed to school closures.</p> <p>Trustee Brown reported on a meeting held last Thursday in Ward 9 that focused on the Ministry directives and school closures. 35 people attended about the school closure issue. Participants were encouraged to contact their MPP with concerns.</p> <p>Richard Carter noted that he understood from a news report that some of the school closures would have an impact on students with special education needs and asked whether staff is being proactive to ensure that special needs students are not impacted. Trustee Ford responded that Trustee Smith did raise concerns about one of the schools with Special Education programs, and that it is a priority.</p>	
<p>10. Reports/Updates from Active SEAC Subcommittees</p>	<p>There was no activity to report.</p>	
<p>11. Special Education Department Updates</p>	<p>1. Department Update – Executive Superintendent Uton Robinson</p> <p>Executive Superintendent Robinson gave an update (see page 9)</p> <p>*** Action: Executive Superintendent Uton Robinson will keep SEAC informed regarding any TDSB proposed Enhanced Education and Treatment (EET) Program.</p> <p>2. Assistive Technology Conference</p> <p>Central Coordinating Superintendent Jeff Hainbuch invited a small number of interested SEAC representatives to an assistive technology conference to be held March 25th. Attendance is limited.</p> <p>***Action: Members are asked to send Margo an e-mail if interested in attending.</p>	

<p>12. Correspondence Received by the Chair</p>	<p>SEAC received the following correspondence:</p> <ol style="list-style-type: none"> 1. Copy of letter dated October 8, 2014 to Minister of Education Liz Sandals and Ontario College of Teachers Council Chair, Liz Papadopoulos from Upper Grand DSB SEAC Chair, Dr. Marty Fairbairn re requiring AQ Special Education Part 1 as mandatory training for Ontario Teacher Certification. 2. Copy of letter dated November 21, 2014 to Minister of Education Liz Sandals from Upper Grand DSB SEAC Chair, Dr. Marty Fairbairn re seeking clarification about expectations for the Special Education Report and Special Education Plan. 3. Letter dated February 2, 2015 from Nancy Hood, VIEWS President seeking SEAC membership and nominating David Lepofsky as their representative. 	
<p>13. New Business</p>	<p>1. In response to Item 11.3 under Correspondence Received by the Chair *** Motion re: Membership Application from Views for the Visually Impaired <i>On motion of Paula Boutis,</i> <i>Whereas there are three SEAC vacancies for local association memberships on the Toronto District School Board Special Education Advisory Committee (SEAC), and,</i> <i>Whereas VIEWS for the Visually Impaired is a past SEAC member association which has submitted a new nomination, and</i> <i>Whereas there are no other local associations on SEAC representing students with visual impairment,</i> SEAC recommends that the Toronto District School Board appoint VIEWS for the Visually Impaired to the Board's Special Education Advisory Committee for the term ending November 30,2018</p> <p>All in favour.</p> <p>2. School & Day Care Timing Clovis Grant reported that at the end of the school day for some special programs schedules do not coincide with transportation and/or daycare arrangements. For example, the child leaves the special program for bussing at 2:30 but the receiving daycare doesn't open until 3:30. In another example (a Section Program) there is no school on Wednesdays. Parents are concerned about these gaps with little recourse to solve the problems created. Clovis asked whether the Board was aware of this, and whether there are any thoughts about making this easier for parents. Executive Superintendent Robinson responded to say that it is indeed a concern which</p>	<p>Motion carried.</p>

	<p>a couple of months ago, Comptroller Karen Meeson had addressed in her presentation to SEAC about transportation. These situations need to be looked into on a case by case basis. Going forward, Karen is committed to better alignment of bussing with programs and is looking into improving this for September 2015/2016.</p> <p>***Action: Impacted parties are invited to share specific concerns with Executive Superintendent Robinson</p> <p>3. MOE Re-Definition of Gifted Program (Diana A.)</p> <p>Diana Avon reported that the Ministry of Education is re-defining the word “Gifted” and asked if the TDSB is aware of this. Executive Superintendent Robinson responded to say that he is not aware of the Ministry’s move but will look into it.</p> <p>***Action: Executive Superintendent Robinson to follow up regarding the MOE re-definition of the Gifted program, and report back to SEAC.</p>	
<p>14. Agenda Setting for Future Meetings</p>	<p>Agenda Items for Future Meetings</p> <p>March</p> <ol style="list-style-type: none"> 1. Brief Self Introductions by all SEAC Members 2. Down Syndrome presentation 3. Special Education Budget Shortfall – SEAC advocacy strategy <p>May</p> <ol style="list-style-type: none"> 1. Brain Injury Society of Toronto (deferred to May) <p>***Action: Margo to add the above agenda items to the appropriate agendas for March & May as confirmed.</p>	
<p>15. Adjournment</p>	<p>***Motion: Trustee Kaplan moved to adjourn the meeting at 9:30 p.m. All approved.</p>	<p>Motion carried.</p>

Next Meeting Date: March 2, 2015

Special Education Department Update – Executive Superintendent Uton Robinson

Retirements

Associate Director Lou Vavougiis is retiring effective the end of February. He has been an anchor for the TDSB and has made significant contributions towards education. We wish him well in his future endeavours.

Associate Director Gen Ling Chang is retiring effective March 11. Her expertise and passion for student achievement will be missed. We wish her all the best as she begins another exciting chapter in life.

Inclusion Strategy Update

The vision of the Toronto District School Board's Special Education Plan is based on the belief that all students in a community, including those students with special learning needs, should receive their education to the fullest extent possible in the local community. This aligns with Ontario Regulation 181/98 S17 (1) which guides IPRC decision-making around regular class placement for students with special needs.

As part of TDSB's Inclusion Strategy, parent(s) with student(s) within Grades 1-3 with Mild Intellectual Disability (MID), Learning Disability (LD) and Behavioural (BEH) exceptionalities went through their Annual Review by an Identification Placement and Review Committee (IPRC). We have completed over 400 IPRC Reviews and it was determined that 35 of these Primary students will continue their education in their neighbourhood school next year.

IEP Development Update

As of February 11, 2015, there were **49,587** IEPs in progress across the TDSB.

Of these **49,587** IEPs that have been developed:

31,474 (63%) are for male students and **18,113** (37%) are for female students.

Approximately **44%** (**21,643**) of students with IEPs are exceptional and **56%** (**27,939**) do not have an exceptionality.

Approximately **65%** of students are supported in the Resource program and **35%** in HSP and ISP classes.

Of those students who are exceptional, **43%** are supported in the Resource program and **57%** are supported in HSP or ISP classes.

Of those students who are not exceptional, **80%** are supported in the Resource program and **17%** are supported in HSP or ISP classes.

Grade level distribution shows that the greatest numbers of IEPs are for students in **grade 12 (6,129)** followed by **grade 8 (4,555)**, **grade 6 (4,554)**, **grade 5 (4,453)** and **grade 7 (4,396)**.

The lowest numbers are for students in **Junior and Senior Kindergarten (1,279)** and **grade 1 (1,266)**.



Section Programs – Enhanced Education and Treatment (EET)

The Ministry of Education is inviting school boards to submit applications for the new Enhanced Education and Treatment (EET) Programs for children and youth in care and treatment facilities. This will provide opportunities for the development of programs that increase the capacity of the system to meet the needs of students in care and treatment programs that could benefit from a program integrating health support services within an education program. Beginning in 2015 -16 the Ministry will make \$2.5 million available for these new EET Programs. School board applications will be eligible for up to \$500,000 per program.

These programs are intended to address service pressures that have emerged in relation to identified system and local needs, particularly Francophone students, students who are First Nations, Metis and Inuit (FNMI), students with Fetal Alcohol Spectrum Disorder (FASD) and students in rural, remote and underserved communities. We intend to submit an application in support of our FASD program in partnership with Etobicoke Children Centre.