**SEAC Meeting**

**Date: 3 June, 2019  Location: Committee Room A, 5050 Yonge St.**

**Time: 7:00**

**Committee Chair:   Richard Carter**

**Committee Vice-Chair:  Steven Lynette**

**Approved Minutes**

A meeting of the Special Education Advisory Committee convened on June 3, 2019 from 7:05 pm to 9:00 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON).

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**Attendance:**

Association for Bright Children (ABC) Melissa Rosen

Autism Society of Ontario – Toronto Lisa Kness

Community Living Toronto Cynthia McIntyre

Down Syndrome Association of Toronto Richard Carter

Easter Seals Ontario Deborah Fletcher

Epilepsy Toronto Steven Lynette

Integrated Action for Inclusion (IAI) Tania Principe

Learning Disabilities Association Toronto Patrick Smith

VIEWS for the Visually Impaired David Lepofsky

VOICE for Hearing Impaired Children Paul Cross

LC1 Nora Green Aline Chan

LC2 Jean-Paul Ngana

LC3 Olga Ingrahm (phone) Kirsten Doyle

LC4 Diane Montgomery Paula Boutis

TDSB Trustees

**Also present were:**

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement

Brendan Browne, Executive Superintendent, Leadership, Learning and School Improvement

Vicky Branco, System Superintendent, Leadership, Learning and School Improvement

Lori Moore, Centrally Assigned Principal, Special Education

Susan Moulton, Centrally Assigned Principal, Special Education

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Alexandra Lulka, Jordan Glass, Tracey O’Regan (Community Living)

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|   | Item | Comments | Recommendations |
| 1. | Call to Order (quorum) - Acknowledgement and Welcome and Introductions, TDSB Staff, Guests and Observers; announce call-in attendees and audio recording of meeting. | Quorum was reached at 7:10 pm |  |
| 2. | Approval of Agenda (including time allocations) | Approved |  |
| 3. | Declarations of Possible Conflict of Interests and Mindful Moment | None |  |
| 4. | Approval of SEAC Meeting Minutes for May 6, 2019 | Approved as distributed |  |
| 5. | Presentation: Key skills students require before they leave school. | Rosanna To, Program Coordinator, presented information about the CICE (Community Integration through Cooperative Education) program at Humber College <https://healthsciences.humber.ca/programs/cice-ontario-college-certificate.html>This is a two-year certificate program at Humber College for adults with an intellectual disability. The goal is for students to become ACTIVE citizens in their communityJonathan Suzuki-Cook, Humber graduating student presented his experience at Humber College. He shared information that he presented at his Exit interview. |  |
| 6. | SEAC Terms of Reference (TOR) - proposed revisions | Motion: SEAC Terms of Reference were approved as amended at the meeting.(Appendix A) |  |
| 7 | Working Group Updates- Action Plans- Communications- Special Education Budget- Special Education Plan | Action Plans –* Professional Development – gap in getting key training
* Inclusion coaches – going in to schools meeting with teachers to build capacity and do co-teaching

Special Education Plan Working GroupGoogle doc with suggestions was shared with SEAC members and staff | Special Education Plan Working Group |
| 8. | Leadership and Learning Department Staff updates and requests for SEAC input | (Appendix B)**Budget*** In the last SEAC report on May 6th a deficit of $54.4million was shared. Since that meeting, as a result of further details provided by the Ministry, the TDSB has realized further funding deficits resulting in a $67.8 million shortfall.
* staff proposed maintaining the current level of Special Education funding in TDSB which includes continuing to spend over $39 million above the specific Special Education funding on Special Education services.
* Within the budget that we control, there are not cuts to Special Education
* Changes occur based on enrolment

**Special Education Funding 2019/20 “B Memo”** – The Business Memo that outlines Special Education Funding was released on May 24th, and was shared with SEAC.Special Education funding in Ontario is made up of six allocations:* Special Education Per Pupil Amount (enrollment based)
* Differentiated Spec Ed Needs Amount (statistical prediction model, measures of variability, base amount, and multi-disciplinary supports amount)
* Special Equipment Amount (SEA)
* Special Incidence Amount (SIP)
* Care, Treatment, Custody and Corrections Amount (Section 23)
* Behaviour Expense Amount

Data was shared with SEAC showing the number of students by exceptionality, placements in the regular class, HSP, and ISP placements, and total numbers of identified and non-identified students who receive special education support in TDSB. |  |
| 9. | Trustees’ Report(s)  | Update – The Motion from April 1, 2019 SEAC meeting regarding Professional Development was taken to the Committee of the Whole in May and was passed by the board. | Motion to be posted on the Special Education Section of the TDSB website. |
|   10. | SEAC Member Reports* Announcements/Upcoming Events
 | Association/Community Representatives |  |
|   11. | Other business* CAC
* Parents As Partners Conference - Recap/Summary
* SEAC Binder Updates
* Correspondence Binder
* Proposed SEAC meeting dates (dates have been requested - must be approved by Board)
	+ September  9, October 7, November 4, December 2, 2019, January   13, February 3, March 2, April 6, May 4, and June 1, 2020.
	+ subsequent PSSC and Board meeting dates to also be provided for next year
 | A report about the Parents as Partners Conference was shared by Paula Boutis prior to the meeting and there were no additional suggestions/input. |   |
|   12. | AdjournmentNext Meeting:  September 9, 2019 @ 7 pm **(TENTATIVE DATE TO BE APPROVED BY BOARD)** | Reminder that these dates are proposed and not yet approved. As soon as approval is received, members will be informed. | MEETING ADJOURNED |

Appendix A (Terms of Reference – REVISED)

**Special Education Advisory Committee (SEAC)**

1. **Mandate**

A Special Education Advisory Committee (SEAC) is a statutory advisory committee, legislated by the Ministry of Education and appointed by the Board of Education. Each school board and school authority in Ontario must establish a SEAC and [Regulation 464/97](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm) made under the Education Act sets out its mandate and requirements. The first SEAC of the Toronto District School Board (TDSB) was formed in 1998.

SEAC’s mandate is to assist the board in understanding the special needs of exceptional children and youth, and to advise the board in matters that apply to the delivery of special education services and programs.

In accordance with the legislation, a SEAC:

* May make recommendations to the board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students in a board
* Is provided with the opportunity to participate in the annual review of the board's [Special Education Plan](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900306_e.htm)
* Participates in the board's annual budget process as it relates to special education
* Reviews the financial statements of the board as they relate to special education
1. **Membership and Composition**

A SEAC is comprised of trustees of the board and additional representatives and their alternates. While SEAC members are volunteers, they must be appointed by the board. In accordance with the legislation, they must be qualified to vote for members of the board and must be a resident in its jurisdiction.

Membership on SEAC includes the following:

1. Three trustees who elect to sit on the SEAC during the annual board organization
2. Representatives and their alternates from up to 12 local associations. The local associations must be affiliated with associations or organizations that:
	* Are incorporated;
	* Operate throughout Ontario;
	* Further the interests and well-being of one or more groups of exceptional children or adults; and,
	* Do not represent professional educators.

During the membership renewal process, the association leadership applies to the board for representation on SEAC, nominating their intended representative and alternate.

1. Eight representatives and eight alternates from the TDSB community at large, who are neither representative of a local association nor trustees of another committee of the board. These “Community Representatives” self-nominate. When appointing SEAC Community Representatives and alternates, the board has the following goals in mind:
* To reflect diversity
* To give equal representation across geographic areas of the TDSB
* To engage parents/guardians with children currently receiving special education programs/services in the TDSB

If there are SEAC member vacancies, applications for Community Representative and alternate will be accepted in the fall of each year. Applications are available on the website and should be submitted to the Liaison by September 30th. All new self-nominations will be considered at the October SEAC meeting and based on the criteria above, new nominees may be selected for board approval as SEAC members. Applications may also be considered in February if there continues to be vacancies.

Employees of a school board are not eligible for membership on the SEAC of the board that employs them. However, they can be members of another school board SEAC as long as they are eligible to vote for members of that school board. A SEAC Representative can only sit on one SEAC at a time.

1. **Term of Membership**

SEAC members are appointed by the school board. They serve for the same term of office as board members and until a new board is organized. A new SEAC is formed every four years following the election of the board of trustees.

An appointed SEAC representative is deemed to have resigned if he or she:

(a) Is convicted of an indictable offence;

(b) Absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or

(c) Ceases to hold the qualifications to be appointed to the committee.

1. **By-Laws**

In fall of 2010, SEAC reviewed its original 1998 By-Laws and confirmed the adoption of the Toronto District School Board Bylaws (2010) Parts I, IV and V with the following specific and limited additions and exceptions:

Additions (subject to O. Reg. 464/97, s 9):

9(8) The committee shall meet at least 10 times in each school year.

9(9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.

9(10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member’s place.

Exceptions:

31.3 A member of the committee, except the chair, who is present and who fails to vote on a motion shall be deemed to have abstained.

35.3 A motion shall be seconded before consideration in committee

1. **Meetings**

SEAC must have ten meetings each year. SEAC meetings are in the evening, generally on the first Monday of each month from September to June. Meeting dates are planned annually in June and require board approval. Unless otherwise notified, meetings are held in the boardroom at 5050 Yonge Street.

**Order of Business**

A simplified version of Roberts Rules of Order is followed during meetings. Agendas and meeting materials are emailed to members in advance of the meeting. Minutes are recorded at all meetings with staff support. Meeting Agendas and Minutes are posted on the SEAC main page of the TDSB website at [www.tdsb.on.ca/seac](http://www.tdsb.on.ca/seac) .

**Quorum**

The quorum for SEAC business and for making recommendations to the board is 50% of the membership plus 1. Decisions that are internal to SEAC can be made by consensus unless a more formal vote is requested by a member. No decisions or recommendations to the board may be made unless a quorum is present. If a quorum is not present within 15 minutes of the scheduled start time, the meeting may be cancelled.

**Attendance**

Representatives are expected to attend all SEAC meetings as voting members. Alternates are encouraged to attend meetings and participate, but may only vote when covering for an absent Representative. Meetings are supported by the Associate Director, Leadership, Learning and School Improvement, the Executive Superintendent, Leadership, Learning and School Improvement, the TDSB SEAC Liaison and other Special Education and board staff as requested by the Executive Superintendent.

**Observers**

Respectful observation is welcome. Observers may address the meeting only through consent (by motion) of the committee.

**Delegations and Presentations**

Delegations may be heard from representative(s) of a group or organization, who form a deputation to present information about a concern that falls within the SEAC mandate, as outlined in Regulation 464/97. Presentations may be heard from staff or others withinformation on a topic that is of relevance to SEAC business. Delegations and presentations may NOT be used to focus on the specific details of an individual case or to address specific school or student operational matters.

Requests for delegations or presentations to the committee must be received by the Chair a minimum of 10 days in advance of a meeting. The Chair will review and determine acceptance, scheduling and time allotted to delegations/presentations. The Chair may seek input from SEAC prior to delegation/presentation approval. An advance copy (paper or electronic) of the presentation is requested for distribution to SEAC members for their reference.

**Subcommittees**

From time to time, subcommittees are formed to address targeted interests related to the SEAC mandate. The goal is to gain deeper understanding of an issue and bring recommendations to SEAC for consideration. The work of subcommittees is carried on outside regular meeting time.

Both members and alternates may volunteer to work on a SEAC subcommittee.

Only voting members may vote on the subcommittee recommendations that are taken forward to a SEAC meeting.

1. **Elections**

The SEAC election process was adopted in December 1999 and revised in April 2018 as a result of a SEAC motion.

At a first meeting (in December of an election year the committee members elect one member as Chair and one as Vice-Chair. Election is by majority vote for a one year term (with a maximum of 3 consecutive years being elected).

Candidates are permitted to nominate themselves and speeches may be given to a maximum of 5 minutes in the order of the nominations.

Voting is conducted by Secret Ballot and results are published in the minutes. In the event of a tie - a second vote is conducted, followed by the drawing of lots to break a repeated tie.

1. **Evaluation and Review**

SEAC undertakes an annual self-evaluation of its performance and the Chair provides a report, submitted to the board through the Program and School Services Committee and posted on the SEAC pages of the TDSB website.

1. **Reporting**

SEAC reports to the Program and School Services Committee of the board. A Summary Report for each meeting is submitted to the closest following PSSC meeting. An annual report is submitted by the Chair in June.

1. **Code of Conduct**

All members are required to adhere to the SEAC Code of Conduct (adopted by SEAC September 21, 2015) and all other policy and procedures of the board.

Appendix B (Staff Report)

Kathy Witherow, Associate Director and Brendan Browne, Executive Superintendent

Leadership, Learning, and School Improvement

SEAC Meeting of June 3rd, 2019

Budget Process to Date – In the last SEAC report on May 6th a deficit of $54.4million was shared. Since that meeting, as a result of further details provided by the Ministry, the TDSB has realized further funding deficits resulting in a $67.8 million shortfall.

Staff have presented a budget proposal to Trustees for their consideration. Conversations about the budget are on-going and the Board continues to receive delegations from the public at Finance and Budget Committee and Committee of the Whole meetings.

Special Meetings of FBEC where delegations are invited to present are scheduled for June 3, 6, and June 11. All of the meetings are videotaped and posted on our Budget Webpage. <https://www.tdsb.on.ca/About-Us/Business-Services/Budgets-and-Financial-Statements/2019-20-Budget>

Special Education Budget and Staffing –From a Special Education perspective, staff proposed maintaining the current level of Special Education funding in TDSB which includes continuing to spend over $39million above the specific Special Education funding on Special Education services. Despite this commitment to maintaining current funding, the elimination of the “Extension Agreement” funding as shared in the May report has resulted in a reduction of funds that were spent on special education services in the past.

While we are entering the 2019/20 school year with the same budget for Special Education as we did for the current year, minus the elimination of the Extension Agreement funding noted above, schools, programs, and staff may change from year to year based on a number of factors such as enrolment, student needs, etc. Individual schools may go up or down when it comes to staffing – teacher or support staff and any such situation would be connected to enrolment or needs.

To provide an example: a school that might have 3 DD ISP classes that had 22 students projected in total this year (1:10 cap per class – the extra 2 students generating another teacher with some flexibility that the extension funding agreement provided last year) now has a projection of 16 students next year. That school would be reduced by a 1 ISP class (1 teacher and 1 EAJ) based on enrollment. So individual schools might realize changes from year to year, this is not a result of the current budget situation and is instead connected to the same variables that are considered on an annual basis.

As a further example, our congregated sites had 92 teachers in total between the 12 sites 5 years ago. There are 92 this year and there will be 92 next year. However, over the course of those 5 years, as student enrolment progressed to having more students in secondary than elementary (same trend as the board in general and other boards across the province) more of those teachers are now teaching in secondary congregated sites because that’s where more students are. The result is some elementary congregated sites might see a decrease in staff, but that isn’t a decrease in our commitment to the schools or students, nor is it a result of any provincial or local funding decisions. It is a result of less students being in the elementary schools and more being in secondary. It is the same amount of staff, just utilized differently based on enrolment and needs.

Support Staff Process – Staffing is rolled out across the system with dates and deadlines enshrined in our collective agreements. Most staff is rolled out with teaching staff – usually in mid-March but the timing was slightly this unique year. It is at this time that program-based staffing is rolled out based on the standards outlined on page 149 of the TDSB Special Education Plan. So for each Special Education class, there may be (as an example): 1 teacher and 2 EAJs for a class for students with

Physical Disabilities, or 1 teacher and 1 EAJ in an MID class, etc. All staff associated with these programs have been allocated according to these standards.

The second part of support staff allocation is related to student needs. Special Needs Assistants are provided to schools primarily to support students health/safety/medical and deployment is based on individual student needs. Central Special Education staff work in every school in the board to help with determining the level of providing support required while considering long term goals such as independence if appropriate. This staffing is rolled out post-June 1st annually.

Further staffing based on student needs can happen on an on-going basis through access to the Special Incidence Portion (SIP) Special Education funding. SIP claims are submitted for students whose needs require support from more than one adult and is partially funded through a claims process via the Ministry.

Special Education Funding 2019/20 “B Memo” – The Business Memo that outlines Special Education Funding was released on May 24th, and is attached as a separate pdf with this staff report for SEAC’s information. Special Education funding in Ontario is made up of six allocations:

<http://www2.edu.gov.on.ca/eng/funding/1920/SpecialEducationGuide2019-20.pdf>

1. Special Education Per Pupil Amount (enrollment based)

2. Differentiated Spec Ed Needs Amount (statistical prediction model, measures of variability, base amount, and multi-disciplinary supports amount)

3. Special Equipment Amount (SEA)

4. Special Incidence Amount (SIP)

5. Care, Treatment, Custody and Corrections Amount (Section 23)

6. Behaviour Expense Amount

The attached pdf outlines each of these six funding sources, as well as actual dollar amounts on the last two pages for each board in the province. The following link: http://www2.edu.gov.on.ca/eng/funding/1920/SpecialEducationGuide2019-20.pdf provides a high level overview of this funding in Ontario. The only change from what SEAC has been presented before is the change of title from Education Program Other (EPO) grants, which the Ministry has changed to Provincial Priority Funding (PPF) grants.

Special Olympics in the TDSB – In the May report we shared information about the Track and Field event, as well as the Youth Games hosted here in Toronto. A story about Special Olympics in TDSB and the impact that our partnership and commitment to this opportunity for students is highlighted on this story posted to the TDSB website found here: https://www.tdsb.on.ca/News/Article-Details/ArtMID/474/ArticleID/1318/Another-Successful-Year-at-Special-Olympics-Ontario-

Student ONSIS Data – The data captured in the charts below reveal the number of students by exceptionality, placements in the regular class, HSP, and ISP placements, and total numbers of identified and non-identified students who receive special education support in TDSB. This is data from the last academic year. Also provided are the number of Educational Assistants, Special Needs Assistants, and Child and Youth Counsellors in the TDSB.





Transitions – This time of year involves significant transitions for families from the predictability of school to a different pace in the summer, as well as students who may be preparing to enter school, transitioning to a new school, secondary school, or post-secondary. School and central staff are working with families to support transitions in partnership with the community, agencies, programs where required. Transitions are individual in nature and can involve social stories, planned visits to new sites/classrooms/locations, intentional meetings with staff, summer stories leading up to the beginning of the year, planned site visits, etc. We recognize this time of year as being stressful and staff work to support students and families with successful transitions.

Extend-a-Family Award of Inclusion - Extend-A-Family annually acknowledges and celebrates a school that has demonstrated leadership and partnership with Extend-A-Family in the development of friendship, inclusion and community. The Award of Inclusion is typically presented at the end of year assembly to acknowledge the students in the friendship circle, the supporting teacher and the school community.

In the past three years the following schools have been presented with The Award of Inclusion in recognition of their inclusive practices and welcoming attitude:

2015 – 2016 Award of Inclusion: Leslieville Jr. Public School

2016 – 2017 Award of Inclusion: Muirhead Public School

2017 – 2018 Award of Inclusion: Berner Trail Junior Public School

This year’s winner is Annette St. Public School. Information about this award, and the letter from Annette PS is included with your package.

Summer Programs – A variety of summer programs are being offered for students with special needs throughout the TDSB which staff are currently hiring and programming for. Programs for students focus on student needs from the development of independence through functional literacy, numeracy, skills for daily living, communication, social skills and a creative curriculum that involves the integration of technology, physical fitness, art, music, and drama. Transportation is provided for these programs and staff are looking forward to welcoming and supporting students with special needs in these summer programs.

ASD After School Program Team is Offering a Summer Program - TDSB is proud to offer an extension to the ASD After School Program a transition summer program for students grades 4-10 with Autism Spectrum Disorder (ASD) called Doing What I Love: At Home, At School and In the Community! This is a Ministry funded summer program that offers an opportunity for students to develop, build and enhance their skills through leisure activities.

A key component of the program is to learn transition skills and leisure/recreation activities based on the child’s interest. Activities will reinforce Applied Behaviour Analysis (ABA) Instructional Methods throughout the sessions with students. The program offers sessions for parents/guardians that include instruction in leisure activities and strategies to practice at home and in the community.

Parents/guardians have the opportunity to participate as families will join the students in various leisure activities, developing social skills, and understanding how to engage in important transitions from year to year. School-aged siblings are also invited to attend. Childcare will be provided for non-school aged children.

The program will run from Monday, July 8th – Friday, July 12th, 2019 from 8:45 a.m. to 3:00 p.m. at one location in each LC. The locations are currently being finalized.

Summer School in Care, Treatment, Custody, and Corrections (CTCC) - Students are offered a wide variety of summer school credit granting programs at 14 different locations. CTCC summer school programs serve students with complex special education and mental health needs. Our summer school programs are in partnership with the following agencies: Skylark, Griffin, Springboard, Turning Point, Massey Centre, Humewood, Fernie House, Central Toronto Youth Services, CAMH, Humber River Hospital and Youthdale. Working in partnership with agencies, we are able to provide wraparound support to facilitate students’ well-being and credit attainment over the summer months with a focus on equitable access, on-going treatment, credit accumulation, and outcomes for students in Care and Treatment programs.