**SEAC Meeting**

**Date: 13 January, 2019  Location: Board Room, 5050 Yonge St. 7:02 pm**

**Committee Chair:   Nora Green**

**Vice Chair: Diane Montgomery**

**DRAFT MINUTES**

**Association for Bright Children (ABC)                         Melissa Rosen**

**Autism Society of Ontario – Toronto                          Lisa Kness**

**Community Living Toronto                                        Tracey O’Regan**

**Down Syndrome Association of Toronto                  Richard Carter**

**Easter Seals Ontario  (pending approval)                  Aliza Chagpar (phone)**

**Integrated Action for Inclusion (IAI)                           Tania Principe (phone)**

**VIEWS for the Visually Impaired                                David Lepofsky**

**VOICE for Hearing Impaired Children**

**LC1                                                                                         Nora Green**                 **Aline Chan**

**LC2**                                                                                         **Jordan Glass**         **Jean-Paul Ngana**

**LC3                                                                                         Kristen Doyle**         **Olga Ingrahm**

**LC4                                                                                         Diane Montgomery**

**TDSB Trustees**                                                       **Alexander Brown**

**Also present were:**

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

**Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion**

**Lucy Giannotta , Centrally Assigned Principal, Special Education (Acting)**

**Janine Small, Centrally Assigned Principal, Special Education**

**Jennifer Newby, Centrally Assigned Principal, Special Education LC4**

**David Cameron, Senior Manager, Research and Development**

**Craig Snider, Executive Officer, Finance**

**Lianne Dixon, TDSB SEAC Liaison (phone)**

**Regrets: Trustee Michelle Aarts, Steven Lynette, Patrick Smith, Paul Cross**

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|   | **Item** | **Facilitator/Presenter** | **Recommendation/****Motion** |
| 1. | Call to Order (quorum) - Acknowledgement and Welcome and Introductions, TDSB Staff, Guests and Observers; announce call-in attendees and audio recording of meeting, new members | Chair |  Quorum at 7:02New members are pending approval from the Board so they cannot vote on motions or in the chair/vice chair election.  |
| 2. | Approval of Agenda (including time allocation)  | Chair | Updates: Wi-fi password was provided as well as updated agendaRequest for Secondary School Review to be added to the agenda. |
| 3. | Declarations of Possible Conflict of InterestsApproval of SEAC Meeting Minutes for November 4, 2019 (No minutes from Dec. 3) | Chair | No conflicts of interestNo December Minutes for approval as the meeting did not take place because the group did not have quorum. |
| 4. | Election | Kathy Witherow | Richard was thanked for his excellent support of SEAC as Chair for the past two years.Alexander Brown suggested that an open vote might be appropriate given that SEAC is a public committee.  To make this change in process a discussion needs to take place at a future meeting.David Lepofsky nominated Nora Green.  Nora Green accepted the nomination.David self-nominated for Vice ChairAline nominated Diane Montgomery.  Diane accepted the nomination.David withdrew the self-nomination and Diane accepted the position |
|  | Leadership and Learning Department Staff updates, outstanding motion(s) status at PSSC/Board and requests for SEAC input(Appendix A) | Angela Nardi-AddesaKathy WitherowLucy Giannotta | Janine Small - Newly Appointed Centrally Assigned Principal of Special EducationService Animals - New Policy and Procedure have been drafted and will be going to the board for final approval at the end of the month. Feedback on the Service Animal procedure was requested in October. If SEAC wishes to follow up further, it would be through the Accessibility Office. ASD Pilot project - Service providers can work in dedicated spaces in schools to provide students with therapeutic services in schools to minimize transitionsEarly Years/Literacy - Capacity building professional learning will be provided to special education consultants and coordinators.  They will in turn disseminate the learning throughout the system. Due to the on-going labour unrest, the professional learning scheduled for Consultants and Coordinators focussing on closing the gaps in literacy have been cancelled. Once they resume, a description will be forwarded.Geneva Centre courses continue to be offered. (Appendix B)ETFO job action updates:  If an agreement is not reached by Monday withdrawal of service would include such things as:- no field trips, no assemblies, shortened hours (30 minutes before and 15 minutes after school) |
| 5. | Budget Update (Appendix C) | Associate Director, Craig Snider | Craig shared that today the ministry has shared that consultation is underway regarding education funding from the Ministry.  TDSB is interested in getting feedback from SEAC, FBEC and other groups on the consultation report around special education.  Budget Input Question:What funding enhancements are needed in Special Education to effectively and equitably support student achievements, well-being outcomes?Questions: How does the funding occurs for SEA equipment? Made up of allocation per pupil (software/equipment) and specific equipment needed per student.What is not included on the special ed. Budget?Transportation, facilities costs, payroll costs, etc. Will there be a reduction of central level professional learning? Reductions in operating budget does not mean reduction of PD. With labour sanctions, the amount of professional learning has been impacted. |
| 6. | EQAO Report(Appendix D) | David Cameron, Senior Manager of Research and Janine Small, Special Education Centrally Assigned Principal | Overall TDSB is in line with the rest of the province.* parents can get EQAO information from principals through parent council.
* EQAO is one data set and schools are encouraged to use various data sets in their school improvement planning.
* Academic numbers are a good news because a number of students who were previously in Applied are now in Academic and doing well.
 |
| 7. | Trustees’ Report(s /Introductions* PSCC update
 | Trustees Brown | No reports. |
| 8. | Working Groups* Action Plan
* Budget
* Communications
* Special Education Plan (monthly review)
 | Working Group Leads (tbd) and/or individual group members | No reports from Budget, Communication committees.  Special Education Plan group will share information going forward.  |
|  9. | SEAC Member Reports | Association / Community Representatives | No reports |
| 10. | Other business10.1 Parents As Partners Conference Workshops10.2 P023 - Parent and Community Involvement Policy Review 10.3 Correspondence | Chair | Optional Attendance working group attended by Nora and Melissa.  **REQUESTS FOR ADDITIONAL INFORMATION/FOLLOW-UP**Request for the Literacy PD course outlined be shared with SEAC.  Angela will share at a future meetingInquiry around how data has informed the planned Literacy PD.  Angela will address at a later date when the outline is shared.Request for the course outline of the learning that is being offered by Geneva Center.  This will be shared. Request for presentation by Ron Felsen regarding Secondary Program Review |
| 11. | AdjournmentNext Meeting: February 3,  2020 @ 7 pm  | Chair |  |

Appendix A – Staff Report

[file:///H:\RevisedSEAC%20Staff%20Report%20-%20Jan%202020.pdf](file:///H%3A%5CRevisedSEAC%20Staff%20Report%20-%20Jan%202020.pdf)

Appendix B

Geneva Centre Programs

**Ontario Educator Online Autism Training Program - January 2020**

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| **Charting a Path to Success in Your Classroom****Description:**This course provides learners with a core understanding of the Ontario Ministry of Education’s P.P.M. 140 and how to meet its requirements. You will learn the characteristics of ASD as well as evidence-based strategies to support effective teaching practices. Upon completion, you will be better prepared to facilitate engaging learning opportunities and successful school experiences for students with the ASD diagnosis. | **Introductory - 8 Modules** |
| **Supporting Children with ASD in an Inquiry and Play-Based Learning Environment****Description:**Learn about Inquiry-based learning in Kindergarten, specifically in terms of how to help students with Autism Spectrum disorder function in a play-based learning environment. Learn about the impact of play in kindergarten children with ASD; how to identify prerequisites for play; and how to use behavioural strategies to support a child with ASD acquire and expand play and language skills. | **Intermediate - 5 Modules** |
| **ABA for Educators Level I****Description:**Learn the theory, strategies, and ethical considerations required to use ABA principles in your classroom. You will learn the theory and history of ABA with an emphasis on how to apply evidence-based strategies to teaching situations and program development for students with ASD. You will complete the course with an understanding of the theory and principles of ABA that can be used in the classroom to increase skill acquisition and independence, and decrease challenging behaviours. | **Advanced - 12 Modules** |
| **ABA for Educators Level II: Practical Applications of Reinforcement and Prompting in the Classroom****Description:**This course is for education professionals who have completed the ABA Certificate Course for Educators and are ready to enhance their skills in the application of reinforcement and prompting. You will acquire the skills and knowledge to implement prompting and reinforcement strategies more effectively and with greater confidence in your classroom. You will learn how to identify potential reinforcers and effectively implement individualized and class-wide reinforcement systems. You will learn how to choose the most effective prompt(s) based on the student profile, type of classroom placement and the particular skill being taught. You will learn how to implement individualized prompting, as well as, classroom-wide prompting strategies including visual cueing systems and embedded prompts. You will have the opportunity to conduct preference assessments and reinforcement inventories. Throughout this course multiple video vignettes of the implementation of various types of prompting and reinforcement strategies will be provided to support the correct *application of these behaviour analytic strategies in the classroom.* | **Advanced - 6 Modules** |
| **Registered Behaviour TechnicianTM for Educators (2nd Edition)****Description:**This Registered Behaviour Technician Training Course meets the 2nd edition task list criteria set by the Behaviour Analysts Certification Board (BACB), for the 40-hour RBT training. This course presents the information in a way that is practical and relevant for educators and others who are supporting students in an educational setting.The objective of this course is to provide training on a set of competencies and skills based on the RBTTask List (2nd ed.)1. The RBT Task List provides an evidence-based set of internationally recognized standards of best practice for achieving behaviour in change in students with ASD and other diverse learning needs.2. You will learn the same terminology, theory and practices used by consulting behaviour analysts, allowing for improved communication and collaboration amongst team members.3. The skills you develop will allow you to also support students with other learning differences.4. If you wish to pursue the RBT credential, this course meets the first required component of the process. Once you have successfully completed this course, you will be eligible to continue the credentialing process. To learn more about the full RBT credentialing process, and the other BACB credentials, please visit http://bacb.com. | **Advanced - 20 Modules** |
| **Functional Behavioural Assessment Certificate****Description:**This course builds on previous courses on Applied Behaviour Analysis (ABA) theory and techniques, such as precisely defining behaviour and methods of data collection. You will take a detailed look at the functional behavioural assessment process and learn intervention techniques to target behaviours of concern. By the end of this course you will know how to determine the function of behaviour, understand how to appropriately respond to challenging behaviour and develop a strategy for teaching replacements skills as part of a function-based behaviour support plan. | **Technical - 6 Modules** |

**Note:**

Ministry-funded training is available for individuals working in a school board as an educator in one of the following or equivalent roles:

* Special Education Teacher (including Resource Teacher, Learning Support Teacher) ​
* Education Assistant (including: Teaching Assistant, Educational Assistant) ​
* Classroom Teacher​
* Early Childhood Educator​
* Child and Youth Worker​
* Special Education Consultant (including: Special Needs Facilitator, ASD Consultant, Special Education Coordinator) ​
* Speech Language Pathologist​
* Principal/Vice-Principal​
* ABA Consultant (including, Behaviour Expertise Professional) ​
* Psychologist​
* Occupational Therapist​
* Other educational positions held within the board

Appendix C

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[..\Downloads\Appendix A Draft Response to Ministry of Education funding consultation.....docx](file:///C%3A%5CUsers%5C001391%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CDownloads%5CAppendix%20A%20Draft%20Response%20to%20Ministry%20of%20Education%20funding%20consultation.....docx)

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Appendix D

[..\Downloads\SEAC Dec 2 2019 EQAO Results - Students with Special Education Needs (3).pdf](file:///C%3A%5CUsers%5C001391%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CDownloads%5CSEAC%20Dec%202%202019%20EQAO%20Results%20-%20Students%20with%20Special%20Education%20Needs%20%283%29.pdf)