



**Special Education Advisory Committee (SEAC)
Draft Minutes**

June 3, 2013
Boardroom, 5050 Yonge St.

- Members Present:** Richard Carter; Diana Avon, Dr. Robert Gates, Debra Hayden; Clovis Grant, Aline Chan , Nora Green, Gal Koren; Paul Cross; Nancy Ann Turner Wright; Ginny Pearce; Christina Buczek; Olga Ingrahm; Yama Arianfar; Michelle Brick; Trustee John Hastings, Trustee Howard Kaplan; Steven Lynette(Chair); Trustee Sam Sotiropoulos
- Staff Present:** Sandy Spyropoulos, Cindy Burley, Margo Ratsep; Dave Johnston
- Presenters:** Archna Gupta, Regional Internal Audit Senior; Craig Snider (Comptroller); Trustee Chris Glover
- Regrets:** Paul Ngana; Tammy Simon; Heather Breckenbridge; Philip Sargent
- Recorder:** Linda Mendonca

Item	Information/Discussion	Action/Recommendation
1. Call to Order	A meeting of the Special Education Advisory Committee was convened at 7:11 p.m. on Monday, June 3, 2013, in the Board Room, 5050 Yonge Street, Toronto, Ontario, with Steven Lynette presiding.	
2. Approval of Quorum	Quorum achieved.	
3. Approval of the Agenda	The Agenda was approved with the following amendment <ul style="list-style-type: none"> ▪ Add Budget Presentation by Trustee Glover - 15 minutes – 3rd Item Under Delegations/Presentations 	
4. Declarations of Possible Conflict of Interest	Paul asked if he would be in conflict of interest if his child receives services from any of the associations which have been recommended to fill SEAC membership vacancies. Steven asked if anyone felt there would be a conflict of interest. Members agreed by consensus that there would not be a conflict of interest.	
5. Approval of May 6th Minutes	***Motion: Clovis Grant, moved: to approve the minutes from the May 6 th meeting. All in favour.	▪ May 6th minutes approved.

Item	Information/Discussion	Action/Recommendation
<p>6. Presentations/Delegations</p> <p>a.) Special Education Audit b.) Budget Update c.) Trustee Glover – Budget Update</p>	<p>a.) Special Education Audit (<i>See Appendix #1, pages #4-6</i>)</p> <p>b.) Budget Update(Craig Snider) – 2013-2014 Operating Budget Ward Forum Presentation (See attached)</p> <p>***Motion: Steven Lynette moved to extend the meeting 20 minutes to 9:10pm. All approved.</p> <p>c.) Budget Update(Trustee Chris Glover) (see attached)</p> <p>***Motion: Ginny Pearce moved to extend the meeting 20 minutes to 9:40pm. All approved.</p>	 2013-2014 Operating Budget - Motion carried.  Budget Presentation June 21 Motion carried.
<p>7. Business Arising from the Minutes</p> <p>a) Motion to Board regarding SEAC vacancies: 2 Association Vacancies (Views; Tourette) 1 Alternate Community Rep Vacancy</p>	<p>***Motion: Paul Cross moved: that SEAC recommend to the Board of Trustees that the Toronto District School Board seek two new SEAC Association memberships to represent the populations of students impacted by blind/low vision and mental health challenges.</p> <p>Discussion centred around possible candidates and Ministry requirements for membership. Regulation 464/97 stipulates that a “local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. No specific populations are identified in the Regulation, but the Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) identifies useful practices about membership – that local association membership should be used to bring to the committee the perspectives of parents from a wide range of exceptionalities, and to include as many as possible of the Ministry defined exceptionalities.</p> <p>Sandy Spyropoulos drew SEAC’s attention to a recommendation from the Special Education Audit that the board investigate the advisability of including a First Nations representative on SEAC</p> <p>Gal Koren suggested that the motion be deferred until the Fall until we get clarification regarding the requirements for associations and Aboriginal representation on SEAC. The chair confirmed that the motion was already carried.</p>	<p>Motion carried.</p>

Item	Information/Discussion	Action/Recommendation
8. Trustees' Report (Trustees Kaplan/Hastings/Sotiropoulos)	<p>Trustee Hastings reported that he visited with Community Living Toronto. He asked members to let him know if they have any AGM's coming up to send him the details, and he will try to attend.</p> <p>In support of kids going into Grade 9 who may be experiencing bullying, there is a website set up that they can go to for help; www.bestbuddies.ca. Trustee Kaplan thanked everyone for their participation on SEAC and wished everyone a Happy Summer.</p>	
9. Chief Academic Officer's Report (Sandy Spyropoulos)	<p>The meeting went overtime and with SEAC assent, Sandy Spyropoulos volunteered to submit her report with the minutes (<i>See Appendix 2, page #7-8</i>)</p> <p>Sandy Spyropoulos thanked everyone for their on-going support and advocacy on SEAC issues, and wished everyone a happy and safe summer. Sandy also showed everyone a quick video of encouragement that Director Quan shared at a recent meeting.</p>	
10. System Superintendent's Report	<p>Cindy Burley submitted her report for inclusion in the minutes (<i>See Appendix 3, page #9-10</i>)</p>	
11. Professional Support Services Report	<p>David Johnston submitted his report for inclusion in the minutes (<i>See Appendix 4, pages 11 -12</i>)</p>	
12. Correspondence Received by the Chair	<p>E-mail dated May 8, 2013 from Brigette Rose, requesting response from the Chair to question from previous e-mail dated April 11, 2013.</p>	
13. Reports/Updates from SEAC/other TDSB Subcommittees	<ul style="list-style-type: none"> • Budget Sub-Committee • Bylaws Sub-Committee • Communications Sub-Committee • Facilitator Sub-Committee • Guidelines on Accessible Education & Equity Sub-Committee • PIAC/SEAC Combined Work Group on Special Education • Special Education Report Subcommittee 	
14. Local SEAC Association Reports	<p>There were no Association reports.</p>	
15. New Business	<p>No new business.</p>	
16. Adjournment	<p>***Motion: Steven moved: to adjourn the meeting at 9:40 p.m. All in favour.</p>	<p>The motion carried.</p>

APPENDIX #1: SPECIAL EDUCATION AUDIT

TORONTO AND AREA REGION INTERNAL AUDIT

Status of Special Education Audit

Toronto District School Board

June 3, 2013

To: Special Education Advisory Committee

Submitted by: Archana Gupta, Regional Internal Audit Senior

Executive Summary

Background

The Toronto and Area Region Internal Audit Team (“RIAT”) has reviewed the Special Education process at Toronto District School Board “TDSB” that was included on the 2011-2012 Annual Internal Audit Plan. The audit resulted from a risk assessment performed by RIAT in 2011 which indicated Special Education to be a “very high” (inherent) risk process. At the “very high” level of inherent risk, the management is required to implement a significant number of internal controls and mechanisms to manage the risks associated with the process to an acceptable level.

Scope and Objectives

The objectives of this audit are to provide an assessment of whether:

- Policies and procedures relating to Special Education are documented, adequate, and communicated to the relevant employees;
- Special Education programs identify and monitor exceptional students;
- Special Education resources and support services are aligned to student needs;
- Special Education programs and services are delivered to all students with special education needs;
- Information on Special Education programs and services delivery is accurately recorded and reported;
- Special Education Equipment is acquired and provided on a timely basis to meet student needs.

The Regional Internal Audit Team (RIAT) reviewed the following to support the assessment of the Special Education process for the period September 1, 2010 to August 31, 2012:

- Special Education Plan,
- Individual Education Plans (IEP),
- SAP CRM and SAP IPRC systems used for recording IEPs and Identification Placement and Review Committee decisions,
- Student data recorded in Trillium and reported to Ministry through ONSIS,
- Special Equipment Amount (SEA) and Special Incidence Portion (SIP) claims, and
- Special Equipment at schools

The audit procedures were conducted through a review of TDSB Special Education Plan, related policies, procedures and current practices as well as meetings with special education administration staff at the central office and schools including school principals, vice principals and special education teachers. The schools for our review were selected based on quadrant geographical distribution, use of the SAP CRM system, and balance between the elementary and secondary panel.

Our review of the special education data indicates that TDSB provides special education programs and services to approximately 42,000 students where approximately 54% students are formally identified through Identification, Placement and Review Committees, and 46% students are provided supports based on recommendations from In-School Teams or School Support Teams.

Out of Scope

The special education curriculum and delivery of lesson plan was not included in the scope of this audit.

Conclusion

RIAT's risk assessment in 2011 indicated the "Special Education" process to have a high inherent risk, and medium residual risk. The medium residual risk level indicates that management has placed a number of internal controls to manage and mitigate risks related to special education process. Examples of internal controls include but are not limited to, a special education plan and communication of the plan, policies and procedures, delegation of authorities, regular meetings; and monitoring and oversight of processes within administration and at schools.

The results of this audit support that management has been able to:

- 1) Develop a Special Education Plan which complies with Ministry of Education requirements;
- 2) Provide Special Education programs and services that are generally in compliance with the *Education Act*, related Regulations, Guidelines and Standards; and
- 3) Identify weaknesses within their processes and take steps to facilitate necessary changes.

The results of this review including opportunities noted for improvements are being discussed with the management at this time to develop appropriate management action plans in order to address audit findings.

Management and school staff has shown their commitment and support during the Special Education audit process, and in the creation of action plans to address findings in the draft report. The Regional Internal Audit Team reports to the audit committee of TDSB. Therefore, the final audit report complete with the management action plan will be presented to the audit committee, and thereafter to the next SEAC meeting in September 2013.

Special Education Advisory Committee
Chief Academic Officer's Report
June 3, 2013

Director's Update

A segment from a DVD called "Priorities" with inspirational messages was shared with SEAC by way of illustrating the importance of focusing our priorities and our collective efforts on our students' success and well-being.

MI Lead Program (Multiple Intelligences and Personal LEADership)

We are entering into our 7th year of involvement with the M.I.LEAD (Multiple Intelligences & Personal Leadership) program and the results continue to support our dedication to student success. The program has grown from 4 schools in 2006 when it began to just under 250 schools this year.

The program is designed to teach staff and students how to identify their dominant and less dominant learning strengths and then apply that knowledge to their everyday teaching/learning experiences. Whether it is through the design of a lesson or the completion of an assignment, teachers and students across the TDSB are tailoring the learning process and we are seeing wonderful results.

Here are a few statistics collected from staff using the M.I.LEAD program this year:

Student Development:

- 96% of staff indicated substantial improvements in class participation
- 86% of staff felt that there had been a noticeable improvement in the student initiative.
- 100% of staff using the program reported a marked improvement in the level of student engagement.

Staff Development:

- 100% of staff felt that their involvement in the program had positively influenced their classroom practices
- 74% of staff felt that their M.I.LEAD experience has impacted the D.I. knowledge and teaching practices of their peers

Test Results:

- 73% of staff reported increases in student test scores and class averages post introduction of M.I.LEAD

Attendance and Discipline:

- 80% of staff reported improvements in student attendance (pre vs. post M.I.LEAD)
Over half of the staff indicated that there had been a decrease in office referrals and suspensions (formal & informal, pre vs. post M.I.LEAD)

Empower and Fast ForWord

Updates from our Research Department with regards to the Empower Reading program indicate that implementation continues to be a challenge. Staff will be looking into these issues and working our Sick Kids partner to find ways of improving program implementation. Similar challenges apply to the Fast ForWord program and staff will continue to support and monitor those schools that are currently using the program.

SEA Claims/Technology Update

To date 400 individual computer claims and 220 interactive whiteboard claims have been processed and will be delivered before the end of the school year. In addition, 450 Low Incidence claims including claims submitted by OT/PT, Blind & Low Vision and Deaf & Hard of Hearing have been processed. Every student receiving an individual claim receives training. With regards to staff whiteboard training, every teacher receives a 2 hour introductory session followed by ongoing professional development. This includes 3 group sessions and 3 in

class job embedded sessions for every teacher. This specific coaching program runs all year long to ensure consolidation.

Professional Development this year included the following:

Whiteboard Learning Community sessions- included 2 hour training for each of the whiteboard claims from last year, in addition to being placed in Learning Community groups where each teacher received 3 group sessions and 3 coaching sessions (**total of 275 sessions for 330** whiteboard recipient teachers). Whiteboard training sessions were also provided to 8 schools that received 6 sessions each of “school-specific” training.

Inherited Whiteboard Group- These were sessions designed to help Special Education teachers that were new to a particular classroom and “inherited” a whiteboard this school year. This included approx. **30 sessions.**

Mentor Whiteboard groups- **50 sessions** were delivered to staff which included large group and job-embedded coaching.

“Key to Learn” Sessions – 300 sessions on Read and Write/Whiteboard Smart Ideas/ Dragon Naturally Speaking were available for staff and;

EQAO and Read and Write – training sessions for grade 3 and 6 students- **110 sessions**

Summer Training Sessions for Parents – Assistive Technology: Read & Write and Microsoft One Note
A flyer was shared with SEAC regarding these assistive technology summer training sessions for parents.

Staff Changes

The following staff changes are being shared with you at this time:

Retirements:

- Marilyn Lowe, Supervising Principal – Student Achievement, Parent Engagement and Business Practices
- Cheryl Strickland, Coordinator – Intellectual
- Angie Boragina, Coordinator – Behavioural

Promotion to Vice-Principal York Region:

- Janice Perera – Consultant

I want to thank everyone for their commitment, hard work and dedicated service over the years to our students and staff and wish them all the very best in their future endeavours.

HAVE A SAFE AND HAPPY SUMMER

System Superintendent of Special Education

SEAC Report

Submitted by Cindy Burley

June 3, 2013

PPM 140 Survey

Once again, school boards were asked to provide their schools with a provincial survey on the Implementation of PPM 140. The Ministry of Education provided the survey to the school boards, and as last year, we used the questions and responses as is without alteration. Results were sent back to the Ministry and they will be shared in the fall. The Executive Summary of the survey results will be posted on the website.

Professional Learning for Special Education Department Staff

On May 9, Special Education Department staff participated in an interactive session Q and A on website and Target Ten survey revisions.

Transition Planning for Students with Developmental Disabilities

a. **Tri-Ministry Meetings**

TDSB Low Incidence Staff have been involved in the development of a Tri-Ministry Transition Protocol for students with developmental disabilities who are receiving services through Developmental Services Ontario. This protocol will support students from age 14 years until they transition to adulthood beyond their school years.

b. **Low Incidence Team**

Our Low Incidence Team had a full day working session which focused on planning for transitions for our students with developmental disabilities. They looked at transitions ranging from school entry at the preschool ages, to changing panels and schools throughout the school career and finally to post-21 options. This initial work will be further developed to provide a framework, guiding questions and checklists, as well as exemplars that will promote effective transitions.

Professional Learning for Teachers New to an ISP – Behaviour, Developmental Disability

Teachers who are new to a DD(ISP) or Behaviour(ISP) have been invited to a half day professional learning session. They will be involved in interactive session that will focus on setting up the environment, planning for transitions, establishing routines, the essential elements of programming and more. Teachers will be invited back for Part 2 of the session in the fall.

Kindergarten ASD Sessions with Surrey Place

Twenty sessions, one per Family of School, will be held this month. Each of the 20 sessions will involve 30 regular kindergarten teachers. The focus will be on basic information about autism, using visuals in the classroom and planning for transitions. A tiered approach will be emphasized promoting the principles of universal design that while these strategies are essential for some students, they will benefit all students in the class.

APPENDIX #4: Professional Support Services Report

SEAC Report Professional Support Services June 3, 2013

Speech-Language Pathology Demonstration Project

The Malvern Speech and Language Integration project is one of the 7 demonstration sites provincially funded for a 2 year period. This funding will expire at the end of August 2013. The project has allowed us to double our speech-language pathology services to 5 participating schools in the Malvern area. We were able to improve transitions from Toronto Preschool Speech and Language Services at school entry and most importantly provide comprehensive, integrated speech and language services for students from JK – Grade 8. The two year wait list for CCAC services was eliminated and students received a range of timely intervention programs relevant to their educational needs. We participated in the extensive data collection requested by the program evaluators, Deloitte Inc. and we look forward to their final report. We hope that the positive results of our project will help lead the way to improved speech and language services for children and youth in Ontario.

Psychology Internship Update

A meeting was held at the Ontario Institute for Studies in Education (OISE) on May 22nd to review the Psychology Internship that was piloted this year, and to confirm the plans for following years. During the 2013/14 school year, we will be formalizing the partnership as we have been accepted by the “Canadian Council for Professional Programs in Psychology (CCPPP).” This is a major step forward as it recognizes the high quality of the training program that we have proposed and it means that our internship will be listed on the CCPPP web-site which most PhD students in Canada access. Although we were the first school board to participate, the TCDSB will be joining the consortium in 2014/15. The Dean of OISE was present at this meeting and strongly supported the need to increase the number of qualified School Psychology graduates.

Suicide Prevention Update

On April 25 and 26, Dr. Ian Manion (Executive Director of the Centre of Excellence in Child and Youth Mental Health) provided 2 days of training on Suicide Prevention, Intervention and Postvention awareness. Over the course of the 2 days he presented:

- 2 half-day training sessions for Secondary school administrators
- 1 day of training for key representatives from each Secondary school
- An evening session for parents

Dr. Stan Kutcher (Sun Life Financial Chair in Adolescent Mental Health at Dalhousie) presented to our Professional Support Services staff on June 3 and 4 in the area of clinical assessment and management of suicide risk.

The Professional Support Services staff will work with system partners to identify the key elements to be included in Train the Trainer modules for Suicide Intervention Training and Suicide Education and Awareness Training. These training packages will form the basis of a TDSB model for increasing staff education, awareness and skill in supporting students in this area.

A Suicide Prevention, Intervention and Postvention Work Group is also being established in the next school year and will be responsible for identifying the processes, protocols and guidelines for system wide consistency on this topic.

Service Statistics
May 2013

	Psych.	Social Work	Attend.	SLP	OT/PT	Child & Youth Services
Referrals	8374	7526	2137	5657	1319	1659
Completed	5197	390	230	3232	636	208
Wait List	1943	72	62	1024	12	0
In Progress	839	7122	1907	1242	1192	1451

**SEAC Service Statistics Year to Date
(May 2013)**

