**SEAC Meeting**

**Date: March 2, 2020  Location: Board Room, 5050 Yonge St.**

**Time: 7:00**

**Committee Chair:   Nora Green**

**Committee Vice-Chair:  Diane Montgomery**

APPROVED MINUTES

Association for Bright Children (ABC)                        Melissa Rosen

Autism Society of Ontario – Toronto                          Lisa Kness

Community Living Toronto                                       Tracy O’Regan (phone)

Epilepsy Toronto Steven Lynette

Down Syndrome Association of Toronto                   Richard Carter

Easter Seals Ontario  (pending approval)                   Aliza Chagpar

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

VIEWS for the Visually Impaired                               David Lepofsky (phone)

VOICE for Hearing Impaired Children                         Paul Cross

Learning Disability Association Regrets

CADDAC Juanita Beaudry

LC1                                                Aline Chan

LC2                                                Jordan Glass         Jean-Paul Ngana

LC3                                               Olga Ingrahm

LC4                                               Diane Montgomery

TDSB Trustees                             Alexander Brown Michelle Aarts (phone)

Also present were:

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

Wendy Terro, Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education

Craig Snider, Executive Officer, Finance

Ron Felsen – Centrally Assigned Principal, Secondary School Review

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka, Kirsten Doyle, Izabella Pruska-Oldenoff, Patrick Smith,

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|   | **Item** | **Facilitator/Presenter** | **Recommendation/****Motion** |
| 2. | Approval of Agenda (including time allocation)  | Chair | Approved |
| 3. | Declarations of Possible Conflict of InterestsApproval of SEAC Meeting Minutes for February | Chair | No conflicts of interest were declaredMinutes were amended and approved |
| 4. | Bell Times | Craig Snider | To manage provincial government funding cuts and address the Board’s structural deficit, the TDSB approved changing school start and end times (also referred to as “bell times”) at 130 schools to provide more efficient transportation services for students to get to school. This was approved in the June, 2019 budget process. TDSB is one of several School Boards that have adjusted bell times in order to address budget issues as well as driver shortage issues. Changes to bell times can be from 5 minutes to 30 minutes from current times. Bell times in the morning will be between 8:15 am and 9:15 am Bell times in the afternoon will be between 2:45 pm and 3:45 pm These changes can be very difficult for some parents/guardians and we will work with principals to reduce the impact, where possible. Scheduling information sessions for parents/guardians as well as two “Scribble Live” web sessions.TDSB to offer letters to employers to outline the changes to bell times and to request consideration Congregated sites – are not changing bell timeSEAC requested that communication with parents be shared with members on an ongoing basis. There will be extra drivers in the pool so there should be fewer instances of routes without drivers and lengthy delays.1900 special education students will be impacted 1040 of that 1900 students are in the gifted stream |
| 5. | Optional Attendance and Follow-up to Secondary Review | Ron Felsen | **Secondary Review**Ron Felsen answered questions and sought additional feedback as a follow-up to his presentation last month. SEAC members were asked to discuss advantages and disadvantages of combining schools (congregated and regular high schools) SEAC members were asked to share their ideas with the group both verbally and by email to the Liaison to share with the group and Ron.Key Point/Questions:Space and staffing levels would be kept the same if a congregated program was moved into a different setting.If two schools merge, would there be two administrators (one for the congregated and one for the regular school)?Reference was made to the Motion passed by SEAC that made recommendations around reducing the number of transitions.**Optional Attendance** The current Optional Attendance Application was distributed to SEAC members.Key Points/Questions:Optional attendance facilitates movement from one area to another.Reviewing the Optional Attendance Policy is part of the Secondary Review There is no place on the form to indicate that students have an IEP.Students should have more choice in selecting ISP placements (i.e. based on siblings, distance, preferences). Placing siblings in the same school is something that is being looked at.Students in special education have not been included in optional attendance because they were placed by an IPRC and assigned to a program – it is different than optional attendance.Maybe TDSB should move the regular students into a congregated site as opposed to the reverse.Number of credits is listed on the optional attendance form. This is a flag to alert to special education needs. soIf a student is accepted and then the school finds out that the student has special needs, the school does not have the right to refuse them – it is the same whether it is optional attendance or the student’s home school. |
| 6 | Leadership and Learning Department Staff updates | Angela Nardi-AddesaKathy WitherowJanine Small | Moving forward with premise that we are not changing the total system number of teachers and support staff. There may be changes if new programs need to close/open.Major revisions of the Special Education Plan are being undertaken. Suggestion was made to come up with material that parents can use rather than revising the special ed planQuestions were raised and answered:Agencies for CTCC?Programs are associated with different agencies such as CAMH, Sick Kids,What are the differences in the EA- J, K and I?Different levels of EA’s are outlined in the Special Education Plan – Level K (DD), Level J (SNA’s), Level 1 (less severe needs)As HSP classes close, are we adding additional support staff to the classrooms where those students are reintegrated? One of the reasons we are keeping status quo is to accommodate those students. As HSP classes close, is extra EA, SNA support being moved into regular classes to support those students?There is no EA support currently in HSP classes to reallocate. If students need additional supports, then have to go through IST process to get additional supports.What supports are teachers getting to work with students with diverse needs> Inclusion model – is working very well in some schools – team teaching. Other schools are still running a traditional HSP model – next year will support and target the schools that are still doing a non-integrated model and help them understand what inclusion is.Would be nice to see Special Ed staffing – numbers that are increasing and decreasing in the Special Education Plan |
| 7. | Trustees’ Report | Trustees Brown, Lulka, Aarts | Trustee Brown announced Parent Engagement Policy Consultation – gathering information to be considered in the review (Thursday March 5, 7 pm Board Room) Specialized Schools/Programs review starting soon – Trustee Brown will share links |
|  | Working Groups | Working Group Leads  | No reports |
| 8. | SEAC Member Reports | Association / Community Representatives(Down Syndrome Association) | Down Syndrome Day – March 21st – many Teaching plan - can we share it with teachers |
| 9. | Other business10.1 Correspondence (email TFN February 26, 2020) | Chair | Correspondence was be put in members’ folders and in correspondence binder that is present and available for all members at meetings |
| 10. | AdjournmentNext Meeting: April 6, 2020 @ 7 pm  | Chair | AdjournedUpcoming meeting – Independence RubricIEP Review |