**SEAC Meeting**

**Date: 9 September, 2019 Location: Board Room, 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 September 9, 2019 from 7:00 pm to 9:04 pm in the Board Room at 5050 Yonge Street with Chair Richard Carter presiding.

**Attendance:**

Down Syndrome Association of Toronto Richard Carter (Chair)

Association for Bright Children (ABC) Melissa Rosen

Autism Society of Ontario – Toronto Lisa Kness

Community Living Toronto Tracy O’Regan

Integrated Action for Inclusion (IAI) Tania Principe

Learning Disability Association (Toronto) Regrets

VIEWS for the Visually Impaired David Lepofsky

VOICE for Hearing Impaired Children Paul Cross

Epilepsy Toronto Steven Lynette

Easter Seals Ontario Ade Adenowo-Akpan

Community Representative LC1 Nora Green

Community Representative LC1 Aline Chan

Community Representative LC2 Jean-Paul Ngana

Community Representative LC2 Jordan Glass

Community Representative LC3 Olga Ingrahm

Community Representative LC3 Kirsten Doyle (phone)

Community Representative LC4

Community Representative LC4 Diane Montgomery

TDSB Trustees Michelle Aarts

**Also present were:**

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

Angela Nardi-Addesa, System Superintendent, Special Education

Helen Fisher, Centrally Assigned Principal, Special Education

Janine Small, Centrally Assigned Principal, Special Education LC1

Lianne Dixon, TDSB SEAC Liaison

**Regrets**: Trustee Brown, Trustee Lulka, Patrick Smith (Learning Disability Association)

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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. |  |  |
| 2. | Approval of Agenda (including time allocation) | Approved |  |
| 3. | Declarations of Possible Conflict of Interests and Mindful Moment | Potential Conflict of Interest for Paul Cross (Voice) – will abstain from discussion if it occurs (topic was not discussed) |  |
| 4. | Approval of SEAC Meeting Minutes for June 3, 2019 | Approved |  |
| 7. | Working Group Updates (start/stop, continue, other groups needed?)  - Action Plans + Status/Follow-up of Outstanding Motions (Proposed)  - Communications + Survey Results and role of advisory committees (mandate, letter writing, etc.) | Budget Working Group – Nora, Jordan, Melissa, JP, Olga, Richard  Action Plan Working Group - no volunteers  Communications – Richard, Aline  Special Education Plan – Nora, Aline, Melissa, Lisa, Diane, Richard, Kirsten  Survey Results - only 11 respondents, concerns about training and length of the meetings, results were generally positive  Trustees on SEAC should advocate for and present motions to PSSC  Agenda items – if a member wants to add an agenda item, please send it to Chair  Reminder – if an issue comes to you around a specific school or student, refer it to staff ahead of time. If it is a systemic issue, it can be added to the agenda | Budget information will be provided by Craig Snider at the October meeting  If you have a specific question around budget, please send it ahead of time to Liaison  Staff will share PSSC report and outcome from board meeting each month – will be one month behind.  Question for follow up – “why do SEAC motions have to go to PSSC before going to the board?” |
| 8. | Leadership and Learning Department Staff updates and requests for SEAC input | Introduced and welcomed Helen Fisher, Centrally Assigned Principal for Special Education, Angela Nardi-Addesa, System Superintendent, Special Education  Updated Staffing  8 Coordinators  50 Consultants (increased number of consultants so that each has fewer schools)  50 unassigned SNA`s to support student needs  Updated Special Education Plan   * HSP is just grade 5 to 8 * Diagnostic kdgn – increased ratio to 1:8 * Independence Rubric – is a tool that will be used to support data collection and monitoring of students to set them up for success around independence   SEA Claim changes   * Some of the requirements have changed – the professional report assessment is no longer required, and page 3’s on the IEP are no longer required * Parent notification will continue, * Students will receive 5 hours for child, parent can attend if wanted, and teacher (Learn Style) – it is part of funds received with the equipment | Follow up for subsequent meetings:  Update on SEA equipment  Update around potential plan for work action and special needs students  Request information about the Independence Rubric – what process is built in  Update on staff training – what is being done, how is being done  Provide copy of MYSP and an update  Update/overview of staffing process |
| 9. | Trustees’ Report(s) | Trustee Aarts   * Confusion around class sizes – restructuring at elementary takes place every year – nothing new * Secondary – class average numbers have increased – there is a hold-back of teachers but classes will be large * Reduction in funding PPA (per pupil amount) in secondary was cut by over 20 percent * Attrition funding did not cover all teachers – teachers who were on leave or returning from leave were not covered – 90 positions not covered by attrition funding * Some teachers were not hired back in the fall – instructed by the Ministry not to call them back as full time – only as long term occasional or part time * Students are expected to be in regular classrooms as much as possible |  |
| 10. | SEAC Member Reports   * Announcements/Upcoming Events | Association / Community Representatives | 5 minutes |
| 11. | Other business   * CAC * SEAC Binder Updates * Correspondence Binder * Resignations from SEAC (Stephanie Butler, Deborah Fletcher, Paula Boutis, Cecilia MacIntyre ) and acknowledgement of appreciation. * Motions for new Association Members * Consideration of new Association Membership Centre for ADHD Awareness Canada (CADDAC) |  | Binders will be updated for next month  Motions – Autism Ontario new Alternate member, Julie Diamond, passed unanimously  Send home information about CADDAC for next meeting |
| 12. | Adjournment  Next Meeting:  October 7, 2019 @ 7 pm | Chair | Ended 9:04 |

Appendix A

**SEAC Meeting of September 9, 2019**

**Leadership, Learning, and School Improvement**

Kathy Witherow, Associate Director

Angela Nardi-Addesa, System Superintendent of Special Education & Inclusion

Helen Fisher, Centrally Assigned Principal: Special Education and Inclusion; The Arts; Mathematics; STEM; Science; Robotics; Leadership Development

**Welcome**

We are excited to work with the SEAC and local community organizations and partners.

We welcome the following individuals to their new roles:

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

Helen Fisher-Centrally Assigned Principal

**GRADE 3 UNIVERSAL SCREENING**

This is the third year that all Grade 3 students across TDSB will participate in the CCAT-7 universal screening process. The test administration date will be the week of Monday, September 30, 2019, to Friday, October 4, 2019.

The purpose of this universal screening test is to:

• Provide information to classroom teachers about the strengths and learning needs of each student in order to better support teachers in programming for students locally in their home schools.

• Help teachers to know when to bring a student forward to In School Team (IST) or School Support Team (SST) for programming suggestions.

• Improve equity of access for all students to differentiated programming including the potential identification of students with a gifted exceptionality.

Please be reminded that consent will not be required. Only students whose parents advise the principal in writing that they do not want their child to participate will be excluded from the assessment.

For more information, please refer to the additional information available on the public website - <http://www.tdsb.on.ca/Leadership-Learning-And-Special-Education/Special-Education/Universal-Screening>

**Special Education Restructuring**

As shared in the Multi-Years Strategic Planning (MYSP), Leadership, Learning, and School Improvement encompasses Special Education, Teaching and Learning, and Leadership development throughout the system. This alignment is intended to support coherence building in order to diminish silos of responsibility, and promote increased collaboration and shared responsibility for all students.

As you know from this year’s TDSB budget reductions there was no change to Special Education funding. However, with Inclusion as a driving force within our MYSP several structural changes have occurred on order to bring resources closer to schools.

In the past Special Education structure included four special education coordinators who also supported specific exceptionality groups. We have moved away from the model of 4 to 2 coordinators and not exceptionality specific in the new position of Special Education Inclusion Coordinators. The one Inclusion Coach position that supported each LC, has now been combined in the new position of Special Education Inclusion Consultant, going from 7 to 10.  As a result consultants are able to support a smaller group of schools, thus being more accessible to students, staff, administration and parents; this also includes the Low Incident Consultant position. Because of this restructuring toward Inclusion, all consultants are able to provide support to all programs and students within the schools they support regardless of student exceptionalities.

The Special Education Centrally Assigned Principals continue to support the LCs as do other special education services such as the Autism Serves Team, Behaviour Regional Services Team, Deaf/Hand of Hearing Team, Blind/Low Vision Team and Special Education Amount (SEA).

**Special Education Plan**

The plan was submitted to the Ministry and is now posted on the board’s website. Please find a link to the plan here: <http://www.tdsb.on.ca/Leadership-Learning-And-Special-Education/Special-Education/Special-Education-Plan>. The plan is a large document which is meant to provide relevant and accurate information for the public about Special Education in TDSB.

Key changes that were made to the document include:

• Updated Special Education Placements to reflect changes to Home School Program (Grade 5-8 HSP) [Special Education and Inclusion Programs](https://drive.google.com/file/d/10H1u9qrqnJF58e3vchg_GJYmkBAjV8hE/view?usp=sharing)

• Diagnostic Kindergarten (DK) class ratio from 1:6 to 1:8

• Independence Rubric

• Updated staffing figures including support staff

• Updated SEAC membership, contact information, input and recommendations to the board

• Updated Staff Development to outline targeted professional learning for 2018 2019

• Included links to Parent Information Brochures

The consultation process for the 2019-2020 academic year will be part of our meetings moving forward this year. We look forward to your input, recommendations, and support.

**Proposed Changes to SEA Claims 2019-2010**

The proposed changes to TDSB SEA criteria for Individual Claims is a response to the elimination of the requirement for professional assessment for PPA claims in the [Special Education Funding Guidelines Special Equipment Amount (SEA) 2018-19](http://www.edu.gov.on.ca/eng/funding/1920/2019-20-sea-guidelines-en.pdf) and not requiring page 3 in the IEP. The purpose is to reduce unnecessary barriers in accessing resources for students with special needs.

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| **TDSB 2018-2019 Components of a SEA claim:** | **Description of item** | **TDSB SEA claim criteria will be in line with Ministry SEA claim criteria for 2019-20:** |
| **IST (In School Team)  Assistive Technology checklist** | A checklist to support teachers and administrators on next steps for using Assistive Technology.  This could lead to additional teaching strategies and ideas, or the recommendation to review the student profile at SST.  <https://drive.google.com/file/d/1tYJpCTu8NlKl2GFX-_DDhLyrbexHWHPp/view?usp=sharing> | * Will continue |
| **SST (School Support Team) Recommendation Form** | The SST reviews the profile of the student and asks questions about student strengths and needs and reviews all of the documentation and signs off.  SST makes the decision whether a student meets the criteria and whether to proceed with a claim. | * Will continue |
| **Professional reports/ assessments** | The professional assessment(s) must include a functional recommendation regarding the specific functions of assistive technology the student requires addressing their strengths and needs and stating the need for own equipment to access the curriculum. (e.g., Psychological, OT/PT) | * Remove this requirement from TDSB process to be in line with Ministry. |
| **Parent Notification** | Parent/Guardian Notification Form has been signed and parent/guardian understands that the application is being submitted for consideration. | * Include parent permission form for consent assistive technology training (5 hrs with LEARNStyle) |
| **Current year IEP** | □ IEP includes evidence that use of equipment connects to student’s program and Provincial Report Card, reflects a logical thread from assessment data to the student’s areas of strength and need, accommodation and program section, and the program section provides measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate  □ IEP shows how functions of assistive technology are being used as a strategy to meet specific expectations on page 3s | * Remove page 3 (modified or alternative) as a mandatory requirement for the claim to be in line with Ministry. |

**LEARNStyle**

Once a Special Education Amount (SEA) application is approved, a student will receive up to five hours of training on the equipment to support student learning through assistive technology. This training will be provided by a 3rd party company called LEARNStyle <https://learnstyle.com/> and may be provided in a combination of individual, small group and whole class sessions. Teachers and parents will be invited to the training.

In order for trainers to effectively provide training to a student, the following information will be shared: Student Name, Grade, School, and the curriculum areas in which the teacher has identified the student would most benefit from assistive technology training. This information will be stored in a 3rd party

database which is a web-based tool used to schedule training sessions, provide automatic communication with schools, tracking of sessions and a generation of training sessions reports for school staff. This information is housed in a secure server hosted by Microsoft Azure. All transfer of data between the 3rd party database and the Toronto District School Board is encrypted.

In regards to cost, if all 5 hours are used, it will cost $625 per student. Last year we had 993 claims. Due the changes in SEA claim criteria, there may be an increase in the total number of claims.