



Special Education Advisory Committee (SEAC) Meeting MINUTES

January 13, 2014 at 7:00 p.m.
5050 Yonge Street, Boardroom

Members Present: Yama Arianfar, Diana Avon, Heather Breckenridge, Michelle Brick, Richard Carter, Aline Chan, Paul Cross, Clovis Grant, Debra Hayden, Trustee John Hastings, Olga Ingrahm, Trustee Howard Kaplan, Steven Lynette, Jean-Paul Ngana, Ginny Pearce

Alternates Present: Deborah Fletcher, Nora Green

Regrets: Christina Buczek, Gal Koren, Judy Moir, Phillip Sargent, Trustee Sam Sotiropoulos, Nancy Turner Wright

Staff Present: Sandy Spyropoulos, Cindy Burley, David Johnston, Margo Ratsep

Recorders: Margo Ratsep

Item	Business
1.	<p>Call to Order</p> <p>A meeting of the Special Education Advisory Committee was convened at 7:02 p.m. on Monday, January 13, 2014 in the Boardroom, 5050 Yonge Street, Toronto, Ontario with Chair Michelle Brick presiding.</p>
2.	<p>Approval of the Agenda</p> <p>***Motion: Ginny Pearce moved that the Agenda be approved. The motion carried.</p>
3.	<p>Declarations of Possible Conflicts of Interest</p> <p>No conflicts of interest were raised.</p>
4.	<p>Confirmation of Minutes of December 9, 2013</p> <p>***Motion: Steven Lynette moved that the Minutes of December 9, 2013 be approved. The motion carried.</p>
5.	<p>Delegations and/or Presentations</p> <p>There were no presentations or delegations.</p>
6.	<p>Business Arising from the Minutes</p> <p>As SEAC's Representative to the TDSB Committee reviewing Community Advisory Committees, Paul Cross gave an overview of the work of the Committee which resulted in PSSC: 035A TDSB Review of Community Advisory Committees and Workgroups. Sandy Spyropoulos provided an update regarding an amendment made to the document, clarifying that SEAC and PIAC continue as per statutory requirement and that other recommendations made in the document apply only to TDSB non-statutory community advisory committees.</p>
7.	<p>Meeting and Agenda Management</p> <p>As incoming Chair, Michelle Brick issued meeting reminders, including attendance and quorum requirements, and reviewed SEAC's Mandate as outlined in Regulation 464/97. She also presented a plan for efficient meeting management, including:</p>

	<ul style="list-style-type: none"> • Providing time estimates for items on the agenda • Requiring member questions and information requests to link to potential recommendations for action, within SEAC’s advisory capacity • Establishing 3 new standing agenda items: Getting to Know the Membership (in lieu of Association Reports), Targeted Issue Discussion and Follow-up on Previous Action Items • Planning the agenda so that requests for presentations link to SEAC’s advisory capacity and board operational timelines • Revisiting correspondence of special interest to members at the subsequent meeting, under Business Arising from the Minutes
7.	<p>Trustees’ Reports</p> <p>Trustee John Hastings drew attention to 2 events: the Math Forum at Thistleton Collegiate on February 12th, where the emphasis will be on Math and Special Education, and the Thistleton Parents Conference on March 1st, with presentations by TDSB Psychologist Dr. David Schwartzbein and sessions on Immigration and Kindergarten, and Tips for Effective Parent-Teacher meetings.</p> <p>Trustee Howard Kaplan reported on discussion about LOI Model Schools and Special Education, generated at the Inner City Advisory Committee, where concerns were expressed about a perceived lower incidence in Model Schools of students being identified as Gifted than in non-model schools.</p>
8.	<p>Executive Superintendent’s Report</p> <p>Sandy Spyropoulos introduced Associate Director Gen Ling Chang who was in attendance, and reviewed upcoming changes to the organization structure of the TDSB Special Education Department and submitted a report for inclusion in the minutes. <i>(See pages 4 to 6)</i></p> <p>Discussion following the report resulted in the following Motion, moved by Richard Carter:</p> <p>Motion***</p> <p><i>Whereas the TDSB has published “Research Reports on Special Education Needs in the TDSB: A Summary” containing suggested evidence-based strategies and;</i></p> <p><i>Whereas the TDSB Board of Trustees approves the Special Education teacher and support staff allocation;</i></p> <p><i>Be it resolved that prior to the February SEAC meeting, TDSB Special Education staff undertake to review the drivers that guide the staff allocation process with respect to the suggested evidence-based strategies indicated in the subject report, in order to provide SEAC with an understanding of the levels of alignment.</i></p> <p>The motion carried.</p> <p>Cindy Burley undertook to address this request in her report at the February 3, 2014 meeting.</p>
9.	<p>System Superintendent’s Report</p> <p>Cindy Burley submitted a report for inclusion in the minutes <i>(See page 7)</i></p>
10.	<p>Professional Support Services Report</p>

	David Johnston submitted a report for inclusion in the minutes <i>(See pages 8 to 9)</i>
11.	<p>Reports/Updates from SEAC Subcommittees</p> <p>There were no SEAC Subcommittee reports.</p>
12.	<p>SEAC Member Association Reports</p> <p>FASworld: The Alternate Representative for FASworld, Lori Mastrogiuseppe has resigned her position on SEAC. Members decided by consensus to wait for a replacement nomination from FASworld, before sending a motion to the board recommending acceptance of the resignation.</p>
13.	<p>Correspondence Received by the Chair</p> <p>The following correspondence was received:</p> <ol style="list-style-type: none"> 1. Email dated December 9, 2013 from Gal Koren re: Resignation of FASworld Alternate Lori Mastrogiuseppe 2. Copy of letter dated November 25, 2013 to Honorable Liz Sandals, Minister of Education from Sharon Walker, SEAC Chair, Near North DSB re: concerns about the funding model for special education 3. Copy of letter dated December, 2013 to Liz Sandals, Minister of Ed; Teresa Piruzza, Minister of Children & Youth Services; and Deborah Matthews, Minister of Health & Long Term Care, from Marilyn Taylor, SEAC Chair and Jo-Ann Davis, Chair of the Board for Toronto Catholic DSB re: gaps and duplication of speech and language services for children in Ontario 4. Copy of letter dated December 15, 2013 to Hon. Liz Sandals, Minister of Education from Jacqueline A. Specht, SEAC Chair, London DSB re: special education funding and the impact of full-day kindergarten on special education resources
14.	<p>New Business</p> <p>There was no new business.</p>
15.	<p>Adjournment</p> <p>***Motion: Clovis Grant moved that the meeting be adjourned. The motion carried. The meeting adjourned at 9:32 p.m.</p>

Special Education Advisory Committee

Executive Superintendent's Report

January 13, 2014

Director's Update

At the January 10, 2014 Special Board meeting, the Senior Team 2014 Organizational Structure was approved.

Please join me in congratulating and welcoming Uton Robinson, who will be assuming the position of Executive Superintendent, Special Education and Section Programs and Anne Seymour, who joins the Special Education team as the Central Coordinating Superintendent of Special Education and Section Programs. Both Uton and Anne bring extensive knowledge, skills and experience to the Special Education department and we look forward to working together with them as we continue to serve our students with special needs.

Cindy Burley will be continuing in her role as System Superintendent and I will be moving to the position of Executive Superintendent of Student Support Services and Care.

Sandra Tondat has been promoted to the position of Superintendent of Education, WR8. I want to congratulate Sandra and extend my gratitude and appreciation to her for her remarkable contribution to the students, staff and parents that she has served in Special Education over the years. She has been instrumental in making a difference and changing the lives of hundreds of students. We wish Sandra continued success in her new role. She will be missed!

IEP Development Update

As of January 7, 2014, there were **47,246** IEPs in progress across the TDSB. As you know, our web-based application provides the opportunity for us to generate reports to monitor the status of IEP development both at the school level and centrally.

Of these **47,246** IEPs that have been developed:

30,036 are for male students and **17,210** are for female students. This is consistent with percentages reported at this time last year – 64% male and 36% female.

Approximately **45% (21,447)** of students with IEPs are exceptional and **55% (25,799)** do not have an exceptionality.

Approximately **63%** of students are supported in the Resource program and **37%** in HSP and ISP classes.

Of those students who are exceptional, **42%** are supported in the Resource program and **58%** are supported in HSP or ISP classes.

Of those students who are not exceptional, **78%** are supported in the Resource program and **18%** are supported in HSP or ISP classes.

Grade level distribution shows that the greatest numbers of IEPs are for students in grade **12 (5,909)**, **grade 8 (4,470)**, **grade 5 (4,361)**, **grade 7 (4,300)** and **grade 6 (4,254)**. The lowest numbers are for students in **grade 1 (1065)** and **kindergarten (976)**.

Staff Allocation

Please see the revised Special Education staff allocation drivers below.

Equity—access to programs and services as much as possible in home schools and ISPs as close to home as possible. Equitable distribution of various Intensive Support Programs (ISPs) across the district.

Inclusion—needs-based distribution of elementary Community-Based Resource Model (CBRM) and Secondary Resource allocation to support students in their home schools.

Finding Efficiencies—build capacity, move toward consistency in practices and communication.

Needs-Based Decision-Making—staff allocations generated by criteria-referenced formulae and in turn, adjusted minimally to reflect school-based considerations. As well, ISP program locations are chosen based on needs-based criteria, including geographical proximity to students' home addresses.

Minimizing Transitions—where possible, program location decisions have been made to minimize the number of students who would have to transition to another school due to the move or closure of a program. When a program is moved or closed and some students are affected by the change, schools should explore the option of supporting the students in their schools for the following year.

Decentralization—allowances have been made for local flexibility, collaborative decision-making with Family of Schools' (FOS) Superintendents of Education (SOEs) and needs-based allocations.

Clustering—preferably, minimum 2 ISPs of the same or similar exceptionality in one location, to provide opportunities for mutual professional support and enhanced innovative programming and program viability. Where possible, programs for students with developmental disability will be in clusters of 3 ISPs or in pods of 6 ISPs. Clustering of ISPs will create a flow through for students at the same school as they transition between divisions.

Accommodation—special education ISP programs/classes are a key part of the school community and will not be moved out of a school to accommodate the expansion of other programs, such as full day kindergarten or French programs (extended or immersion). In rare cases where the movement of a program is necessary, the program will not be moved without adequate available alternative programs nearby.

Facility/Program Alignment—the need to align both existing and new facilities to specific ISP program requirements, in order to maximize access to appropriate facilities that promote student success. As well, the need within each region to locate a minimum of one ISP for each exceptionality at each panel in an accessible school.

Distribution of “It’s Hard Not To Stare”

A copy of the book “It’s Hard Not To Stare” was distributed to SEAC members.

Bowmore Public School Book Launch

On February 4th, 2014 I will be attending a book launch at Bowmore Public School. The name of the book is, “All About Me – Hercules *My Year in Kindergarten*”. This story is about Hercules Stergiou, a five-year-old boy with cerebral palsy and his first kindergarten experience at Bowmore. Principal Sambrook teamed up with the physical education teacher to photograph and document Hercules’s year. The book speaks to TDSB’s success to integrate special needs students into our classrooms.

Special Education Advisory Committee

**System Superintendent's Report
January 13, 2014**

Submitted by Cindy Burley

Parent Information Evenings

On February 25, our Special Education Department Staff will present their twice annual Parent Information Nights focused on the topic of IEPs and IPRCs. These nights are well-attended and offer parents an opportunity to ask key questions about these processes. Please share this date with any interested parties.

Teaching Awareness through Puppetry

Teaching Awareness through Puppetry is a Canadian based interactive disability awareness program, offering new and specialized performances geared to students in grades 1-3 and 4-6. The content reflects Ontario curriculum requirements in an educational and fun way. On average, 1 school per family of school has been chosen.

SEAC Report
Professional Support Services
January 13, 2014

Priming Children for Success

The focus for Professional Support Services this year is on *Priming Children for Success*. As part of the work being done under this theme, our Psychology staff is involved in the development of a “Positive Psychology” program for schools. This program focuses on wellness and enhancing the resilience in students from a strength-based perspective. Of special significance at this point is the involvement of a high school as they develop a student activity manual for this project.

Crisis Response

An important part of the work for our Social Work and Psychology staff occurs when responding to crises that arise in school communities. Unfortunately from time to time, schools are required to deal with the death of a student or staff or respond to a high profile event that affects a school community. During these times, staff from Social Work and Psychology are available to offer support to the school as a whole and specific students and staff. During the last school year, there was a higher than average number of these kinds of incidents, and this resulted in 924 staff days spent in crisis response work. While this work is done in addition to their regular daily activities, that number reflects the equivalent of almost 5 full time staff. The schools that experience these kinds of events always express gratitude with the work of these staff who are trained to offer support, and provide direction and resources during this time of upset.

Professional Development Activity

Occupational Therapy and Physiotherapy

“The Use of Technology with Students in Low Incidence Programs”

(Educational Assistants, Elementary Teachers)

“On Your Mark, Get Ready, Get Set for School! (A focus on fine-motor development and printing skills)”

(Early Childhood Educators, Educational Assistants, Elementary Teachers)

“Recognize and Supporting Students with Sensory and Self-Regulation Issues”

(Elementary Teachers, Early Childhood Educators and Educational Assistants)

“Back Care and Injury Prevention Program”

(Educational Assistants, Special Needs Assistants, and any staff required to lift and transfer students in Low Incidence programs)

Social Work and Attendance

“Work Safe - Work Smart (providing information and resources on abuse and neglect of students, signs of bullying, and mental health and well-being of students)”

(Lunchroom Supervisors)

Child and Youth Services Staff

“Professional Boundaries/Roles & Expectations (A presentation on professional boundaries, and a review of standards of practice and record keeping)”

(Child and Youth Counsellors, Child and Youth Workers)

Service Statistics December 2013

	Psych.	Social Work	Attend.	SLP	OT/PT	Child & Youth Services
Referrals	5867	4123	1093	3795	936	770
Completed	3085	47	122	1581	146	23
Wait List	1896	202	80	992	85	0
In Progress	810	4076	971	1114	813	747

