

Draft Special Education Advisory Committee

Minutes

September 12, 2011

A meeting of the Special Education Advisory Committee was convened at 7:08 p.m. on Monday, September 12, 2011, in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Paul Cross presiding.

The following committee members were present: Christina Buczek, Richard Carter, Paul Cross, Dr. Robert Gates, Clovis Grant, Debra Hayden, Olga Ingrahm, Steven Lynette, Jean-Paul Ngana, Anita Nielsen, Ginny Pearce, Phillip Sargent, Tina Shier, Tammy Simon, Nancy Ann Turner-Wright, and Trustees John Hastings and Howard Kaplan.

Regrets were received from Yama Arianfar, Diana Avon, Bonnie Buxton, Loris Bennett Dayib Nur and Trustee Chris Glover.

The following staff members were present: Karen Forbes, Cindy Burley, David Johnston, Elizabeth Mayhew, Joanne Lomanno-Arpile, Lori McKay, Matthew Reid, Kim Sutherland and Denise Joseph-Dowers.

1. Approval of the Agenda

Clovis Grant, seconded by Ginny Pearce moved: That the agenda be approved.

The motion was carried.

2. Declarations of Possible Conflict of Interest

None declared.

3. Confirmation of the Minutes of June 13, 2011

The minutes were amended to reflect that Susan Musgrave was absent from the June 13, 2011 meeting.

Anita Nielsen, seconded by Trustee Kaplan moved: **That the minutes of the SEAC meeting held on June 13, 2011 be confirmed as amended.** The motion was carried.

4. Delegations and/or Presentations

(a) Introduction of New Staff

SEAC received information from Senior Superintendent Karen Forbes presenting the Special Education and Section Programs organizational structure for 2011-12 (see page 5) and introducing some of the new staff members to the department. Karen also extended congratulations to Cindy Burley on her promotion as System Superintendent.

(b) Police School Board Protocol

SEAC received a presentation from Ted Libera, Central Coordinating Principal, Caring and Safe Schools and Alternative Programs (see page 6) presenting changes made to the Police/School Board Protocol in September 2011.

Staff undertook to provide member organizations with copies of the revised protocol.

5. Business Arising from the Minutes of June 13, 2011

(a) Toronto Transit Commission Support for Developmentally Disabled Students Travel Training Update

A meeting was held with staff from the Toronto Transit Commission re support for a program proposal for students in the Experiential Learning Low Incidence program.

Staff continue to work on a business proposal for presentation.

(b) Beginning Teachers Summer Institute [Page 3, item 8]

The matter was postponed to the next meeting of SEAC due to the absence of Loris Bennett at the night's meeting.

6. Need for Alternative Curriculum for Students who are Non-verbal

Discussion of the matter was postponed to the next meeting.

7. Transition Planning

The committee discussed concerns raised about the timing of announcing teacher staffing, especially for students with special needs.

Staff undertook to share the new Ministry policy around transition needs, as soon as it becomes available and to address the issue with superintendents and principals.

8. Trustees' Report

Trustee Kaplan reported that the Ontario Public School Boards' Association will host Education Day on September 20, 2011, during which all-candidates meetings will be held across the province to discuss issues around education.

9. Reports/Updates from Representatives on TDSB and other Committees

(a) Budget Subcommittee

Staff will provide information regarding the 2011-12.

(b) Communications Subcommittee

No matters to report.

(c) Special Education Report Subcommittee

A copy of the report will be shared with all committee members.

(d) Guidelines on Accessible Education and Equity Subcommittee

Members interested in joining the Guidelines on Accessible Education and Equity Subcommittee should contact SEAC Liaison Elizabeth Mayhew.

(e) Procedural Bylaws Subcommittee

The matter of whether there was need for a seconder for motions was raised.

(f) Facilitator Subcommittee

Karen Forbes reported that a revised report will be presented to the Human Resources and Professional Learning Committee in October, 2011, prior to which, the subcommittee will be reconvened to confer on proposed changes.

10. Correspondence received by the Chair

- Email from Elaine Chu dated June 13, 2011 re the Board's IPRC Waiver Letter
- Email dated June 15, 2011 from Susan Beanyi (Plan Toronto) re PLAN Toronto and SEAC Collaboration
- Email dated June 16, 2011 from Toronto Family Network re TFN May 17, 2011 correspondence re the Board's Research Report Special Education: Structural Overview and Student Demographics
- Email dated June 23, 2011 from Michelle Munroe (PIAC) re media release, *TDSB Trustees Approve Balanced Budget for 2011-12*
- Email dated June 23, 2011 from John Manolo (Community Services) re media release, *TDSB Trustees Approve Balanced Budget*
- Email dated June 23, 2011 from Toronto Family Network re TFN correspondence re the SEAC minutes dated June 13, 2011 – IPRC Review Waiver Letter and Moving Forward Report
- Letter dated June 24, 2011 from Leona Dombrowsky, Minister of Education, in response to a letter from SEAC Chair Paul Cross on inadequacy of special education funding
- Email dated June 28, 2011 from Toronto Family Network re TFN correspondence to SEAC re the IPRC Review Waiver Letter
- Letter from Moira Sinclair dated August 26, 2011 re 2010-2011 SEAC Building Capacity Survey Results Highlights
- Email dated July 20, 2011 from Toronto Family Network re response to TFN Correspondence to SEAC re the IPRC Review Waiver Letter
- Email dated July 20, 2011 from Toronto Family Network re correction to SEAC Minutes for June 13, 2011
- Email dated July 20, 2011 from Toronto Family Network re response to TFN correspondence re the TDSB Research Report Special Education: Structural Overview and Student Demographics

11. Senior Superintendent's Report

Karen Forbes presented a report (see page 8) to the Committee.

12. Central Coordinating Principal's Report

Cindy Burley presented a report (see page 10) to the Committee.

13. Professional Support Services Report

Dave Johnston presented a report (see page 12) to the Committee.

14. Local SEAC Association Reports

(a) Community Living Toronto

A pamphlet providing information on a life planning forum for families hosted by Community Living Toronto was circulated in members' folders.

(b) Down Syndrome Association of Toronto

The Down Syndrome Association Provincial Conference will be held from October 21-23, 2011 at Niagara Falls, Ontario.

(c) Epilepsy Toronto

Epilepsy Toronto continues to meet with the Toronto Police Service re what to do when you encounter persons with epilepsy.

(d) VOICE for Hearing Impaired Children

VOICE for Hearing Impaired Children will hold its annual SEAC workshop in Burlington on November 5, 2011.

15. New Business

(a) Membership

Paul Cross advised SEAC that one member missed three consecutive meetings. There was therefore a need to pass a resolution if members wished to have her continue as a member of the committee.

Trustee Kaplan moved: That the three recent consecutive absences of Christina Buczek be approved.

(b) Deputation

It was decided that Sarah Jama and Student Trustee Jenny Williams will present a deputation at the next meeting on student representation on SEAC.

(c) Individual Education Plan

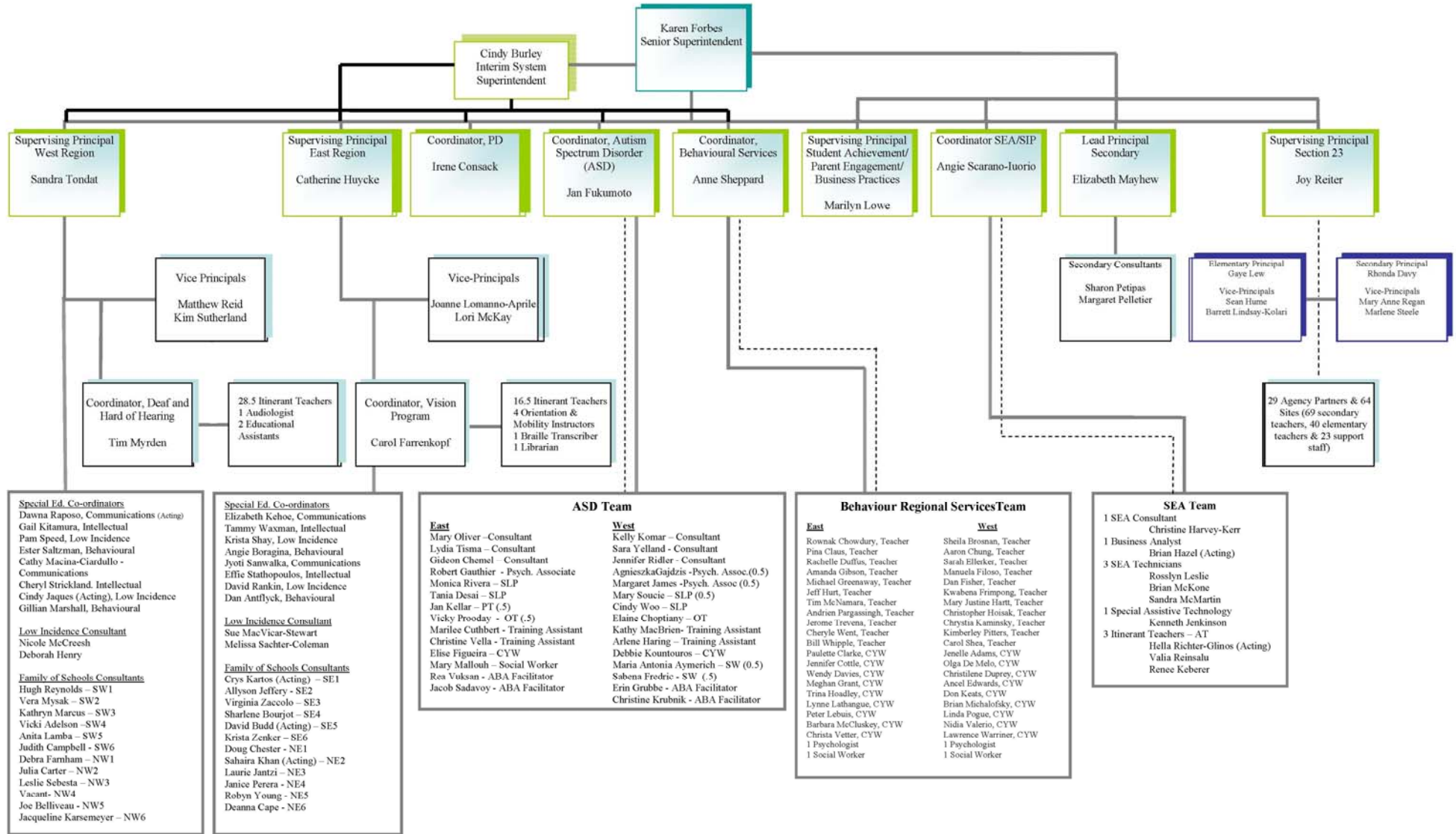
A discussion took place around IEP consultation. Staff undertook to send a reminder that it is a two-part process and that principals are expected to review and incorporate appropriate changes if the parents request a second round of consultation.

16. Adjournment

At 9:17 p.m. Trustee Hastings moved: **That the meeting be adjourned.** The motion was carried.

Paul Cross
Chair of the Committee

SPECIAL EDUCATION AND SECTION PROGRAMS 2011-2012 ORGANIZATIONAL STRUCTURE





Highlights of Changes Police/School Board Protocol September 2011

Provincial Model for a Local Police/Board Protocol

- All school boards and Police Services in Ontario are required to have a local police/school board protocol in order to:
 - ensure a consistent approach across the province
 - promote dialogue and the establishment of effective relationships between schools and police based on cooperation and shared understandings
 - provide a common understanding of roles and responsibilities of the partners when police officers are present at a school in the course of their duties

Rationale for the Protocol

- A safe, inclusive and equitable school environment fosters and supports learning and the ongoing development of respect, responsibility, civility and other positive behaviours and characteristics
- Police play a vital role in supporting and enhancing the efforts of schools and their communities to be safe places in which to learn and to work.
- In order to maximize the results of the partnership, both partners must have a clear understanding of the respective roles, procedures and decision-making authority of both police and school personnel
- When investigating offences allegedly committed by young persons, police must perform their legislative duties (YCJA, Criminal Code, Police Services Act) when responding to school-related occurrences, being respectful of the terms contained within the Protocol

Development of the Protocol

- First model for a police/board protocol was developed in 2000 between Toronto Police Services and the 4 publicly-funded school boards within Toronto
- The protocol was reviewed, expanded and re-issued in 2006
- Much input was sought from a variety of stakeholders to ensure the protocol was fair and supported both rights and responsibilities
- 2011 protocol includes a glossary of terms to assist with the understanding of safe schools and criminal code terminology
- Protocol outlines key expectations of police and school personnel with respect to the investigation of students while at school
- There are 22 sections within the protocol – the following may have greatest impact on school procedures and changes have been further detailed below:
 - **Occurrence Requiring Police Response**
 - **Information Sharing & Disclosure**
 - **Initial Police Contact**
 - **School & Police Investigation of Incidents**
 - **Police Interviews of Students**
 - **Investigations involving Students with Special Needs**

Section 7 Occurrence Requiring Police Response

- Now included in Mandatory Reporting are: death, relationship-based violence, hate and/or bias-motivated occurrences, gang-related occurrences, extortion
- For discretionary notification of police, principals should consider mitigating and other factors
- For students with Special Education needs, and boards can identify circumstances where a police response may not be appropriate

Section 8 Information Sharing and Disclosure

- Clarifies the sharing of information by citing sections from the Criminal Code, Youth Criminal Justice Act, MFIPPA, Child and Family Services Act

Section 10 Initial Police Contact

- Clearly outlines the procedures to be followed once police arrive at a school in response to a school-related incident, including:
 - Reporting to the principal and discussion on how to proceed
 - Consider alternatives to minimize disruption
 - Obtain relevant information from principal to assist with any investigation (Special Needs, Extenuating Circumstances)

Section 11 School and Police Investigation of Incidents

- Clarifies the need for police to share information in light of a principal's obligations under the Education Act (Expulsion-20 days to make a decision)
 - **Legal Rights** – the right **NOT** to make a statement has been added
 - **Search and Seizure** – clarifies roles and responsibilities of school personnel and police, and mandates informing students about the school's right to search
 - **Detainment and Arrest** – added attention to the roles and responsibilities of principal and police upon the arrest of a student at school
 - **Supports for Victims** – references reporting/communication obligations found in Bill 157, and providing victims with available services and supports

Section 12 Police Interviews of Students

- **Notification of Parents** – Principal must make best efforts to contact parents as soon as possible when the police interview students at school, unless if directed by police otherwise
- **Preparation for Interviews** – dialogue between principal and police to determine whether the interview can take place at school and if there are any special requirements (i.e. interpreter for English Language Learners)
- **Conduct of Interviews** – a 3rd party adult or principal must be present when students under the age of 18 are interviewed at school

Section 14 Investigations Involving Students with Special Education Needs

- Provides additional clear direction to police and school personnel about how to deal with incidents involving students with special needs
- Principals must communicate these special needs to police prior to an investigation/interview to ensure accommodations are put in place
- Ensure that the parent is contacted as soon as possible

**Special Education Advisory Committee
Senior Superintendent's Report
September 12, 2011**

THE STRATEGIC DIRECTIONS FOR THE TORONTO DISTRICT SCHOOL BOARD

In June, the Trustees approved a set of five Strategic Directions that will drive the Board's annual planning from 2011 to 2015, as follows:

1. **Make every school an effective school.**
2. **Build leadership within a culture of adaptability, openness and resilience.**
3. **Form strong and effective relationships and partnerships.**
4. **Build environmentally sustainable schools that inspire teaching and learning.**
5. **Identify disadvantage and intervene effectively.**

Developed with broad public input, these Directions provide a comprehensive vision to guide the Board's decision-making. The first phase of an extensive consultation process sought the views of students, staff and community stakeholders on the critical areas of focus for 2011-15. Shaped by this input and by the results of a comprehensive environmental scan, Trustees and senior staff then hammered out the key preliminary themes. More consultations followed as Action Teams met over several months to crystallize these into the final five Strategic Directions.

In line with themes that emerged throughout the year-long development process, the Board will place a high priority on wider consultation, communication and supporting healthy, engaged communities. The Board is also emphasizing its strong stance on equity and access in meeting the needs of a highly diverse, urban environment.

INDIVIDUAL EDUCATION PLAN PREPARATION

Teachers are already busy getting their IEPs underway for the new school year. The Special Education Department continues to offer support to teachers through a series of workshops. On Monday September 12 teachers new to writing IEPs were invited to information sessions in both the East and West regions. The focus of these sessions included parent/student consultation, programming and key information to be included in the IEP.

The final 283 TDSB schools are being introduced to the web-based IEP for this school year. "Super Users" from these schools had the opportunity to attend training sessions last spring and during the summer and sessions continue through September and into early October. With all schools using the web application we will be able to monitor the status of IEP development and use a report function to examine data filtered through a broad range of free characteristics such as gender, country of birth and language spoken. From these reports we were able to ascertain that as of 4:30 on Friday afternoon, teachers had started the IEP development process for 3,759 students.

ASSISTIVE TECHNOLOGY

We held 25 sessions for teachers over the summer on assistive technology. These sessions are intended for staff that will be teaching in a classroom with either a SMART or Promethean interactive whiteboard system for the first time, and also for staff that has been working with SMART Boards all year long and are ready to take it to the next level.

We also held 8 sessions for parents on assistive technology software used on SEA claims. We were pleased to offer **free** Assistive Technology training sessions for parents of students with SEA claims. Sessions were well attended and feedback in the survey forms completed at the end of each session were extremely positive.

We are facilitating the delivery of approximately 200 interactive whiteboards between September and October 2011. Teachers will also participate in our Whiteboard Learning Community sessions this year. Together, we will explore a number of tools on the whiteboard as well as teaching strategies to meet the needs of students in the classes with SEA whiteboards. Throughout the year, we will focus on a number of topics such as:

- Accessing resources and everyday activities
- Three part lesson in math
- Multi media and the document camera for language instruction
- Critical thinking and literacy

SPECIAL EDUCATION SUMMER SCHOOL PROGRAM

The Special Education summer school program this year offered an array of exciting and fun filled activities, based on weekly themes related to summertime fun. Interactive themed activities included the arts, water, music, environment, animals, habitat, and much more. The emphasis was on self help skills, literacy (word recognition), numeracy (patterns) and communication. A total of **324** students attended our developmental disabilities programs at Seneca, Beverly, Park Lane, Lucy McCormick, Scarborough Village and W.J. McCordic. Also another **138** students attended the physical disabilities program held at Sunny View. The Deaf and Hard of Hearing program had **60** children attend the summer program hosted at Glen Park, which turned out to be a spectacular facility. We have had another successful summer program, such that our students, parents, community and staff had an enjoyable and enriched experience.

IPRC WAIVER LETTER

The recommended changes that SEAC made to the IPRC waiver letter have been forwarded to the committee for review. The committee has not yet met this year to consider the recommendations but will do so and their final letter will be provided to SEAC members upon completion.

System Superintendent
SEAC Report
September 12, 2011
Submitted by Cindy Burley

Behaviour Regional Services Team

As you heard in the spring, we have realigned our Itinerant Behaviour Teams from being Family of Schools based into a centralized team, which now includes 18 elementary teachers, 4 secondary teachers, 18 child and youth workers, 2 psychologists and 2 social workers. On September 8 and 9, the BRS Team members participated in a two day in-service. Topics included PR699, legal issues, positive behaviour supports, transitions and more.

Ministry of Community and Social Services Memo: New Service for Children and Youth with an Autism Spectrum Disorder

In August, Surrey Place Centre, Kerry's Place, Adventure Place, Aisling Discoveries and The Etobicoke Children's Centre launched Toronto Autism ABA Services as part of the Ministry of Children and Youth Services province wide initiative to assist children and youth, up to the age of 18 years, with a confirmed ASD diagnosis. This group of agencies will provide skill building programs based on the principles of ABA and will also provide education to parents and caregivers in a group setting. More information is available on the MCYS website.

Summer Training

During August, 80 staff from Support Services and Special Education attended a Ministry of Education sponsored week of training on autism. Sessions were provided for those new to the field, those who were looking for more in depth training, and priority was given to members of our new Behaviour Regional Services Team.

Early Learning Program (Full Day Kindergarten)

Full Day Kindergarten began this week in an additional 19 TDSB schools, bringing the total to 90 schools. Students are attending all day in kindergarten programs, including the Kindergarten Diagnostic Programs and the Kindergarten Intervention Programs. These special education programs are staffed with a teacher, either an EA or a CYW and lunch hour support. Staff have participated in a number of professional learning opportunities that focused on play-based learning.

Professional Development for Special Education Teachers

Once again this year we will be providing professional learning sessions for teachers on a variety of topics, including exceptionality-specific programming for some of our ISP teachers and sessions for teachers supporting students in the regular class.

On September 22, MARTs, HSP teachers and CL/ACLs, who are new to their role, will participate in a half day workshop about special education policies, procedures and System

practices. The workshop has become an annual tradition with the Shared Solutions document and its approaches being referenced throughout the half day. Part 2 of the workshop will be held in December.

Professional Learning for Newly Promoted Principals and Vice Principals

On August 25, our department presented a half day workshop about special education topics, policies and procedures to almost 100 newly promoted principal and vice principals. The session was run by Irene Consack, our Professional Learning Coordinator, Karen Forbes and Cindy Burley, and was part of a 5-day workshop organized by the TDSB Learning and Leadership Academy.

Special Education Department Professional Learning

On September 12, the consultants, coordinators and administrators of the Central Special Education Department began this year's work on the Board Improvement Plan. This work included both reflection and analysis about the work accomplished on the 2010-2011 plan, as well as recent EQAO results. This year's focus will be work with targeted schools as we support them to improve student achievement for students with special needs.

Special Education Report

In accordance with Ontario Ministry of Education expectations, the TDSB Special Education Report is now available on the website. Thank you to the SEAC Sub-committee for their input throughout this process.

SEAC Report
Professional Support Services
September 12, 2011

Co-ordinator of Mental Health and Wellbeing - Catherine Bancroft has been hired into this position and began work today. She comes to us from the Mood Disorders Association of Ontario and brings a background in Mental Health and the delivery of school-based Mental Health programs. We welcome her to this position and look forward to her contributions at the TDSB.

Department Staffing - The following permanent allocations have been approved for the Professional Support Services for the 2011/2012 school year:

Psychological Services - 130

Speech-Language Pathology Services - 74.5.

Occupational Therapy and Physiotherapy Services - 26

Social Work Services – 113

Attendance Services – 12

Service Statistics
June 2011

	Psychology	Social Work	Attendance	Speech / Language	OT/PT	Child and Youth Services
Referrals	8435	5407	1611	5614	1093	2203
Completed	5404	4058	913	4146	954	2131
Wait List	1988	164	64	858	11	318