



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

RESPONSE TO SPECIAL EDUCATION AUDIT SUMMARY (RIAT) OF JUNE 2015

Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you. Deuteronomy 31:6

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January 8, 2016

First Tabling

January 14, 2016

Review

[Click here to enter a date.](#)

Cristina Fernandes, Superintendent of Special Services

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends the creation of a steering committee to review recommendations included in the Regional Internal Audit Report (RIAT) on Special Education and to assist in the re-visioning of the delivery and implementation of Special Education services in TCDSB.

B. PURPOSE

1. The purpose of this report is to communicate the findings of the Special Education Audit Summary conducted by the Regional Internal Audit Team for Toronto and Area in June 2015.
2. Although the Summary is attached here for the Board's review, it is not the intent of this report to review or respond to the recommendations, rather it is to recommend a method by which the report can be reviewed and required changes can be identified and addressed.

C. BACKGROUND

1. Special Education was identified as one area of analysis by the Regional Internal Audit Team as part of the 2014-15 year. The report is attached in the appendix of the report.
2. The objectives of the audit was to evaluate the effectiveness and efficiency of the delivery of Special Education Programs and services in key areas including management, roles and responsibilities, administrative controls, monitoring and reporting processes and the use of information technology.
3. The audit reviewed four key areas of the Special Education Programs and services:
 - A. Oversight and Governance- reporting and control structures, roles and responsibilities, committees and risk assessments
 - B. Resource Allocation – budgeting and planning and related allocation of staff resources
 - C. Service Delivery – individual education plans (IEPs), measuring student progress, waitlists for assessments, and providing programs and services based on student needs and demand and,

D. Information Systems and Management – processes and systems to capture, monitor and report on key information and student performance.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In part B1 of the report, RIAT recommended that a comprehensive analysis of the special education needs and budget take place in order to address funding shortfalls and service delivery impacts.
2. It was also recommended that this should be a collaborative effort between senior management from multiple departments, including Finance, Special Services and HR and others as appropriate.
3. The re-visioning of Special Education is a complex process that will necessarily require the engagement of multiple stakeholders to achieve an optimal service delivery taking into consideration actual funding sources and the level of risk.
4. Management response to these recommendations included an investigation of the formal establishment of a Special Education Allocation and Planning Staff Committee composed of various departments and areas of responsibility in order to develop plans regarding the restructuring, planning, and communication of the Special Education service delivery model. The composition of the committee would include the following:
 1. Associate Director of Academic Affairs
 2. Superintendent of Special Services
 3. Comptroller of Finance
 4. Superintendent of Human Resources
 5. Superintendents of Schools (2)
 6. Elementary School Principals (3)
 7. Secondary School Principals (2)
5. The present report recommends that the committee be called the Special Education Review Steering Committee (SERSC).
6. In addition to the above listed members, participation is recommended by the following:
 1. One member from the Special Education Advisory Committee

2. Two trustee members
 3. One CPIC (Catholic Parent Involvement Committee) member
 4. One OAPCE (Ontario Association of Parents in Catholic Education) member
 5. Research
7. The research component of this committee's work will be to provide the committee with relevant data and research on effective practices that will provide opportunities for informed decisions when modifying the program delivery model.

E. IMPLEMENTATION AND STRATEGIC COMMUNICATIONS

1. The first task of the committee is to identify the terms of reference, scope and timelines for this work.
2. The Special Education Review Steering Committee (SERSC) would also review the findings of the RIAT Special Education Audit Summary and work towards addressing the recommendations that were made within the report as well as any forthcoming recommendations that may be made over the next few years including but not limited to the Multi-Year Recovery Plan and the Multi-Year Strategic Plan.
3. The committee would bring back to the Board, its findings and recommendations.
4. Staff proposes that the first meeting of this committee be held on January 25, 2016 at 3:00 pm, at which time further meeting dates would be set.

F. STAFF RECOMMENDATION

It is recommended that the Board of Trustees appoint two trustee members to participate in the Special Education Review Steering Committee (SARSC) in order to review the Regional Internal Audit Team report and its recommendations as well as to inform the future direction of the Special Education Delivery Model.