

APPROVED MINUTES

Name of Committee: Special Education Advisory Committee

Meeting Date: November 8, 2021

A meeting of the Special Education Advisory Committee convened on November 8, 2021, from 7: 00 p.m. to 9:00 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto),  Adebukola Adenowo-Akpan (Easter Seals Ontario), Tracey O’Regan (Community Living Toronto), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children),  Nadia Persaud (Learning Disability Association), Lisa Kness (Autism Ontario), Tracey Burrell (BPSG), Aline Chan  LC1, Jordan Glass LC2, Jean-Paul Ngana LC2,   Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery  LC4,  Izabella Pruska-Oldenoff LC4, Nora Green LC1, Trustee Michelle Aarts, Trustee Alexander Brown

Alternates attending: Julie Diamond (Autism Society), George Petrovic (LC4), Ioanna Agelothanasis (LC2), Caren Watkins (LC1)

Regrets:

Staff:

Andrew Gold, Associate Director, Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison, Craig Snider, Associate Director, Marisa Chiu, Executive Officer, Business Servies, Amie Presley, Research Coordinator, David Cameron, Research and Development, Suzan Joueid, Centrally Assigned Principal, Akriti Kapoor, Research and Development, Jan O’Reilly, Research and Development, Shameen Sandhu, Mental Heath and PSS

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| --- | --- | --- | --- |
| Item | Discussion | Motion | Recommendation |
| Call to Order - Quorum | Live stream announced | Quorum achieved |  |
| Land Acknowledgement | Read by Chair |  |  |
| Approval of Agenda | Approved | Motion to approve the agenda carried |  |
| Approval of Minutes from September SEAC Meeting | Approved with corrections to punctuation in attendance and removal of duplicate names | Motion to approve minutes carried as amended |  |
| Conflicts of interest | No Conflicts of Interest |  |  |
| Leadership and Learning Report | **Pandemic Recovery Plan**  (Appendix B)  The TDSB’s response to COVID-19 includes a 3-phase Recovery Plan.  • Is scheduled over two years;  • Informed by Student Learning Impact data on key student perceptions and learning outcome introduced on March 31, 2021.  • Intended to enhance the School Improvement work we already do to achieve the actions and goals of the Multi-year Strategic Plan.  • Identifies which groups have been most impacted through the pandemic;  • Details interventions that will be in place or are already in place;  • Identifies initial outcomes that result from these interventions;  **TDSB Student Census**   * The TDSB Student Census is a confidential and voluntary survey that asks important identity-based questions as well as questions about experiences inside and outside of school. Students in grades 4 to 12 complete the census themselves, while parents complete the census for students in kindergarten to grade 3. * Preliminary questions were shared with SEAC for feedback   **Budget**   * On October 22, 2021, the Ministry of Education released the 2022-23 Education Funding Guide to school boards with the deadline of November 26, 2021, for submission to be completed. TDSB has requested an extension to the submission deadline to December 17, 2021, to facilitate our Finance, Budget & Enrolment Committee (FBEC) schedule. * Feedback was requested on a survey form by November 19, 2021, so that staff can incorporate any feedback into the draft submitted for review and approval at the upcoming December 2021 FBEC meeting prior to the deadline submission. |  | As per SEAC’s request, a written leadership report has been provided to accompany the PowerPoint and presentation. (Appendix A)    Concerns were raised about accommodations for students with special needs and ensuring that they can complete the survey.  There will be an ad-hoc committee to further discuss the Student Census.  Concerns were raised about the consultation process with SEAC. There will be an additional budget presentation to SEAC in January. |
| Trustees Report   * Trustee Aarts * Trustee Brown | Organizational Board Meeting on November 15th – to appoint a Trustee for SEAC for one year to fill a vacancy  At November 15 Board meeting, the report on Accessible Schools will be presented |  | Request was made to share the Accessible Schools report with SEAC members. |
| Working Groups | Special Education Plan  Budget  Communication |  | Members should email the Liaison if they wish to join a working group. |
| SEAC Member Reports/ Input | Concern was raised by VOICE representative about the change in access to hearing itinerants to the online IEP. With this change, school staff has had to input the information that the itinerants prepared for them. |  | This concern will be looked into and responded to by or at next meeting. |
| Other Business  Correspondence: | No Correspondence |  |  |
| Adjournment | The meeting was adjourned at 9:00  Next meeting December 13, at 7 pm (electronic) |  |  |

Appendix A

**Special Education Advisory Committee Meeting of November 8, 2021**

**Leadership Report**

**Leadership, Learning and School Improvement**

Andrew Gold, Associate Director Leadership, Learning and School Improvement

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

**Pandemic Recovery Plan**

The Toronto District School Board’s COVID-19 Pandemic Recovery Plan is a three phase plan that will identify which groups of students have been most impacted, where interventions will be put in place, and initial outcomes that result from these interventions.

As per the Board motion, a series of reports will be presented over the next two year to Trustees. It includes information related to three different Phases. For more information please refer to the following link: [Appendix A - Pandemic Recovery Plan - PPC June 23.pdf](https://drive.google.com/file/d/1bDzmtagf5umL5m08NpQxn16SNXDA5ncM/view?usp=sharing)

The Special Education and Inclusion team will continue to support schools in each phase as they continue to bring focus to the pandemic recovery plan while aligning it with existing school improvement planning with a focus on students with special education needs.

**Student Census 2021**

The fourth round of the TDSB Student Census is scheduled for the spring of 2022. Staff from TDSB Research team will be at the upcoming SEAC meeting to engage in discussion seeking SEAC feedback as they are creating the Census.

What is the Student Census?

The TDSB Student Census is a confidential and voluntary survey that asks important identity-based questions as well as questions about experiences inside and outside of school. Students in grades 4 to 12 complete the census themselves, while parents complete the census for students in kindergarten to grade 3.

What is the purpose of the Student Census?

Since 2006, TDSB schools have been collecting identity-based data through the Student Census to identify and remove systemic barriers which may limit student achievement and well-being. Since 2018, this work has been encouraged for all school boards in Ontario under the Provincial Anti-Racism Act. In 2023, this work will be mandated for all school boards.

By gathering this important information through our Student Census every 4 to 5 years, school communities are able to determine what is working well in our system, where change is required, and where supports should be focused.

More information is available: [**https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census**](https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census)

**TDSB Budget**

November 8 – SEAC

Agenda Item: Ministry of Education Consultation on the 2022-23 Education Funding Guide

Presenter: Marisa Chiu

Context: On October 22, 2021, the Ministry of Education released the 2022-23 Education funding guide to school boards. The consultation guide and a supporting TDSB survey was sent to SEAC this week for their feedback. The feedback from SEAC and other Community Advisory Committees will incorporate the feedback into a draft submission for review and approval at the December 2021 Finance, Budget & Enrolment Committee meeting, prior to the submission to the Ministry before the December 17, 2021 deadline.

The feedback from this survey will help inform the TDSB budget consultation submission to the Ministry.

December 13 – SEAC

Agenda Item: Special Education Budget Allocation for the 2021-2022 school year

Presenters: Craig Snider and Marisa Chiu

Context: Presentation on Special Education Budget Allocation and the Spending for the 2021-2022 school year.

**Psychological Assessments-October 2021**

As requested in the October meeting, provided below is the report of assessments completed in October.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **October** | **LC1** | **LC2** | **LC3** | **LC4** | **Total** |
| Completed | 67 | 28 | 56 | 58 | 209 |
| Total Referrals | 134 | 160 | 107 | 133 | 534 |
| **Cumulative (since September 2021)** | | | | | |
| Completed | 79 | 240 | 82 | 72 | 473 |
| In Progress | 126 | 142 | 165 | 174 | 607 |
| Waiting | 239 | 119 | 202 | 470 | 1030 |
| Removed | 44 | 94 | 53 | 119 | 310 |
| Total Referrals | 488 | 595 | 502 | 835 | 2420 |

**Specialized Schools and Programs Policy**

As our SEAC committee may recall, a new Specialized Schools and Programs Policy is currently being developed. The Policy was developed to support the Board’s ongoing commitment to improve access to Specialized Schools and Programs, and to support its commitment to offer a range of diverse program opportunities for all learners.

The policy was originally in the consultation phase in March and April 2020. Staff developed a number of materials and hosted an online web chat to engage parents, but ultimately the consultation was paused as a result of the pandemic. It is now being revived again.

Recently, the Secondary Program Review team sent a Consultation Invitation to Advisory Committees where the draft Policy was shared as they are seeking input.

You can find the draft Policy posted for your review and comment at: [**http://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations**](http://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations)

Some additional resources are provided below for your information:

* Two short videos**,** [**Overview of the Secondary Program Review**](https://www.youtube.com/watch?v=DgmHhXk2jdI) **and** [**Specialized Schools and Programs Policy Information Video**](https://www.powtoon.com/online-presentation/f963h32Yr7G/?utm_medium=social-share&utm_campaign=player+page+share&utm_source=copy+link&utm_content=f963h32Yr7G&mode=movie#/)provide context and more details about the draft Specialized Schools and Programs Policy.
* [**Policy Consultation web page**](https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations)**, including the** [**link to the survey**](https://tdsb.ca1.qualtrics.com/jfe/form/SV_3wRjnR5LePVeigu)
* Secondary Review Website: [**https://www.tdsb.on.ca/High-School/Secondary-Program-Review**](https://www.tdsb.on.ca/High-School/Secondary-Program-Review)

You’re invited to join the online consultations to learn more, ask questions and share your feedback. Please pre-register for one of our public consultations:

* Thursday, November 18, 2021, 7:00-9:00 pm – Public Consultation Webinar
* Monday, November 22, 2021, 1:00-3:00 pm – Public Consultation Webinar
* Monday, November 22, 2021, 7:00-9:00 pm – Public Consultation Webinar

You must pre-register to join the consultation meeting. Pre-registration can be done through the [Specialized Schools and Program Policy Website](https://www.tdsb.on.ca/High-School/Secondary-Program-Review/Specialized-Schools-and-Programs-Policy).

* If you are unable to register online and participating by phone, or require accommodations, please call 416-395-3626
* If you require an interpreter on November 18 or 22, please complete this [google form](https://docs.google.com/forms/d/e/1FAIpQLSdBu9RqFm9iBaW8DhGOB1joPuj2dx27uaWTJt9ZPvW9m8_NHg/viewform?vc=0&c=0&w=1&flr=0&usp=mail_form_link) by Friday, November 12 at 3:00pm

Please share with us your thoughts, questions and recommendations on the draft Policy by email at secondaryreview@tdsb.on.ca on or before Friday, December 17, 2021.

Further to the above, our two SEAC Reps, Nora Green and Steve Lynette, will attend the Tuesday, December 7 at 6:30 pm meeting, as all Community Advisory Committee Reps will meet on this day. Meeting details will follow.

**Refugee Family and Student Support**

Newcomers from Afghanistan have begun arriving in Toronto. They are being accommodated in hotels while they are awaiting placement in more permanent housing. TDSB welcomes the first group of newcomers who are being housed in central Etobicoke. There are 90 students: 50 in JK-5; 25 in grades 6-8; and 15 in grades 9-12. Based on geography and utilization rate, the students were accommodated as follows: the JK-5 students at Parkfield JS, the grade 6-8 students at Dixon Grove JMS, and the grade 9-12 students at Kipling CI. The Special Education and Inclusion team worked closely with LN Superintendents, Administrators and Suzan Joueid, Centrally Assigned Principal of English as a Second Language to ensure students with special education needs were supported with their transition to school.

There was an Orientation session for the families on site on Oct. 6. The orientation was facilitated by TDSB staff from various departments as well as external partners including settlement workers and community workers.Families received our visit with excitement. They shared with us the challenges they are experiencing in relation to transitioning to schools, housing and day care services.

Some families already moved out and others advised they are in the process of moving and/or securing housing. We are working with COSTI to locate the families who moved out to connect them with their respective homeschool. Registration for students happened on site on Oct. 7 and Oct. 8. Students started schools on Oct. 12 with the support of transportation.

The Equity department and Human Right Office ran professional development sessions on Oct. 14 and Oct. 15. The ESL department re-deployed 30 ESL/ELE itinerant teachers to ensure smooth transitioning to schools and to guide staff in creating conditions for student success and well-being. In addition, the business department has reached out to donors and secured new coats for the students.

**Professional Learning**

Autism

Autism Services continue to provide professional learning through webinars. The team is also providing staff the opportunity to attend Office Hours for individualized support. Professional Learnings available are:

* ABCs of ABA: Using Basic ABA Strategies in the Classroom
* Positive Reinforcement: The Intervention of Choice
* Data Collection: Measuring Behaviour
* Linking the IEP to ABA Principles and Teaching Strategies
* Universal Design for Learning (UDL) to Support Students with Autism Spectrum Disorder (ASD) in the Virtual Classroom
* Structuring Unstructured Time
* Practical Social Skills for Life
* Inclusive Self-Regulation & Wellbeing for Students with ASD
* Zones of Regulation
* Tier 1 Strategies in the Kindergarten Classroom
* Supporting Functional Literacy for Students with ASD in the Low Incidence Classroom
* Teaching Reading Comprehension to Students with Autism Spectrum Disorder
* Exploring Transitions: Planning, Supporting and Strategies for Students with Autism Spectrum Disorder (ASD)
* Supporting and Understanding Students with ASD in Intermediate and High School Settings
* Promoting and Teaching Healthy Sexuality for Learners with an ASD

IPRC Chairing Training

We have provided several sessions for the system in training Administrators in preparation for Chairing an IPRC. Key points focussed on the purpose of an IPRC as per Reg 181/98:

* decide whether or not the student should be identified as exceptional;
* identify the areas of the student’s exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
* decide an appropriate placement (not program location) or the student; and
* review the identification and placement at least once in each school year.

Determination of exceptionality, program, (or program location) is NOT decided prior to the IPRC as that is the decision made at IRPC. Chairs and schools were reminded that program locations are based on space and geography from the student’s home address.

Special Education Amount (SEA)

* New SEA claim process
* Anti-Indigenous Racism
* We Video
* SAP CRM Claim Submission
* SAP CRM SEA Claim Inventory
* Science of Reading
* Accessibility
* IEP Strategy
* Boardmaker 7 (new release)

DHH

* Responsive Environments (Deafblind Intervenors)
* D/HH ISP EAs on supporting the use of remote microphone systems.
* Simultaneous Learning: Best Practices for students who are Deaf/Hard of Hearing
* New Ling-Madell-Hewitt 10 Sound Check
* Continued Professional Learning from UIEC plus 10 Days of Truth, Indigenous Education Month, Sign Languages of Canada Exhibit
* Orientation and IEP development for new staff

BLV

* Functional Vision Assessments
* Braille Transcription and Library resources and procedures
* BLV IEP input primer
* Functional Implications of Eye Conditions
* Access Technology: DBT, Jaws, K3000, ZoomText

Appendix B

