**SEAC Meeting**

**Electronic**

**April 5. 2021 7 pm**

**Chair- Steve Lynette**

**Vice Chair – Diane Montgomery**

Association for Bright Children (ABC)                        Melissa Rosen

Autism Society of Ontario – Toronto                          Lisa Kness

Black Parent Support Group Tracey Burrell Clovis Grant

Community Living Toronto                                       Tracey O’Regan

Epilepsy Toronto Steven Lynette

Down Syndrome Association of Toronto                   Richard Carter

Easter Seals Ontario   Aliza Chagpar

Integrated Action for Inclusion (IAI)                            Tania Principe

VIEWS for the Visually Impaired                               David Lepofsky

VOICE for Hearing Impaired Children                         Shanna Lino

Learning Disability Association Nadia Persaud

CADDAC Juanita Beaudry

LC1                                            Aline Chan Nora Green

LC2                                            Jordan Glass         Jean-Paul Ngana

LC3                                           Olga Ingrahm               Kirsten Doyle

LC4                                            Diane Montgomery      Izabella Pruska-Oldenoff,

TDSB Trustees                         Alexander Brown Michelle Aarts

Also present were:

Andrew Gold, Associate Director

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

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education LC2

Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3

Vanessa Pfaff, Acessibility

Wendy Terro, Centrally Assigned Principal, Special Education

Roz Salvador, Senior Human Rights, Education & Organizational Change Specialist

Joy Reiter, Centrally Assigned Principal

Irit Kelman, Manager & A/Senior Manager

Laura Mahoney,

Sandra Witty,

Mun Shu Wong, Media Services

Amie Presley, Research

Dr. Carolyn Lennox, Manager, Psychological Services

Wendy Keene, Supervising Principal

Lianne Dixon, TDSB SEAC Liaison

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|  | **Item** | Motions/Recommendation |
| 1. | A. Call to Order (quorum)  B. Land Acknowledgement and Welcome  C. Announce Live Streaming of meeting  D. Review of Agenda  E. Approval of Agenda  F. Declarations of Possible Conflict of Interests  G. Approval of SEAC Minutes from March 2021  H. Comments from Chair | D. Agenda was approved – It was noted that it would be beneficial to have the materials for the meeting further in advance and that it be provided in a word document for accessibilities.  E. Approved  F. No Conflicts of Interest  G. Minutes approved  H. Reminder of questioning process and decorum for members |
| 2. | Leadership and Learning Report   * Irit Kelman and Roz Salvador | **Human Rights Policy**  Human Rights Office takes complaints from staff. Parent complaints are handled through the Parent Control Protocol  Created a student human rights complaint process  Amended the Human Rights Policy  There are key proposed policy changes that may impact the special education community.   * Ensure TDSB staff, students and parents are aware of their human rights and responsibilities and how to fulfill them. * Designate a Student Human Rights Advocate(s) to advise, support and help students whose human rights may have been violated. * Have human rights competency be a key requirement in staff hiring, performance evaluations, and in promotion decisions. * HRO may initiate a Human Rights Impact Assessment (HRIA) to address policies, practices, and patterns of behaviour within the TDSB that are discriminatory. * Even when a complaint has not been filed, the HRO may initiate inquiries, environmental scans or investigations when it believes that human rights may have been violated   **Current student complaints process (under revision)**  Human rights incidents impacting or involving students should be addressed at the school level   * + Step 1 - Classroom teacher if appropriate   + Step 2 - Principal   + Step 3 - Superintendent if not addressed at school level * If not addressed at the superintendent level, complaint may be brought to the HRO.   Details of the current process are [on the HRO website](https://www.tdsb.on.ca/About-Us/Human-Rights/Reporting-an-Incident)  SEAC members were invited to discuss the following questions and provide feedback to the presenters.   1. Do any of the mentioned changes stand out as being particularly important in addressing human rights concerns for families with students who have special education needs? 2. What would a responsive human rights complaint process look like? 3. Are there any other steps the HRO should be taking? 4. Other feedback/concerns with the proposed human rights policy and student process?   Winter Check in Survey Results  **Students with Special Education Needs:**  Overall:   * **76,926** parents of elementary children and **19,572** parents of secondary children accessed the survey * **34,980** students across grades 6 to 12 accessed the survey.   **Students with Special Education Needs:**   * **14,365** parents said their child has an IEP (including gifted) * In-person learning: 7,579 elementary students, 3,443 secondary students * Online learning/Virtual School: 2,282 elementary students, 1,061 secondary students   **1,443** parents said their child is enrolled in an ISP  Survey Results   * Approximately one-quarter of elementary and secondary families feel very supported in having their special education needs met. Just less than 50% of elementary and secondary families feel somewhat supported. * parents of students with IEPs perceptions on their learning experiences. Elementary families tend to report slightly higher levels of students receiving the right amount of work and instruction. * Elementary students are less likely to report feeling stressed, nervous, and lonely all the time or often. Elementary students are more likely to report feeling happy and hopeful for the future.   Vaccination Update – workers who work with students with Special Education needs or live or work in a hotspot were given letters to get a vaccination for Covid 19  Over 40, 000 letters were sent to staff during the April break.  **School Closing**  The Government of Ontario [announced](https://news.ontario.ca/en/release/61106/ontario-moves-schools-to-remote-learning-following-spring-break) on April 12 that all schools in the province, will be moving to remote learning following the April break.  Beginning on Monday, April 19, in-person schools will provide remote learning to students and TDSB virtual schools will continue as normal.  **Students With Special Education Needs**  Schools will put in supports to try and have as many students as possible learn remotely due to the covid-19 spread. If students with complex medical and learning needs cannot be accommodated in remote learning, school staff will work with families to support them in school and make sure that everything is in place for learning.  **Psychology Assessments**  During In-Person School Closure, Psychology Assessments will continue in a modified manner:  **In-Person Assessments:**  Psychology staff have been able to arrange in-person assessment sessions with students in their home schools and or school board office with both school Principal and parent agreement and all TPH safety measures will be followed  **Virtual Assessments:**  Virtual assessments continue to be conducted by Psychology staff when appropriate; the student must be able to work independently and the need for ‘hands on’ test materials must be minimal  **Other Services:**  •Psychology staff continue to attend SST meetings and IPRCs virtually  •A variety of consultation supports are offered to TDSB educators and parents/caregivers  •Virtual counselling for students continues to be available |
| 3. | Trustees Report   * Trustee Aarts * Trustee Brown | The Ministry wants to make remote learning off-site -not run by individual school boards – lots of concerns around equity and special education. |
| 4. | Working Groups -   * Budget/Communication/Sp. Ed. Plan/Action Plans | Gathered feedback from SEAC members around exceptionalities and other areas  Will be shared as a Word document will all members for approval.  Chair asked members to send in a suggestion that would benefit a student with the exceptionality they represent. |
| 5. | Revisions to SEAC Terms of Reference | Main adjustment to Tof R was the inclusion of an additional member to represent Indigenous students. Other changes included specifics around role of alternate, titles of staff, committee membership. There was discussion and this item will be brought back next month for approval after input from members. |
| 6. | SEAC Member Reports/ Input | No report |
| 7. | Other Business  Correspondence: Toronto Family Network – shared flyer from PIAC around Zoom meeting for Human Rights Discussion by email to Committee Members |  |