

Special Education Advisory Committee

Leadership Report

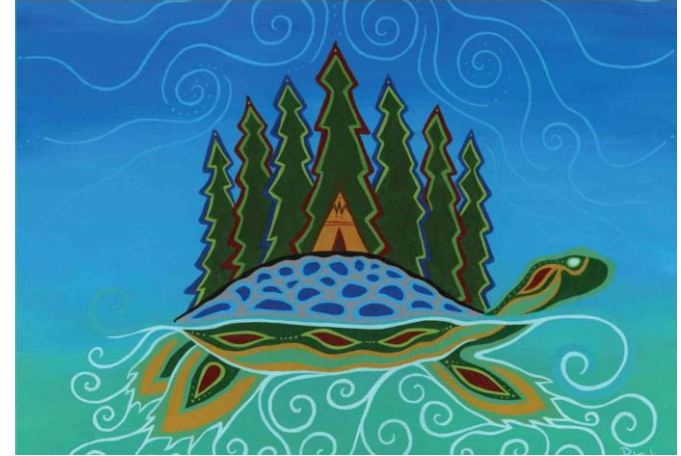
May 3, 2021

Andrew Gold, Associate Director of Leadership, Learning and School Improvement
Angela Nardi-Addesa, System Superintendent of Special Education and Inclusion



Land Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognise the enduring presence of all First Nations, Métis and Inuit peoples, as well as the importance of establishing and maintaining Cultural Safety through learning from Indigenous Peoples and Perspectives.



Agenda

| | Item | Facilitator/ Presenter | Time |
|----|--|------------------------------------|------|
| 1. | A. Call to Order (quorum) B. 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 | Chair | 7:00 |
| 2. | Leadership and Learning Report | Andrew Gold Angela Nardi-Addesa | 7:10 |
| 3. | Trustees Report | Trustees | 8:20 |
| 4. | Working Groups - <ul style="list-style-type: none">Budget/Communication/Sp. Ed. Plan/Action Plans | Chair | 8:30 |
| 5. | SEAC Member Reports/ Input | Representatives | 8:45 |
| 6. | Other Business -Special Ed. Plan, appendix additions with information about non-exceptionalities. Epilepsy, Asthma, Anaphylactic shock | Chair | 8:55 |

Leadership Report

- **Welcome** - Andrew Gold
- **Specialized Programs**- Craig Snider and Lorraine Linton
- **Administration of Medication**- Angela Nardi-Addesa
- **Transportation & Inclusion**- Ellie Cameron and Angela Nardi-Addesa
- **Updates:**
 - ECPP Updates-Joy Reiter

Specialized Programs

Specialized Programs are programs that address the needs of groups of students with a particular curriculum or career interest (e.g., the arts, business studies, the environment, pure and applied sciences, technological education, etc.). The TDSB will establish two types of Specialized Programs:

- a) **Local Specialized Program** refers to a program within a school with a specific focus (e.g., the arts, athletics, skilled trades, etc.) that is available to students registered at that school.
- b) **District-wide Specialized School/Program** refers to a school/program with a specific focus (e.g., the arts, athletics, skilled trades, etc.) that is available to students from across the district.

<https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations>

Concerns Raised by SEAC for Discussion

SEAC Discussion & Feedback-30 minutes

- If the policy is to improve access for all students to programs, how will we be able to ensure students with special education needs will not be discriminated against, on the basis of ability?
- How will TDSB ensure that the design, criteria and admissions practices of specialized programs do not reinforce, create or increase marginalization or oppression of any individual or group?
- The policy states that all district-wide specialized schools/programs will have standard admissions, processes and criteria established by the board. Could this be an opportunity for interest based admission for students?

Specialized Programs Discussion Questions for Consideration

What would inclusionary criteria look like to ensure all students, including students with special education needs have access to specialized programs?

How do we structure programming to remove barriers and ensure access?

What guiding principles should we consider when developing admissions criteria for all students? What questions would we ask?

Administration of Medication

- Ministry of Education Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings
- TDSB Operational Procedure PR 580: Special Education Plan Section C: Inclusion Strategy pages 39 and 40

| Support Service | Administered by | Provided by | Training and Direction | Consultation |
|-----------------------------------|-------------------------------------|-----------------------|------------------------|-----------------------|
| 1. Oral Medication | Pupil as authorized | Pupil | Attending Physician | Local Board of Health |
| | Parent(s)/Guardian(s) as authorized | Parent(s)/Guardian(s) | Attending Physician | Local Board of Health |
| | Aide or other personnel | School Board | School Board/Physician | Local Board of Health |
| 2. Injection of Medication | Pupil as authorized | Pupil | Attending Physician | Local Board of Health |
| | Parent as authorized | Parent(s)/Guardian(s) | Attending Physician | Local Board of Health |
| | Health Professional | Ministry of Health | Ministry of Health | School Board |

SEAC Discussion & Feedback-15 minutes

Transportation and Inclusion

- [Education Act, Section 21](#)
- [Operational Procedures \(PR 504\)](#) of the [TDSB Transportation Policy \(PO20\)](#)
- [Behaviour on Buses Procedure PR 557](#)

What are the Accommodations for Students with Special Education Needs on a regular school bus, attending a neighbourhood ?

- Proactive measures, set student up for success, draw on student strengths
- Collaboration with driver; bus company and principal to understand the issue
- Principal collaborates with the student, parent/caregiver and teacher/support staff (e.g., creating a plan/reward system that focuses on positive behaviour.)
- Safety of student and others assessed and next steps determined

SEAC Discussion & Feedback-15 minutes

ECPP Updates-Joy Reiter

Seeds of Change - The program will support healing and reduce the longer-term impacts of trauma due to street trafficking for children/youth ages 12-17, with an intent to return children to families, where appropriate, and/or support independent reintegration to the community. The residence will house marginalized children and youth with a broad range of challenges and needs, who would potentially pose a risk to other students if they were to attend a traditional school program. This residence will be the first of its kind to serve this age group in the City of Toronto and will provide wraparound supports to ensure the youth can begin to heal from complex trauma and live to their full potential. It is expected that residents will stay for an average of 18 months, which is why access to education is so important.

Eagle - This program is designed to intentionally and purposefully support a vulnerable population of adolescent youth through supports including: a safe space and curriculum that is inclusive of LGBTIQ2S experiences. The clinical treatment program is based on anti-oppressive theory and the use of Cognitive Behavioural Therapy (CBT) and Dialectical Behaviour Therapy (DBT). Egale's intake confirms many youth remain under-served in terms of their mental health within the LGBTIQ2S student population, and this program will focus on the adolescent mental health of this population of students. The geographical area to be served is downtown Toronto.

ECPP Updates

The Neighbourhood Group - Recognizing that youth in conflict with the law often face challenges in obtaining educational goals, ECPP is creating an educational support program for justice-involved youth residing in the Northwest quadrant of Toronto. This program will be positioned to provide educational and programming options for youth who have been diverted from formal contact with the justice system or who are serving a community supervision sentence who reside in Northwest Toronto. Access to education is critical for youth in conflict with the law, and this program will be an important resource to ensure they don't fall further behind from their peers while they work to reintegrate back into their home communities. The program will provide enhanced culturally-centred educational supports and credit-worthy treatment programming that is grounded in culturally appropriate methodologies and delivery methods.

Humewood

<https://globalnews.ca/news/7696959/tdsb-dismantling-anti-black-racism-toronto/>

Discussion, Questions, Feedback



Agenda (Contd.)

| | Item | Facilitator/ Presenter | Time |
|----|--|---------------------------|------|
| 3. | Trustees Report | Trustees | 8:05 |
| 4. | Working Groups - <ul style="list-style-type: none">• Budget/Communication/Sp. Ed. Plan/Action Plans | Chair | 8:15 |
| 5. | Revisions to SEAC Terms of Reference | Chair | 8:30 |
| 6. | SEAC Member Reports/ Input | Representatives | 8:50 |
| 7. | Other Business -Special Ed. Plan, appendix additions with information about non-exceptionalities. Epilepsy, Asthma, Anaphylactic shock | Chair | 8:55 |