

Special Education Advisory Committee

Leadership Report

April 19, 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. 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	Chair	7:00
2.	Leadership and Learning Report	Andrew Gold Angela Nardi-Addesa	7:10

Agenda

	Item	Facilitator/ Presenter	Time
3.	Trustees Report	Trustees	7:50
4.	Working Groups - <ul style="list-style-type: none">• Budget/Communication/Sp. Ed. Plan/Action Plans	Chair	8:00
5.	Revisions to SEAC Terms of Reference	Chair	8:30
6.	SEAC Member Reports/ Input	Representatives	8:50
7.	Other Business	Chair	8:55

Leadership Report

- **Welcome:** Andrew Gold
- **Human Rights Draft Policies P031 and P034**
Irit Kelman, Ros Salvador
- **TDSB Pandemic Survey Results for Special Education** - Amie Presley
- **Updates:**
 - Vaccinations & Recent Ministry Announcement-Angela Nardi-Addesa
 - Psychology Assessments -Carolynn Lennox, Laura Mahoney
 - Ontario Autism Program; Network4Learning-Janine Small and Sandra Witty



Special Education Advisory Committee Meeting - April 19, 2021

Irit Kelman, Manager & A/Senior Manager

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



Agenda

1. Context
2. Proposed changes to Human Rights Policy
3. Development of a Student Complaints Process
4. Discussion

Current Context

- Human Rights Office (“HRO”) takes complaints from staff
- Parent complaints about student human rights are handled by principal/superintendent through the [Parent Concern Protocol](#) (“PCP”)
- PCP does not set out Human Rights Code procedural obligations for addressing human rights
- HRO can support school admin addressing human rights
- HRO is creating a student human rights complaints process
- [Draft amended Human Rights Policy](#) is more proactive

Key proposed policy changes that may positively 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.

Key proposed policy changes that may positively impact the special education community

- 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](#)

Discussion Questions

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?

Additional Feedback?

Policy & Procedure Feedback (deadline extended to April 30):

Anu.Sharma2@tdsb.on.ca

Other:

Humanrightsoffice@tdsb.on.ca

416-397-3622

Discussion, Questions, Feedback



Winter Check-in Survey: Students with Special Education Needs Highlights

**Research and Development
Toronto District School Board**

April 2021



Student and Parent Survey Participation

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.

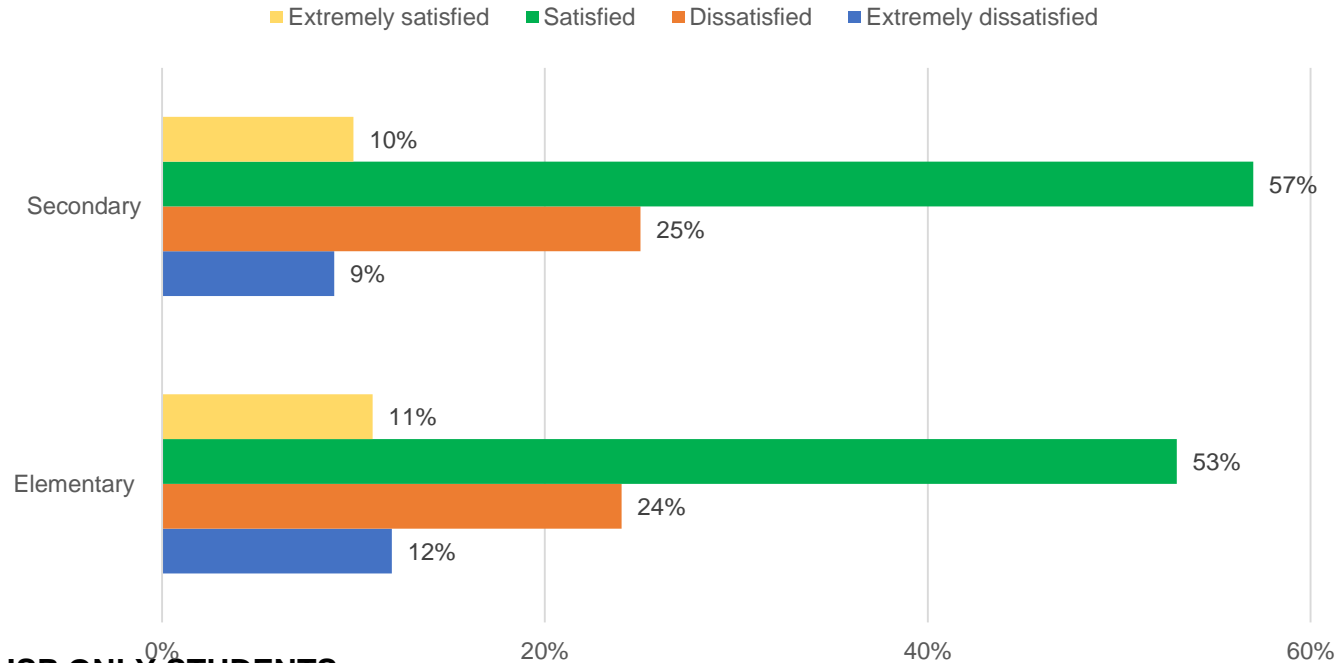
Students with Special Education Needs:

- **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.

Support for Students With Special Education Needs

Satisfied with IEP Accommodations in the Virtual School

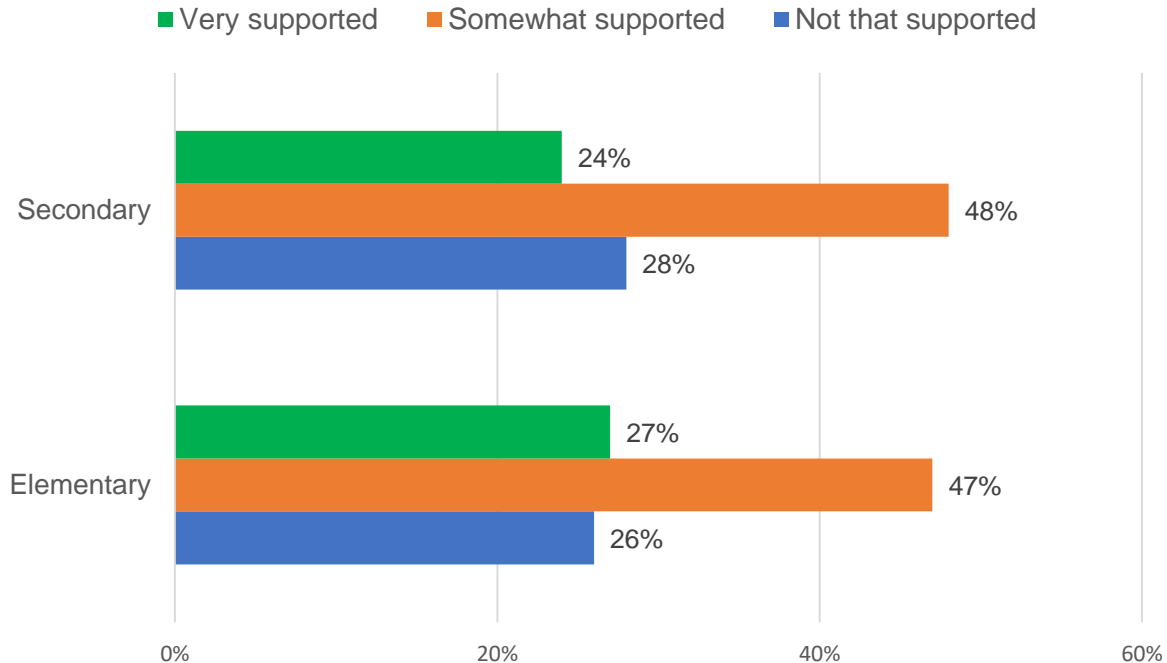


ISP ONLY STUDENTS:

- Approximately **69%** of elementary families and **73%** of secondary families are satisfied with the SEN accommodations provided in the Virtual School.

Support for Students With Special Education Needs

Support for Special Education Needs

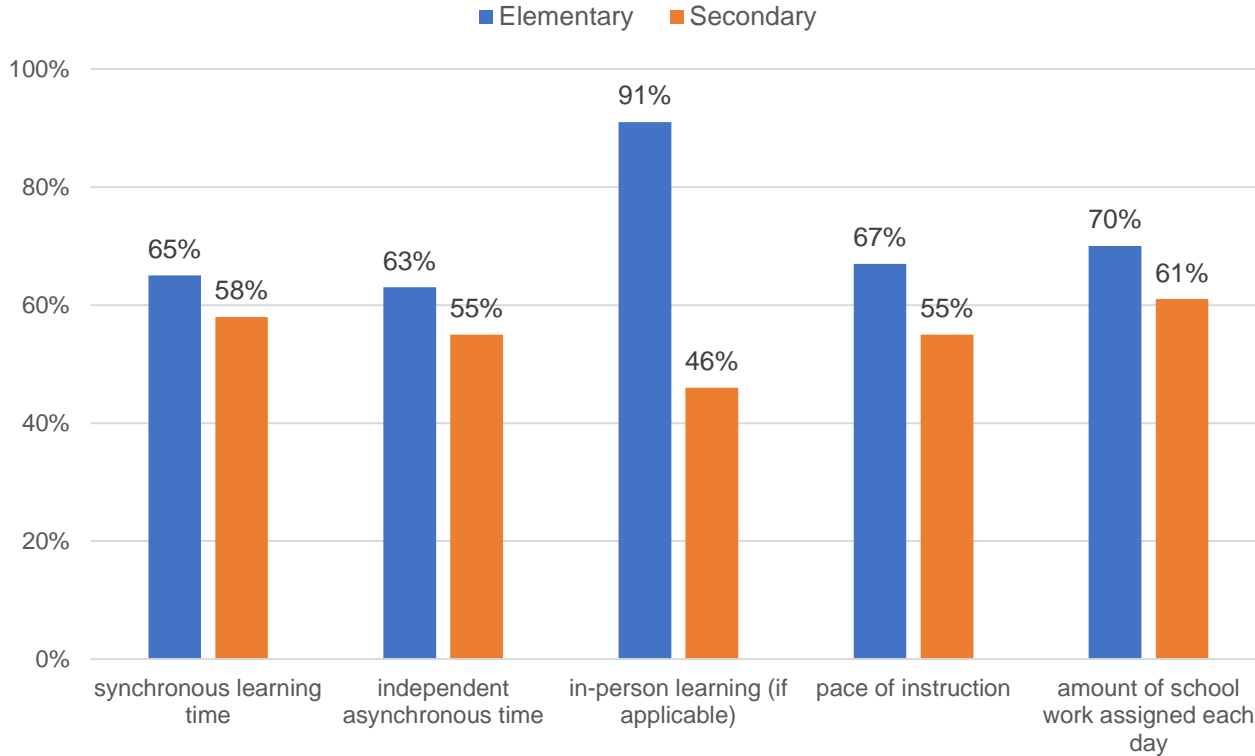


ISP Students Only:

- Approximately **33%** elementary and **28%** secondary families report feeling very supported in having their child's special education needs met.

IEP Students' Learning Experiences, Parental Perceptions

Just the right amount...



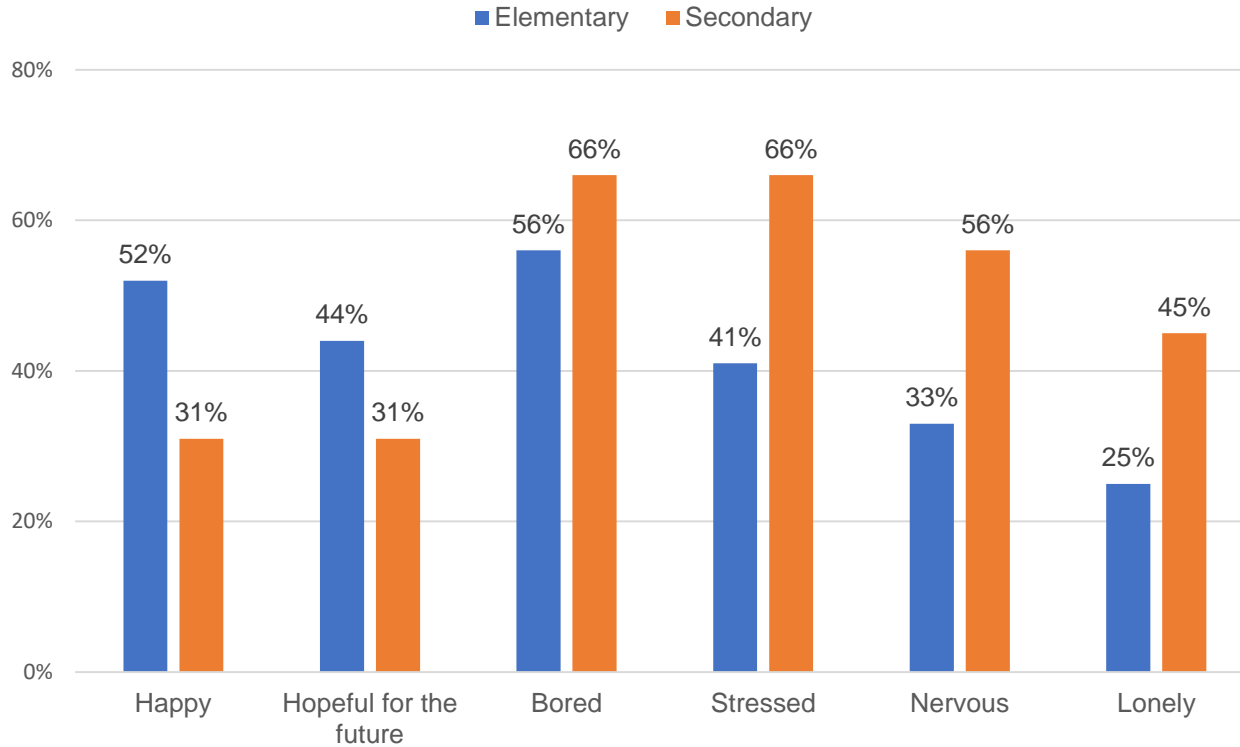
Overall Learning Experiences – Parents’ Perceptions

IEP Families reported:	Elementary	Secondary
their child will be ready for the next grade level	54%	64%
their child will fall behind because of COVID-19 (agree / strongly agree)	62%	57%

ISP Only Families reported:	Elementary	Secondary
their child will be ready for the next grade level	44%	49%
their child will fall behind because of COVID-19 (agree / strongly agree)	70%	68%

Student Mental Health and Well-being (IEP students only)

Mental Health (all the time / often)



Student Survey: 6,735 IEP identification in Trillium.

Discussion, Questions, Feedback



Vaccination Updates

TDSB advocated for our education workers to receive the COVID-19 vaccine, with particular attention given to staff who work in our congregated school settings and our integrated school sites with DD programs. We believe these staff, who work closely with students with complex medical needs, should be vaccinated as soon as possible during Phase 1 of the vaccine distribution implementation plan to ensure we are supporting the health and well-being of them and the students they serve.

Education workers who support students with special education needs

Personalized letters were sent to staff to use to prove their eligibility at the immunization clinic location.

Education workers who live or work in “hot spot” neighbourhoods

As you know, the Government of Ontario has identified (by postal code) [“hot spot” Toronto neighbourhoods](#) for COVID-19. Education workers who work in schools in these “hot spot” neighbourhoods (or itinerant staff that visit these schools) are also eligible to receive the COVID-19 vaccine. This group of staff also received a personalized letter that to use to prove their eligibility at the immunization clinic.

Ministry Announcement

The Government of Ontario **announced** 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

As part of today's announcement, the Government of Ontario stated that school boards are expected to provide in-person support for students with special education needs who have complex medical and learning needs and cannot be accommodated through remote learning based on student needs. (e.g., congregated sites and students in DD ISP in integrated settings. Students will be welcomed Wednesday, April 21

Psychology Assessments Updates

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

Psychology Assessments Updates

Other Services:

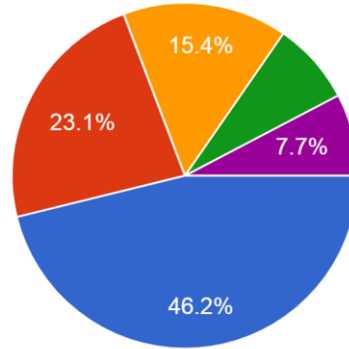
- Psychology staff continue to attend SST meetings and IPRCs virtually
- A variety of consultation supports are offered to TDSB educators and parents/caregivers
- Virtual counselling for students continues to be available

N4L Virtual School DD/DK ISP module Winter cohort highlights

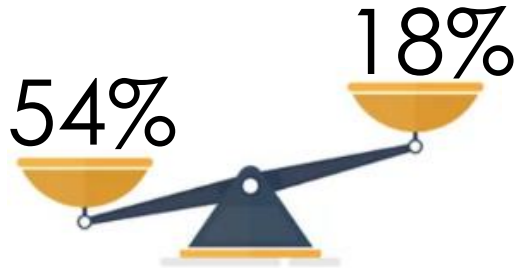


27 active participants and 5 facilitators

Participants who had taught in an ISP class before Virtual School:



- No
- DD
- DK
- ASD
- MID
- BEH
- Other

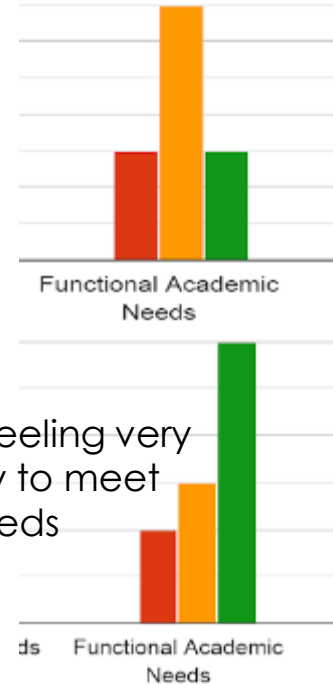


Participants who felt they had limited to no support prior to N4L vs after participating

3 more groups are set to start in March 2021 along with 1 elective

x2

Number of participants feeling very confident in their ability to meet their students' needs



Ontario Autism Program

The Ministry of Children, Community and Social Services (MCCSS), Children with Special Needs Division, issued a *Call for Applications for Entry to School Program* in March 2021. Providing transition support to children with Autism Spectrum Disorder (ASD) entering school for the first time will be one of the services delivered under the umbrella of the Ontario Autism Program (OAP). The selection process is open to public and private providers.

Summary:

- This service will be provided to children with ASD 36 to 71 months of age, entering school for the first time
- Group-based intervention and programming will be provided for a period of time (6 months) to prepare for school
- The Entry to School Program will be aligned with school entry times (September and January)
- A range of transition supports will be developed for up to 6 months after school entry
- Toronto region is expected to serve approx. 3,000 children through this program per year

Discussion, Questions, Feedback



Agenda (Contd.)

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