

# Special Education Advisory Committee

## Leadership Report

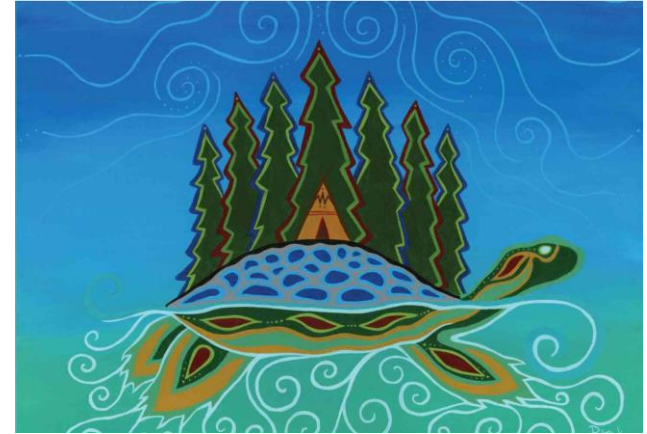
November 2, 2020

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."



# Agenda

1. Call to Order (quorum) - Welcome
2. Approval of Agenda (including time allocation)
3. Declarations of Possible Conflict of Interests and Approval of SEAC Minutes
4. Leadership Report
5. Trustees Reports/ Introductions
6. PR 728: Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools
7. Working Groups - Budget/Communication/Sp. Ed. Plan/Action Plans
8. SEAC Members Report
9. Other Business

# Leadership Report

- **Introduction-** Andrew Gold
- **Budget Updates** - Craig Snider
- **Social Worker Updates** - Shameen Sandhu and Laura Shepherd
- **Psychology Updates-** Carolyn Lennox, David Schwartzbein, Laura Mahoney and Yvonne Martinez
- **Virtual School Updates**
  - Demographics-David Cameron
  - Special Education Processes Updates-Angela Nardi-Addesa
  - Professional Learning –Janine Small



# Proposed 2021-22 TDSB Operating and Capital Budget Schedule Timelines

Month / Date	Milestone
3 November 2020	<ul style="list-style-type: none"><li>• Present budget schedule for Trustees' review and feedback</li></ul>
25 November 2020	<ul style="list-style-type: none"><li>• Update on reserves status as a result of 2019-20 operations</li><li>• 2020-21 Enrolment update</li><li>• Update on 2020-21 Revised Estimates</li><li>• Final written submission to Ontario Ministry of Finance Provincial Budget</li><li>• Communication Plan to support operating budget</li><li>• Review of 2019-20 strategic budget drivers and discussion of proposed 2020-21 drivers</li></ul>



## Proposed 2021-22 TDSB Operating and Capital Budget Schedule Timelines (Continued)

Month / Date	Milestone
January 2021	<ul style="list-style-type: none"> <li>Finalize 2020-21 strategic budget drivers</li> <li>Three-year financial projections and budget strategy</li> <li>Update on provincial consultation on 2021-22 budget</li> <li>Discussion of public budget consultation plan and timelines during COVID-19 pandemic</li> <li>Three-year enrolment forecast</li> </ul>
February 2021	<ul style="list-style-type: none"> <li>Finalize public consultation plan on 2021-22 budget</li> <li>Update on Grants for Student Needs announcement from Ministry (if available)</li> <li>2020-21 First quarter financial report</li> </ul>
March 2021	<ul style="list-style-type: none"> <li>Presentation and approval 2021-22 School based staffing allocation</li> <li>Update on Grants for Student Needs announcement from Ministry (if available)</li> </ul>





# Proposed 2021-22 TDSB Operating and Capital Budget Schedule Timelines (Continued)

Month / Date	Milestone
April 2021	<ul style="list-style-type: none"><li>• Staff analysis of Grants for Student Needs with release of detailed budget working papers (if available)</li><li>• Capital revenue analysis based on GSN announcements (if available)</li><li>• Update to financial projection based on Grants for Student Needs and recommended options to balance (if available)</li><li>• 2020-21 Second quarter financial report</li></ul>
May 2021	<ul style="list-style-type: none"><li>• Presentation of 2021-22 Operating and capital budget – Draft report</li></ul>
June 2021	<ul style="list-style-type: none"><li>• Approval of operating and capital budget for submission to Ministry</li></ul>





## Impact of Projected Enrolment

- Based on our updated projected enrolment the impact is forecasted to be approximately \$41.8M
- Final enrolments will be known later in the year







## Provincial and Federal Funding Available

- There are \$58.4M in total additional 2020-21 provincial and federal funding allocated to TDSB, according to government announcements between August 4 and October 5, 2020
- This government funding is targeted to address school boards' staffing and operating needs as a result of COVID-19 health & safety requirements





# Summary of 2020-21 Provincial and Federal Funding

Funding Category	Provincial (\$Mil)	Federal (\$Mil)	Total (\$Mil)
Teaching Staff	6.27	6.47	12.74
Caretaking Staff	5.96	-	5.96
Virtual School Admin Staff	1.65	3.71	5.37
Staff Training	1.14	-	1.14
Technology	1.73	-	1.73
Air Quality / Ventilation	6.92	-	6.92
Transportation	1.21	1.54	2.75
Spec. Ed & Mental Health	1.58	0.72	2.30
PPE	0.46		0.46
Reopening Emerging Issues	-	10.06	10.06
High Priority Areas	8.98		8.98
<b>TOTAL</b>	<b>35.90</b>	<b>22.50</b>	<b>58.40</b>





# Uses of 2020-21 Federal and Provincial Funding

- **Teaching Staff** – \$12.74M for 120 additional FTEs
- **Caretaking Staff** - \$5.96M for 96.5 additional FTEs
- **Virtual School Admin Staff** - \$5.37M for admin staff costs for five virtual schools (P, VPs, Admin)
- **Staff Training** - \$1.14M to provide COVID-19 training to all occasional teachers and casual workers
- **Technology** - \$1.72M for IT software licenses, devices and internet connection for students
- **Air Quality and Ventilation**- \$6M to be used to for HEPA units and \$0.92M for inspection costs and filter changes
- **Transportation and PPE** – \$2.75M to be used for any actual driver overtime costs, costs relating to noon hour routes, and PPE supplies not covered by MGCS





# Use of 2020-21 Federal and Provincial Funding

- **Special Ed & Mental Health Supports** - \$2.3M to be used for 8 Child Youth Workers, 9 Special Needs Assistants, 12 Educational Assistants and 2 Social Workers.
- **PPE** - \$0.46M for additional critical PPE supplies not covered by MGCS
- **School Reopening Emerging Issues Funding** – \$10.06M to be used for such things as PPE supplies, staffing, supply and technology costs
- **High Priority Areas Funding** - \$8.98M to be used for staffing and technology costs



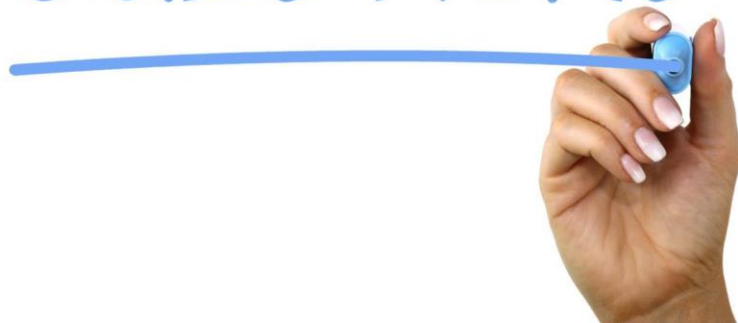


# TDSB Additional Expenditures

- 280 elementary teachers hired using reserves
- LTO teachers hired to support virtual schools
- Technology
- Virtual school administration
- PPE and cleaning supplies



# QUESTIONS



# Social Work Update

## Special Needs & Mental Health/Well-Being

- Social work (SW) services are available for families and students in brick & mortar and virtual school (*counseling, group work, classroom groups, consultations, case management, community resource links*).
- Students in virtual school are connected to their home school to maintain continuity and connection to their home school communities.

# Social Work Update

- Virtual groups/in-person are available/are being created to enhance student/caregivers' engagement to school and increase socialization; maintain healthy relationships; decrease isolation; enhance resilience and COVID coping skills.

**Summer Connections:** Transition supports (*virtually/in person*) for students and caregivers; virtual parenting groups, “*Supporting Children with Disabilities Through Transitions*”; summer one-on-one counselling support was available.



# Social Work Update

**Ongoing Support and Connections:** Parent Conference PD  
*Supporting virtual learning for children with complex needs;*  
virtual/in school socialization/peer relationship groups ("*Help I miss my friends*"-LD/ISP) ; Parent Information Groups---for students turning 16 and 18; student engagement/transitions (new/returning); student groups on anxiety & wellness; resources for parents/students and staff.

**Student/Caregivers:** one on one support for students; liaising families with community agencies; support and advocacy for students/families.

# Social Work Update

**Support groups with our community partners:** virtual/in-school support being provided in collaboration with TDSB with a variety of community partners (*Surrey Place, Griffin Centre, Geneva Centre, Bloorview Holland; Autism Ontario Program*).

**Staff support & resource:** equity and anti-oppression education, special needs resource compilations & forms, utilizing resources from School Mental Health Ontario (SMHO), stress management and supporting well-being strategies for positive student/family engagement for teaching staff; provide and share resource information with staff for the

students/families

# Psychological Services Assessment Statistics 2020

September 2020

	LC1	LC2	LC3	LC4	Total
Removed	58	30	41	68	197
Completed	7	37	2	35	81
Resolved*	65	67	43	103	278
In Progress	44	29	36	113	222
Waiting	372	171	317	488	1348
<b>Total Referrals</b>	<b>481</b>	<b>267</b>	<b>396</b>	<b>704</b>	<b>1848</b>

\*Resolved = Completed + Removed



Professional  
Support Services

# Psychological Services Assessment Statistics 2020

October 2020

	LC1	LC2	LC3	LC4	Total
Removed	74	45	57	104	280
Completed	70	48	5	96	219
Resolved*	144	93	62	200	499
In Progress	100	68	120	168	456
Waiting	323	190	329	474	1316
<b>Total Referrals</b>	<b>567</b>	<b>351</b>	<b>511</b>	<b>842</b>	<b>2271</b>

\*Resolved = Completed + Removed



Professional  
Support Services

# Psychological Services Activities 2020

## Mental Health, Wellbeing, Equity and Student Learning

### **Student Well-Being and Mental Health**

- Direct individual counselling and group interventions (anxiety, depression, resilience)
- Assisting the transition back to school for September 2020
- Hearts and Mind newsletters for parents
- Presentations for parents and school staffs

### **Staff Well-Being**

- Mental Health PD
- Consultations with teachers during COVID 19

### **PD to Staff on Anti-oppression and Equity**

- Social justice groups and equity groups in collaboration with other disciplines
- Professional Development for staff on anti-oppression

### **Student Academics – Literacy and Numeracy and Social Emotional Learning**

- Ready to Teach/Learn Modules concerning COVID 19
- Direct academic interventions and support
- Teacher training in assessment, scoring, and linking to interventions
- Consultation with teachers around opportunities social emotional Learning

### **Building Partnerships**

- Community outreach
- Development of website and resources for staff and families

### **Special Education Support**

- Consultation around IEP development and implementation
- Support at IPRC and SEPRC



Professional  
Support Services

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# Questions?

# Virtual School Update

- Over 61, 000 students in Elementary Virtual School
  - 9, 000 students with Individual Education Plan
- Over 17, 000 students in Secondary Virtual School
  - 5, 000 students with Individual Education Plan

# Virtual School Update

## Breakdown of Students with Special Education Needs (SEN)

Learning Centre	Number of Students with SEN In-Person	Number of Students with SEN in Virtual School
LC1	4,606	2,124
LC2	3,632	2,595
LC3	3,238	2,760
LC4	5,767	1,848
Secondary	13,804	4,357
TOTAL	31,047	13,684

- Total Special Education Teachers in Virtual School: 278
- Total Support Staff serving students with IEPs (In-Person and Virtual): 2,695



# Student Demographics for Virtual and In-Person School as of October 13, 2020

Research and Development  
Toronto District School Board

October 13, 2020

*\*please note that these numbers do not reflect students who are newly enrolled in the TDSB after September 30th*

## Overview

As of October 13th, 2020, there were 240,770 students actively attending TDSB schools, either in person or virtually:

- 61,835 elementary school students, or 37%, were attending the four elementary virtual schools;
- 17,717 secondary school students, or 24%, were attending the secondary virtual school;
- Overall, 79,552 students, or 33% of the TDSB student population, were attending school virtually. The other 67% were attending school in-person.

*\*please note that these numbers do not reflect students who are newly enrolled in the TDSB after September 30th*

- School Learning Opportunities Index and school specific registration information of students
- Trillium information in relation to several demographic and school program variables
- Environics Analytics neighborhood data for median income of individual students by postal codes
- Census information from 2006-17 (proportions of students as of September 30, 2020 identified in the Census ranged from 56%-65%)

## Summary of Findings

- The highest proportions of students enrolled in Virtual School were in early elementary grades, between 37-39%. And the lowest proportions were in secondary schools between 22-27%.
- 78% of all Grade 9 students chose In-Person School – the highest proportion across all grades in TDSB.
- There is no proportional differences for students enrolled in Virtual School and those enrolled in In-Person School for the following demographic indicators:
  - Gender;
  - Students with special education needs; and
  - Birth place and time in Canada.

## Summary of Findings

- Proportionally, students from lower-income families tend to enrol in Virtual School.
- Proportionally, students with parents who attained higher levels of education tended to choose In-Person School.
- These proportions are also reflected in viewing school based proportions by school Learning Opportunities Index (LOI) – in elementary schools there is a co-relationship between proportions of students in Virtual School and the LOI rank of the school.
- The relationship between socioeconomic status (SES) and school choice is most pronounced at extreme ends of the LOI, with the lowest proportions of students choosing In-Person School in schools between LOI 1-50 and the highest proportions of students choosing In-Person School in schools between LOI 420-472.
- Compared to the TDSB as a whole, South Asian and East Asian students are significantly overrepresented in Virtual School and White students are significantly under represented.
- 65% of students in Virtual School speak a language other than English at home compared to only 49% of students attending In-Person School.

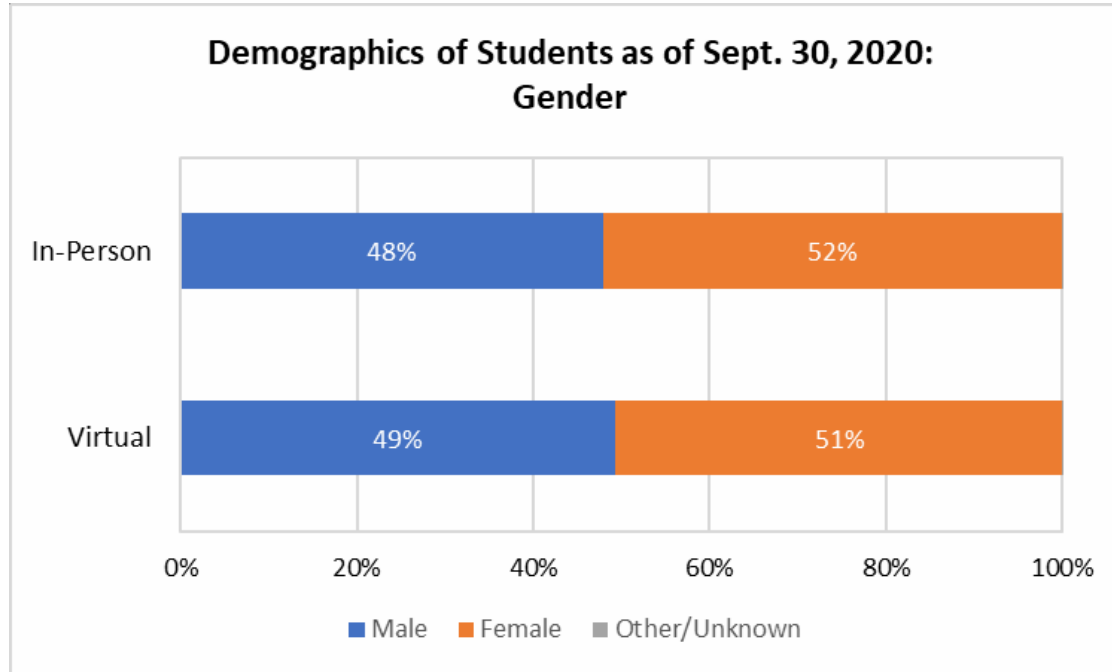
# Enrolment By Grade (Sept 30, 2020)

Grade	Virtual School		In-Person	
	Count	Percentage	Count	Percentage
JK	5,566	<b>37%</b>	9,320	<b>63%</b>
SK	6,559	<b>39%</b>	10,315	<b>61%</b>
Gr. 1	6,556	<b>38%</b>	10,670	<b>62%</b>
Gr. 2	6,339	<b>37%</b>	10,947	<b>63%</b>
Gr. 3	6,538	<b>37%</b>	10,956	<b>63%</b>
Gr. 4	6,117	<b>36%</b>	10,727	<b>64%</b>
Gr. 5	6,067	<b>35%</b>	11,025	<b>65%</b>
Gr. 6	6,159	<b>36%</b>	10,733	<b>64%</b>
Gr. 7	6,019	<b>36%</b>	10,600	<b>64%</b>
Gr. 8	5,915	<b>35%</b>	11,134	<b>65%</b>
Gr. 9	3,621	<b>22%</b>	12,987	<b>78%</b>
Gr. 10	4,442	<b>27%</b>	12,174	<b>73%</b>
Gr. 11	4,246	<b>25%</b>	12,522	<b>75%</b>
Gr. 12	5,408	<b>24%</b>	17,108	<b>76%</b>

# Demographics of Students Enrolled in Virtual School and In-Person School

## Demographics of Students: Virtual School and In-Person School

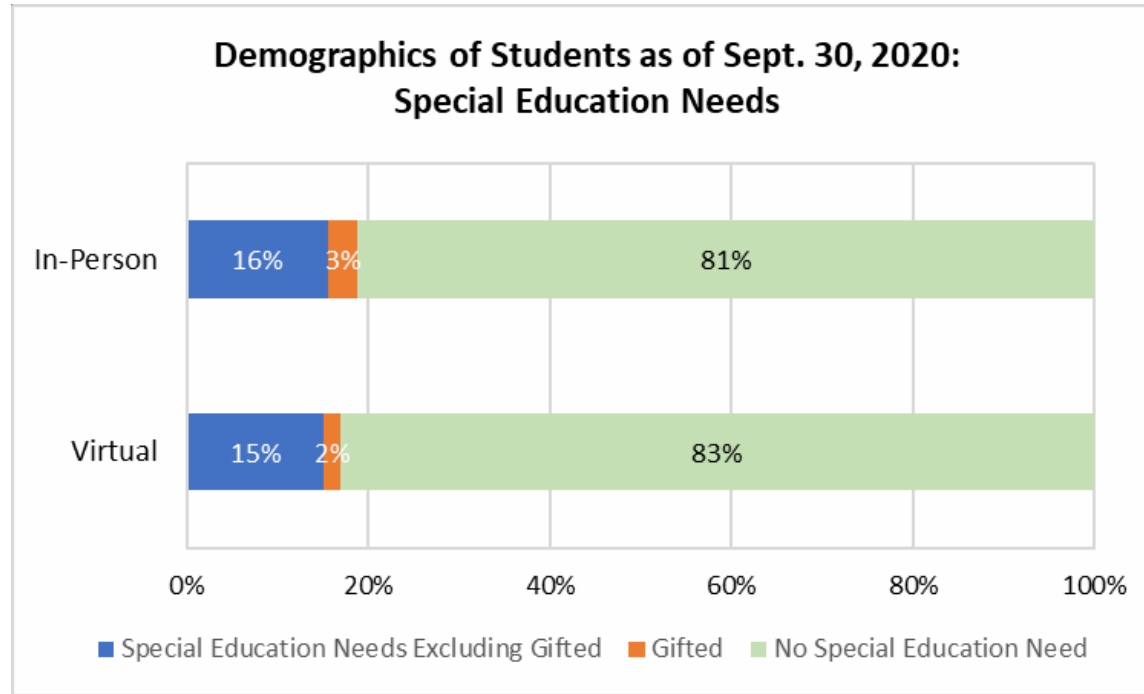
- The gender distributions of students attending school in-person and virtually are similar:





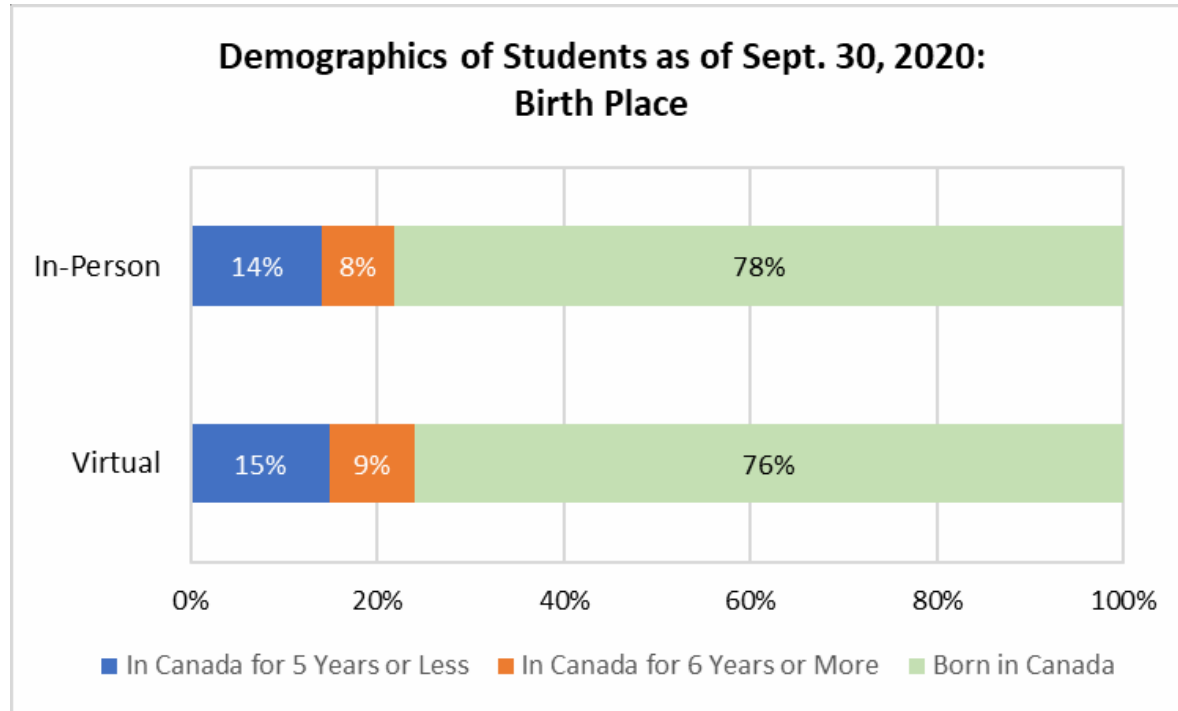
## Demographics of Students: Virtual School and In-Person School

- The distributions of their status of special education needs are similar as well:

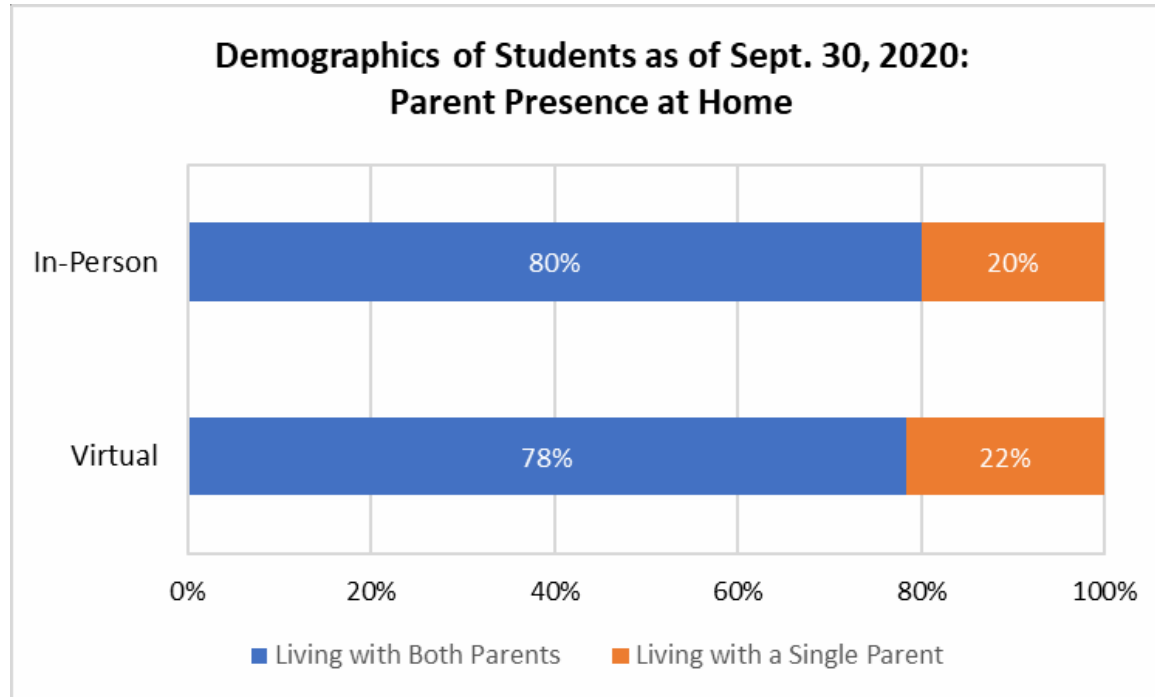


## Demographics of Students: Virtual School and In-Person School

- And their birth place and time in Canada:



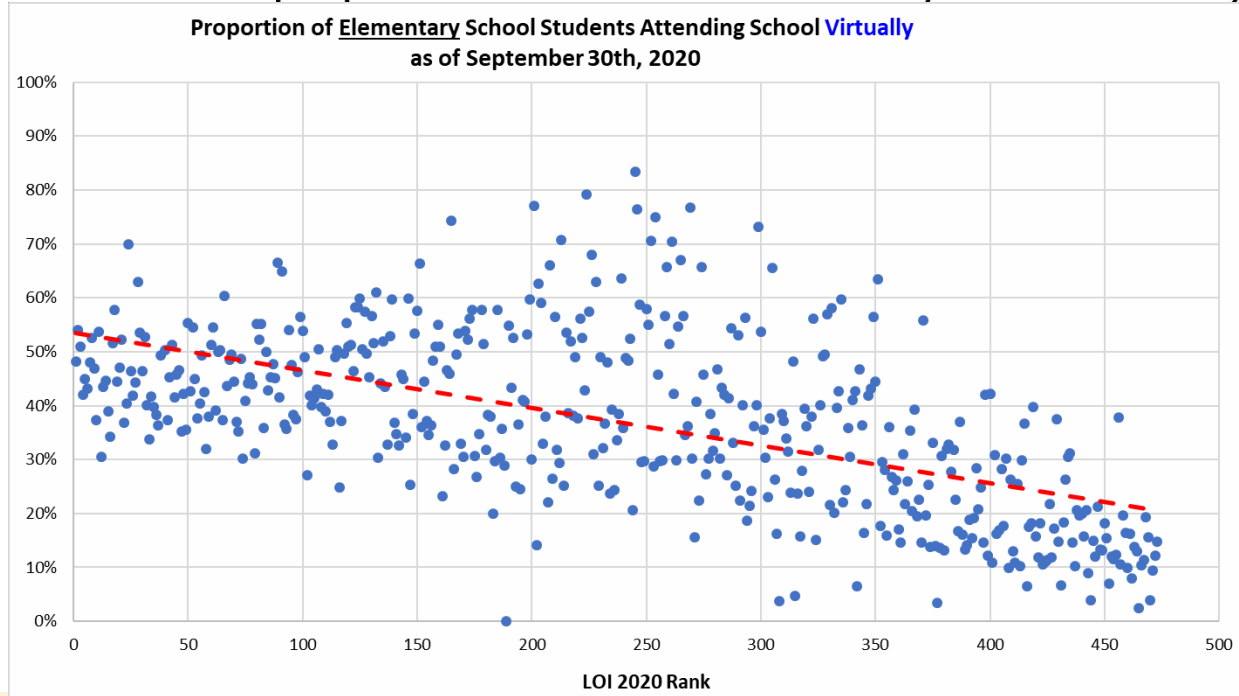
Parent presence at home: 2% more students living with a single parent chose to attend school virtually



# Parental Income and Education: Virtual School and In-Person School

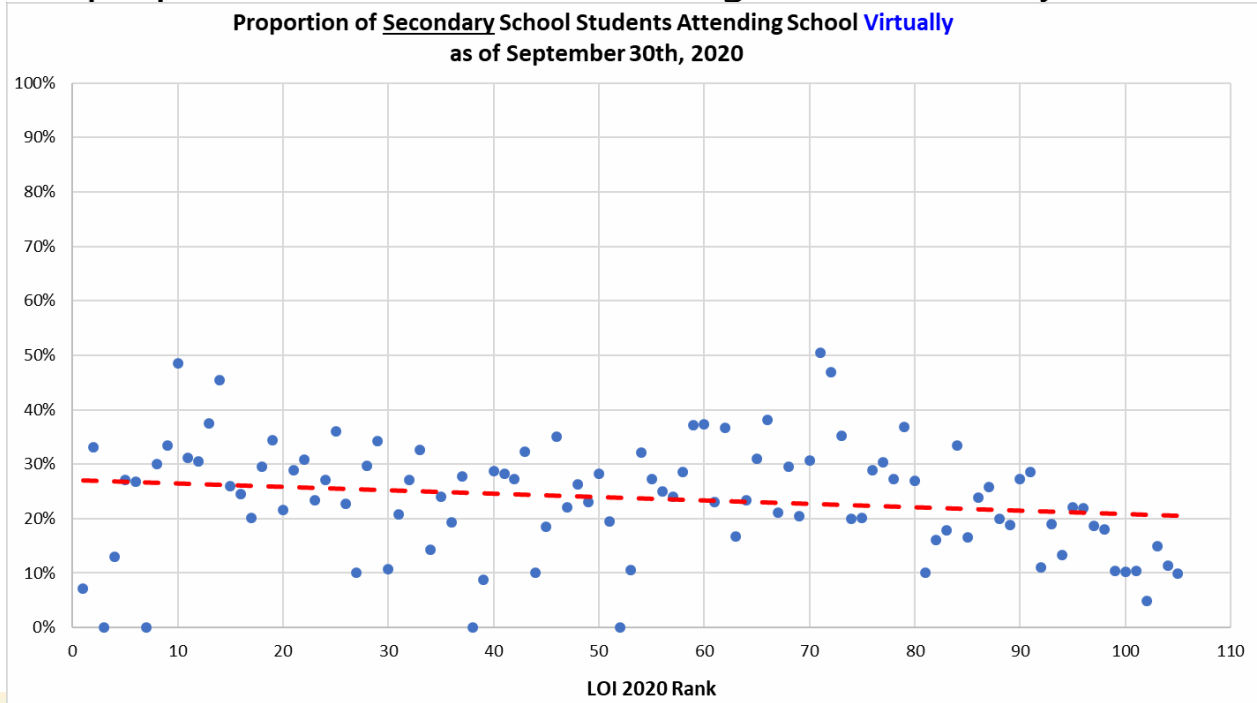
## Parental Income and Education: Correlation with School LOI

- For elementary schools, there is a moderate correlation and their home school's LOI 2020 rank: between the proportion of students attending school virtually



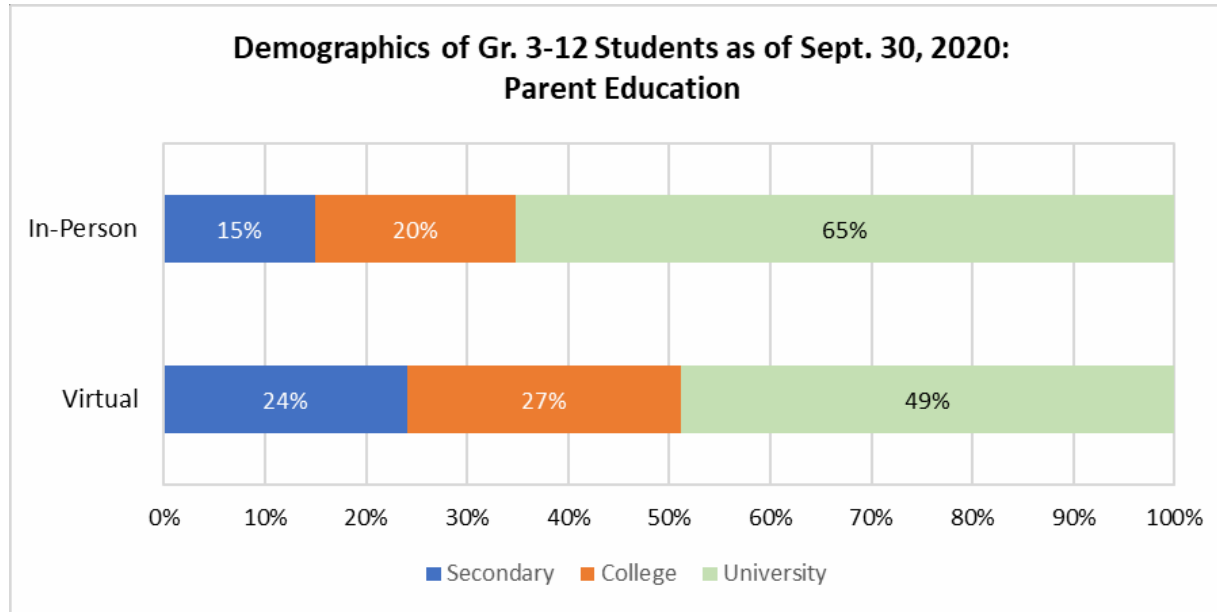
## Parental Income and Education: Correlation with School LOI

- For secondary schools, there is a very weak correlation between home school's LOI 2020 rank: the proportion of students attending school virtually and their



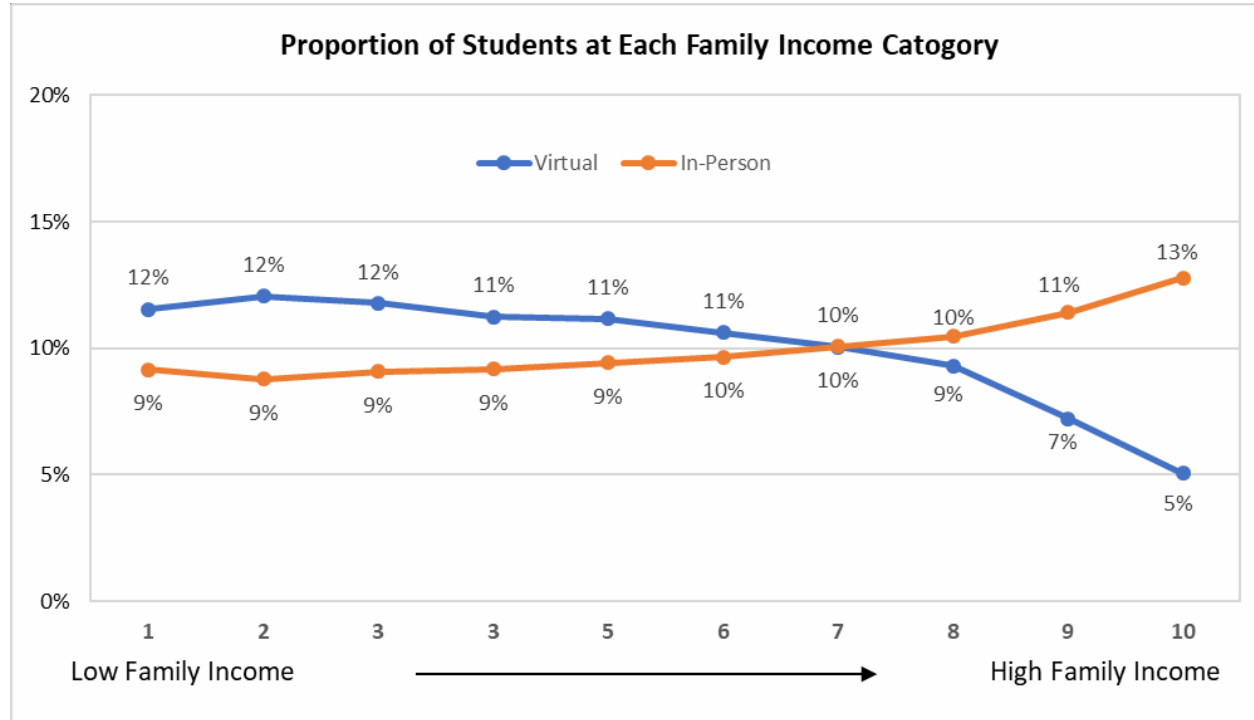
## Parental Income and Education: Parent Education

- Parent Education: proportionally more students whose parents had less education chose to attend school virtually



## Parental Income and Education: Household Income

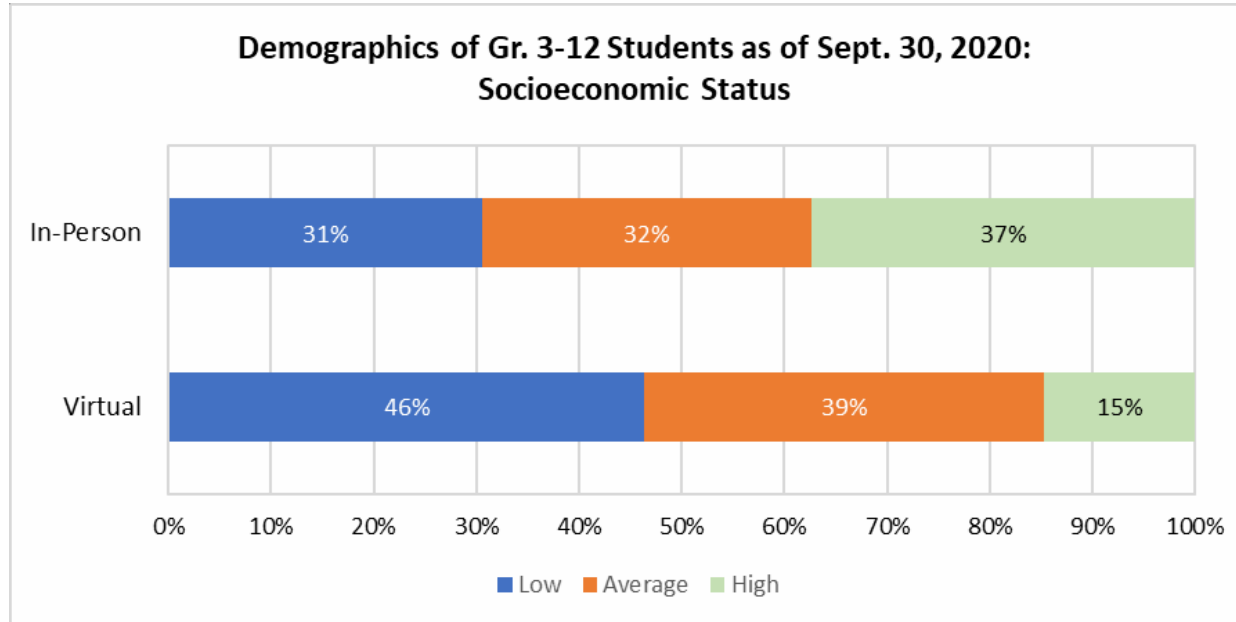
- Estimated Household Income (2019): the median household income in the neighborhood level (6-digit postal code)





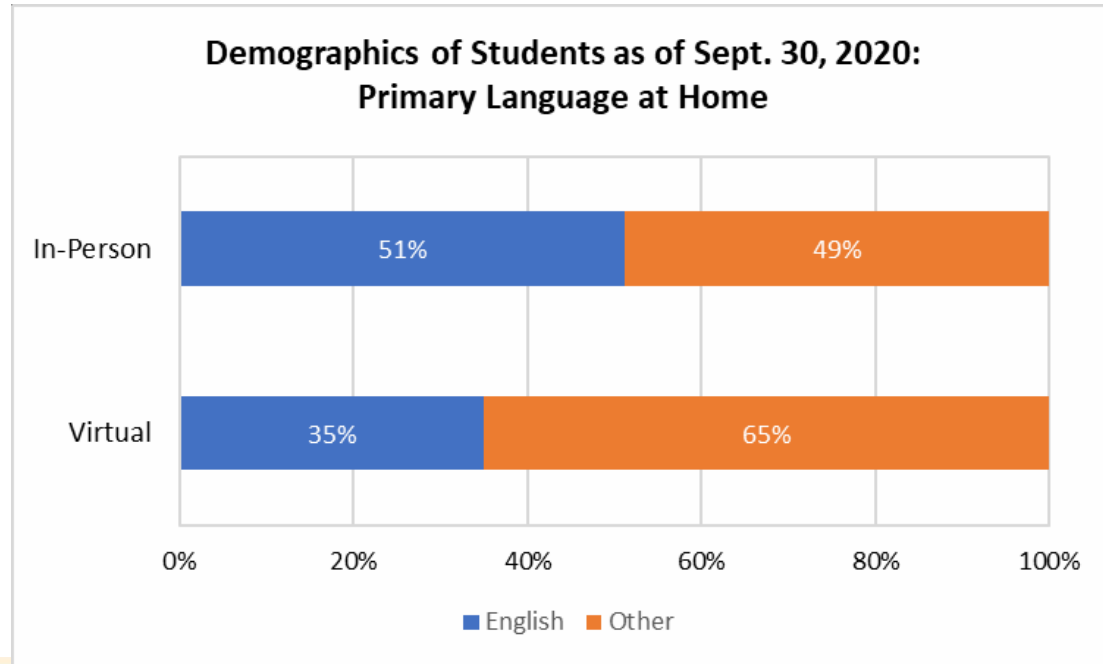
## Parental Income and Education: Socioeconomic Status

- Socioeconomic Status (SES): proportionally more Grade 3-12 students from lower SES families chose to attend school virtually



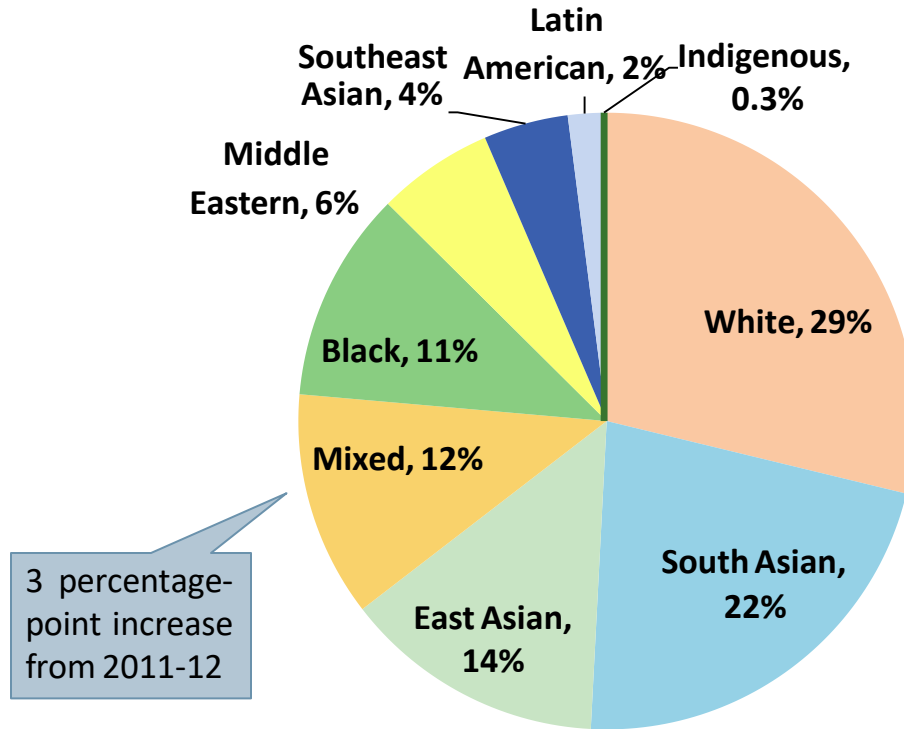
# Ethno-Racial Background of Students: Virtual School and In-Person School

- Proportionally, students who spoke a language other than English at home had more attending school virtually than in person:



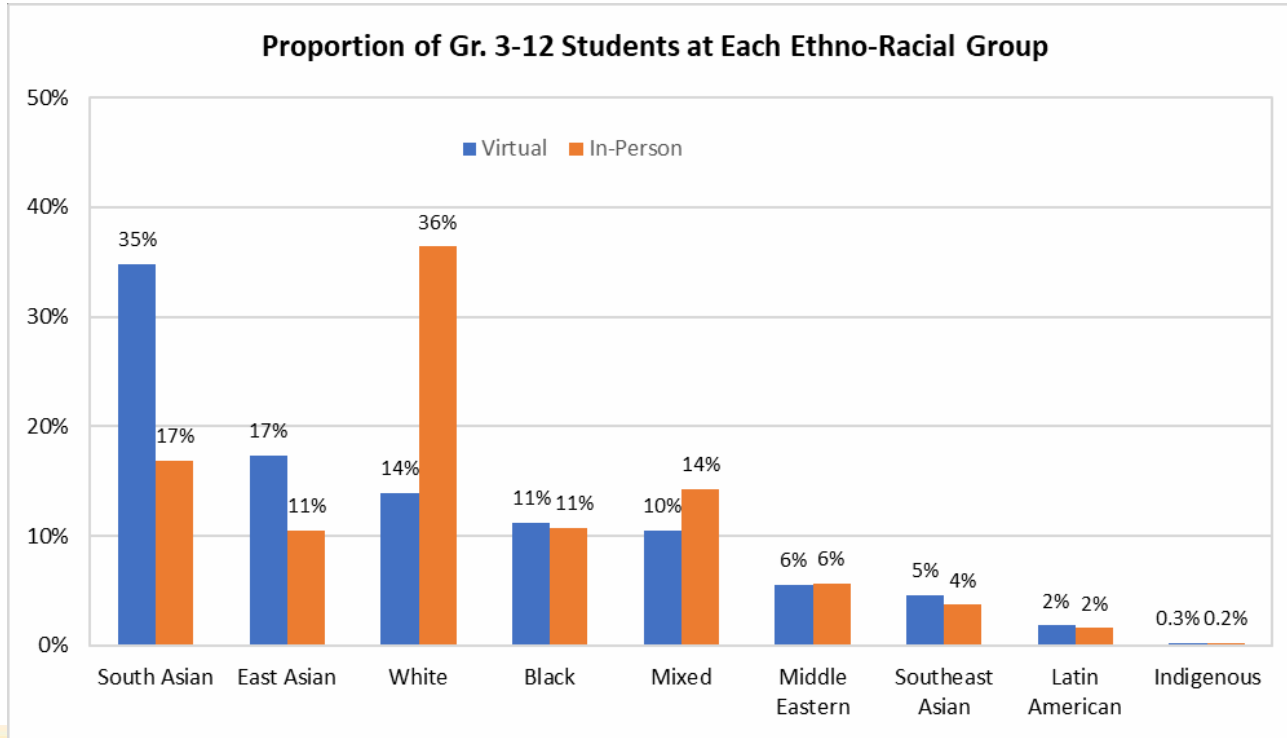
# Overall TDSB Ethno-Racial Background of Students

## Ethno-Racial Background (JK-Grade 12)

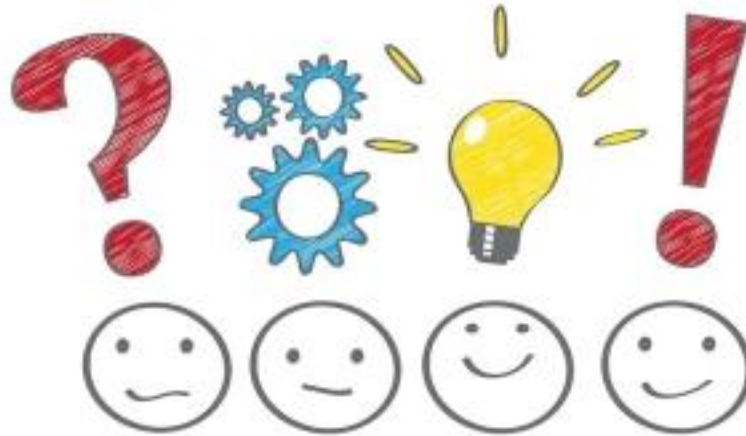


## Ethno-Racial Background of Students: Virtual School and In-Person School

- Ethno-Racial Background: proportionally more South Asian and East Asian students chose to attend school virtually, while more White and Mixed students chose to attend school in person



# Questions



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# IEP Consultation Forms

In total, 9,518 electronic IEP Parent Consultations forms have been sent to VS Elementary students. As of October 2<sup>nd</sup>, we have received 2,223 online elementary IEP Consultation Forms that have been completed and returned.

These submissions represent:

- TDSB Virtual Elementary School LC1: 543 (25%)
- TDSB Virtual Elementary School LC2: 661 (30%)
- TDSB Virtual Elementary School LC3: 525 (24%)
- TDSB Virtual Elementary School LC4: 441 (20%)

Teachers are reaching out to families who have not returned their Parent Consultation Form.

# Special Education Process

## IEP Access and Process

- OSR School Principals have access to their respective homeschool students attending Virtual School (VS)
- The OSR School Principal's name will appear on the VS IEPs (page 1)
- Both the OSR School Principal's name and the VS Administrator's name will appear on the Development Team section (page 4)
- No signatures will appear on electronic IEPs (page 5); signed IEPs will be placed in the OSR with a rider statement



# Special Education Process

## SST/IST and IPRC

- Families and students continue to stay connected to their homeschool
- OSR School Principals have access to PSS Referrals

## CCAT 7

- Ad-Hoc Committee to discuss how to proceed; more information will be shared once it has been finalized

# Staffing Update

- 4 Additional Board Certified Behaviour Analyst (BCBA) to support our needs in Early Years with regards to implementation of strategies related to Behaviours and ABA Principles
- Business Analyst – Assistive Technologist Specialist to our SEA Team

# Professional Learning to Support VS

## Administrators:

- TDSB partnering with Rotman I-Think to begin a Professional Learning series to engage over 60 administrators in Elementary Virtual School by exploring 3 themes: connecting, engaging and transforming.
- The focus will be how to build community in the Virtual School; well-being and finally deep learning where our student extract meaning and understanding from the classroom experiences.

## Educators in the Classroom:

- We are working with our Centrally Assigned Principals and Program Coordinators to develop a professional learning series for all educators across the Virtual School Learning Centers.

***Some of the topics will include:*** Special Education - IEP writing to support teachers in the creation of the IEP; Support for the new Math curriculum and digital math tools; Reading Assessments session to support intervention strategies; Artist led Professional Learning sessions; Equity in the FSL Classroom; Indigenous Education; Equity in the Mathematics Classroom; Soutenir tous les apprenants en mathématiques; Early Reading - FI Grades 1-3; Toolkit for Equity and Culturally Relevant and Responsive Resources; Middle Years Reading - FI/FE Grades 6-8; L'intervention ciblée pour les lecteurs adolescents; Middle Years Reading; Early literacy assessment and instruction- next instructional steps for early learners.

# Professional Learning to Support All

## **Individual Education Plan (IEP):**

- Focus on IEP content development and SAP CRM processes

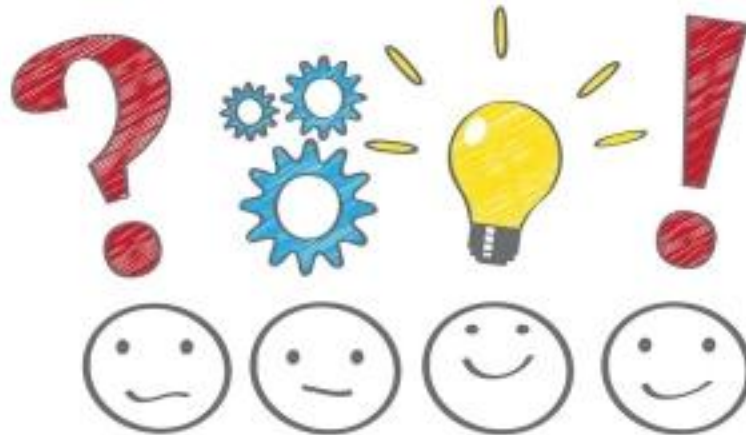
## **Assistive Technology:**

- Webinar learning sessions include Read&Write, Mindomo, using PDF Reader for accessibility and Using Snapverter to create accessible documents;

## **Autism Services:**

- ABC's of ABA: Using Basic ABA Strategies in the Classroom
- Positive Reinforcement: The Intervention of Choice
- Data Collection: Measuring Behaviour, Inclusive Self-Regulation and Well-Being Strategies for Students with ASD, Supporting and Understanding Students with ASD in Intermediate and Secondary School Settings, Structuring Unstructured Time, Practical Social Skills for Life.

# Questions



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# Agenda

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