

Special Education Advisory Committee

Leadership Report

December 7, 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
 - Budget-Craig Snider
 - VS Demographics-David Cameron
 - KELI Program-Sharon McWhirter and David Haffner
 - CCAT 7; SEAB-Angela Nardi-Addesa
 - Professional Learning – Janine Small
5. Trustees Reports/ Introductions
6. Working Groups - Budget/Communication/Sp. Ed. Plan/Action Plans
7. SEAC Members Report
8. Other Business

Leadership Report

- **Introduction-** Andrew Gold
- **KUDOs:**
 - ❖ York Memo student makes CTV news - <https://toronto.ctvnews.ca/video?clipId=2070058>
 - ❖ Dream Serenade; Beverley School Principal: Alana Grossman - <https://drive.google.com/file/d/1Nu1wliS55pvkH4Om3Qp1JIHRlpINPsv0/view?usp=sharing>
- **Budget Updates-** Craig Snider and Marisa Chu
- **KELI Updates-** Sharon McWhirter and David Haffner
- **Virtual School Updates**
 - Demographics-David Cameron
 - Secondary Virtual School Update-Wendy Roberts
 - Special Education Processes Updates-Angela Nardi-Addesa

Budget Updates:

Craig Snider, Marisa Chu

1. 2021-22 Strategic Budget Drivers (Draft)
2. Ministry of Education Consultation on 2021-22 Education Funding Guide

1. 2021-22 Strategic Budget Drivers (Draft)

- The Strategic Budget Drivers help inform the development of the TDSB's operating budget by ensuring alignment of resource allocation with the Board's system priorities, including those reflected in the Multi-Year Strategic Plan. The TDSB's budget drivers are updated and approved by the Board of Trustees on an annual basis to ensure that they reflect the most current and up-to-date priorities.
- The COVID19 pandemic has changed the way the TDSB operates in many ways, and the 2021-22 Budget Drivers will need to reflect this new reality. In particular, areas such as mental health and well-being supports for students, access to technology, and Early Years supports will continue to adapt as the situation evolves.

Budget Drivers

- Despite all the unknowns facing the TDSB next year, we remain committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to human rights, equity, anti-racism, and our commitment to combatting anti-Indigeneity, anti-Black racism, and all other forms of racism and discrimination. This is the foundation of everything we do and every decision we make, underpins all programming at every grade level, and is incorporated into all of the Budget Drivers.
- Please note that the Strategic Budget Drivers attached below are currently in draft form and will be edited and changed based on consultation with key stakeholders. The Budget Drivers are scheduled to be finalized in February 2021.

[DRAFT Strategic Budget Drivers 2021](#)

[SAMPLE 2021-22 Budget Strategic Drivers Feedback Form](#)

Budget Drivers (Continued)

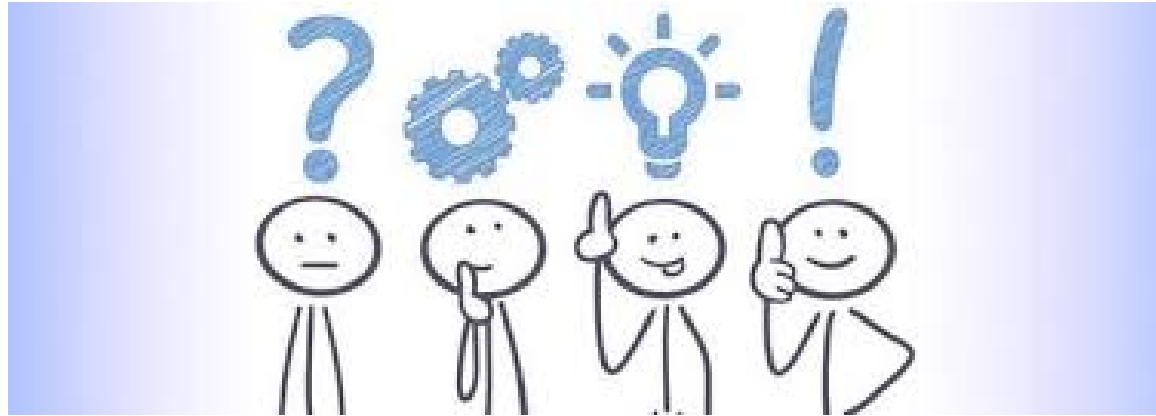
Action Plan and Associated Timeline

- Staff are in the process of presenting the draft **2021-22 Budget Strategic Drivers** at the upcoming SEAC and PIAC meetings and will be sharing a communication with all Community Advisory Committees, with instructions to submit their feedback, through this survey form: <https://forms.gle/4vKhHAYsUzyA9XPB8> Feedback is required by **31 January 2021**.
- Staff will then present a summary of feedback received at the February Finance, Budget and Enrolment Committee meeting for consideration for the **2021-22 Budget Strategic Drivers**.

2. Ministry of Education Consultation on 2021-22 Education Funding Guide

- On 3 December 2020 the Ministry of Education released the [2021-22 Education Funding Guide](#) to school boards, with a submission deadline of 15 January 2021. Enclosed is a copy of the consultation guide and a supporting TDSB survey to collect feedback. The feedback from the survey will help inform the TDSB budget consultation submission to the Ministry.
- We would ask that feedback be submitted through the following link: <https://forms.gle/Gvdz8LCQvS1UghqS8>, by 8 January 2021, so that staff can incorporate the feedback into the draft submission for review and approval at a Finance, Budget and Enrolment Committee meeting in January 2021, prior to the deadline submission.

Questions



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*

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%)

- 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

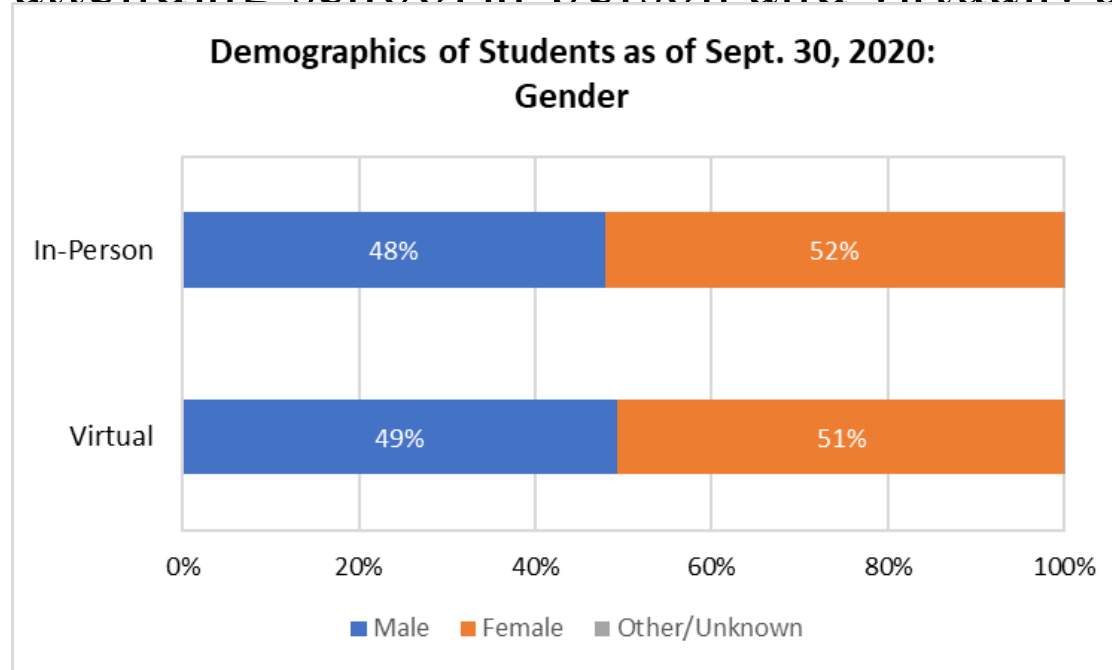
- Proportionally, students from lower-income families tend to enrol in Virtual School.
- Proportionally, students with parents who attained higher levels of education tended to choose In-Person School.
- These proportions are also reflected in viewing school based proportions by school Learning Opportunities 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)

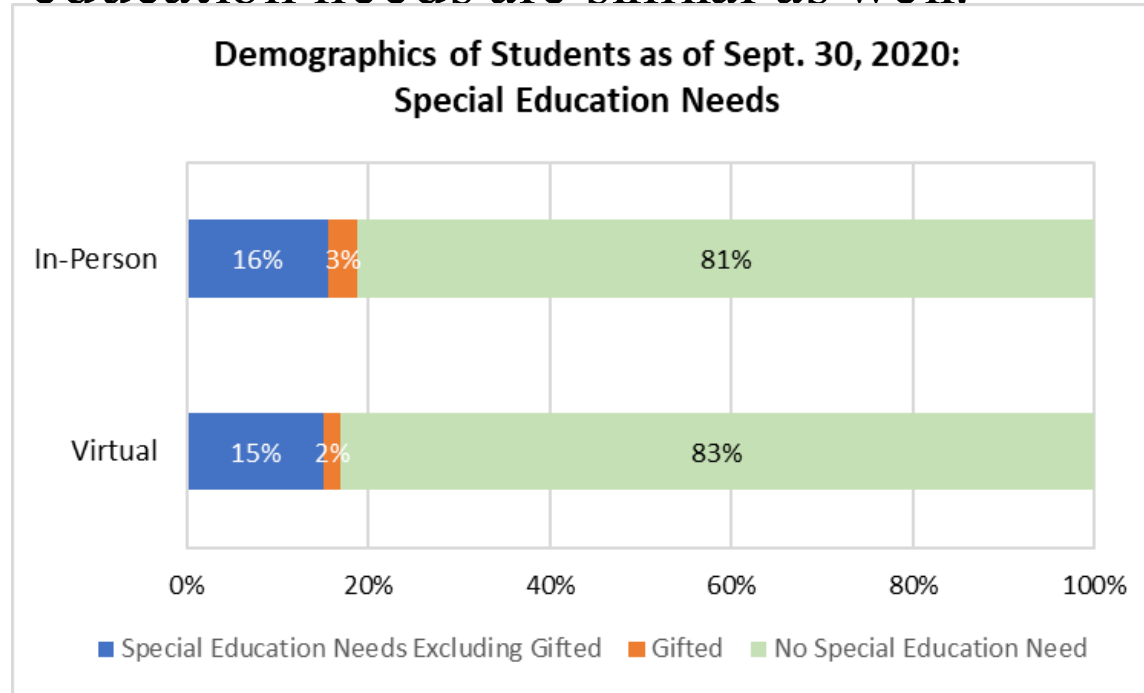
Grade	Virtual School		In-Person	
	Count	Percentage	Count	Percentage
JK	5,566	37%	9,320	63%
SK	6,559	39%	10,315	61%
Gr. 1	6,556	38%	10,670	62%
Gr. 2	6,339	37%	10,947	63%
Gr. 3	6,538	37%	10,956	63%
Gr. 4	6,117	36%	10,727	64%
Gr. 5	6,067	35%	11,025	65%
Gr. 6	6,159	36%	10,733	64%
Gr. 7	6,019	36%	10,600	64%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

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

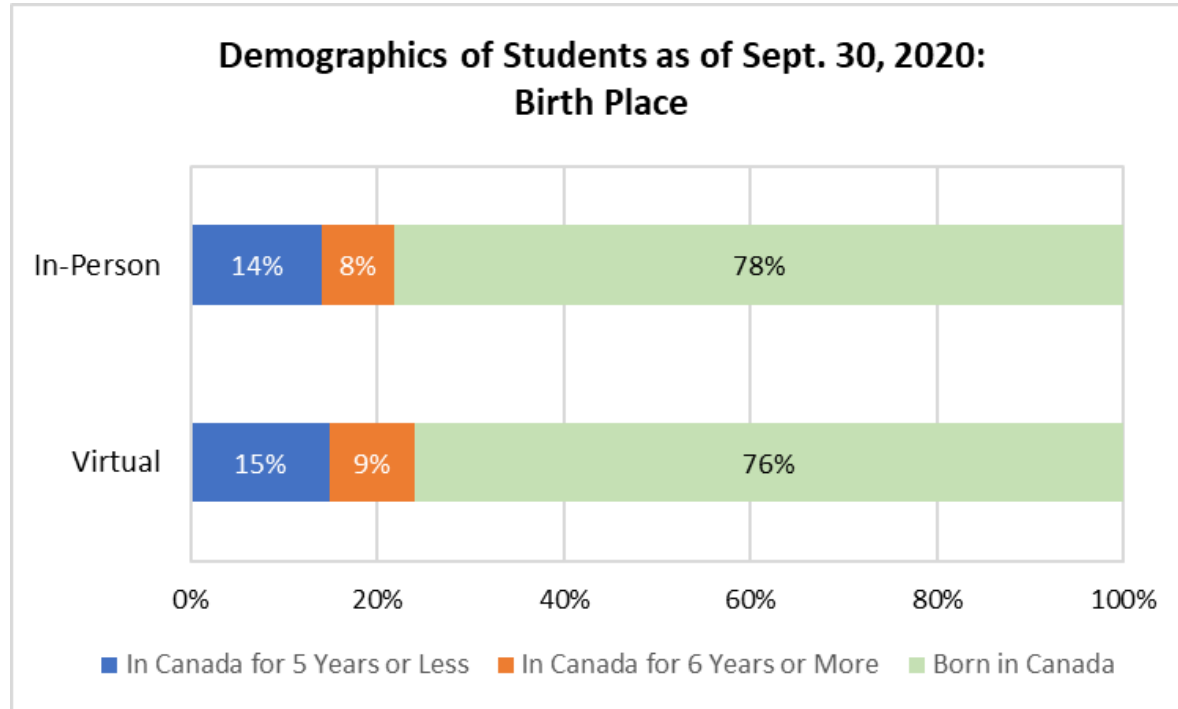
- The gender distributions of students attending school in-person and virtually are



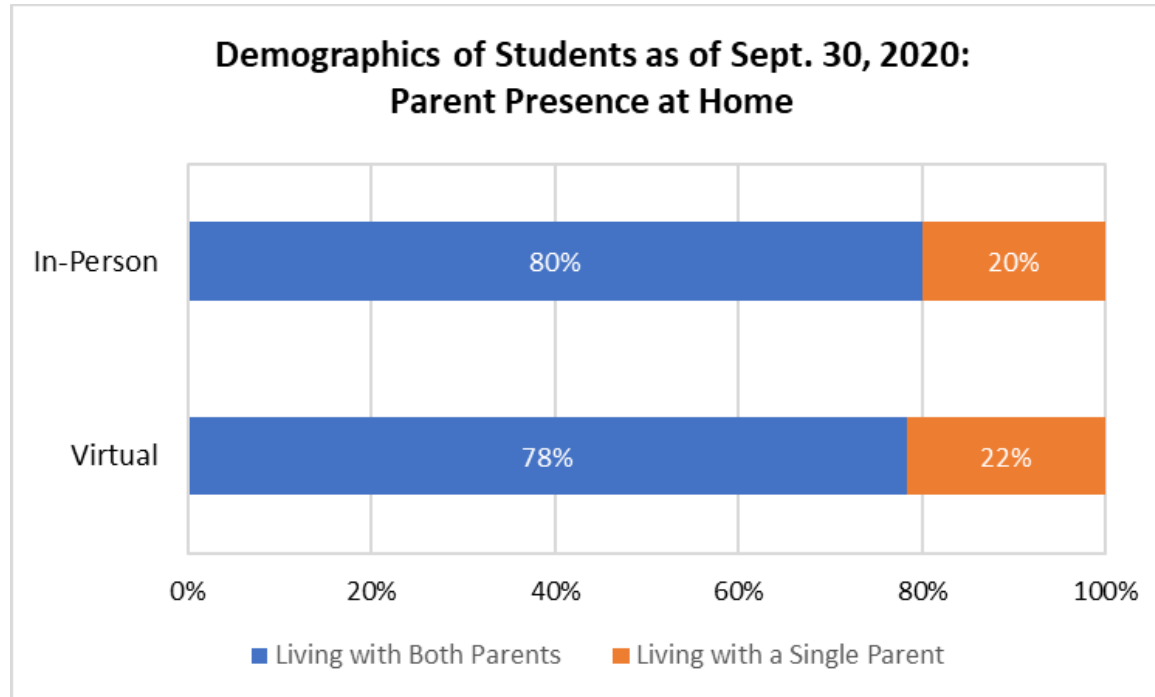
- The distributions of their status of special education needs are similar as well:



- And their birth place and time in Canada:

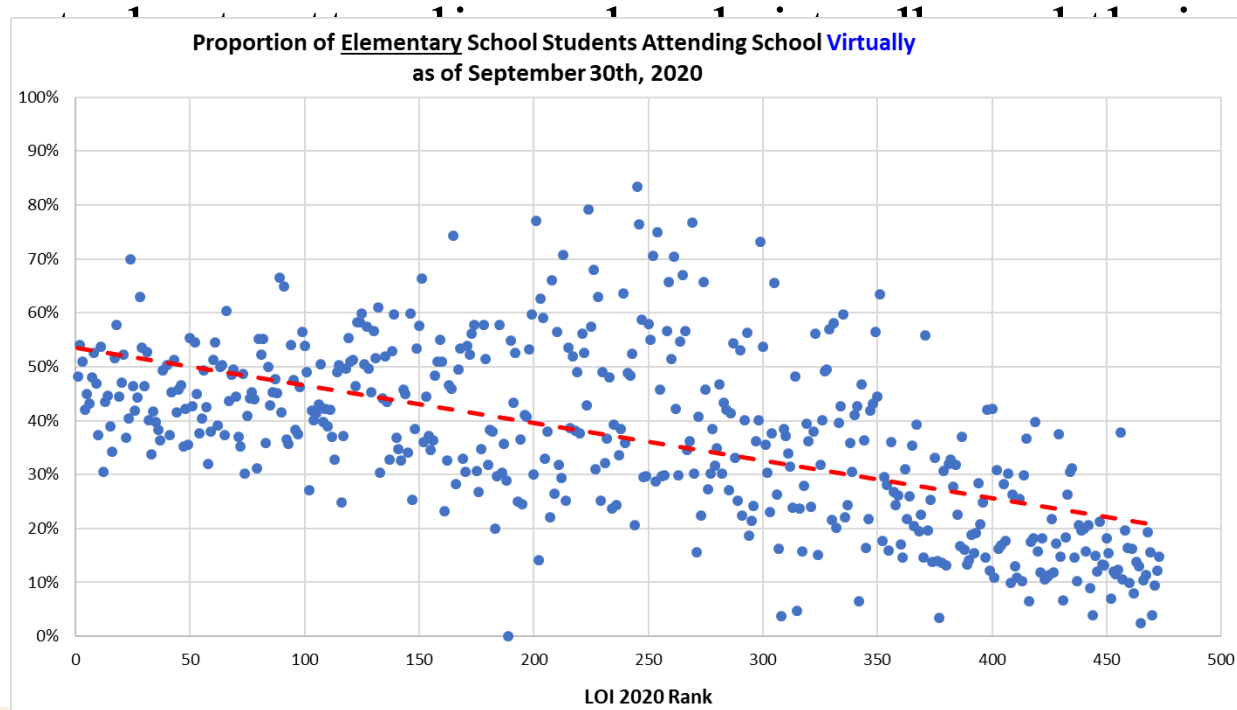


- Parent presence at home: 2% more students living with a single parent chose to attend

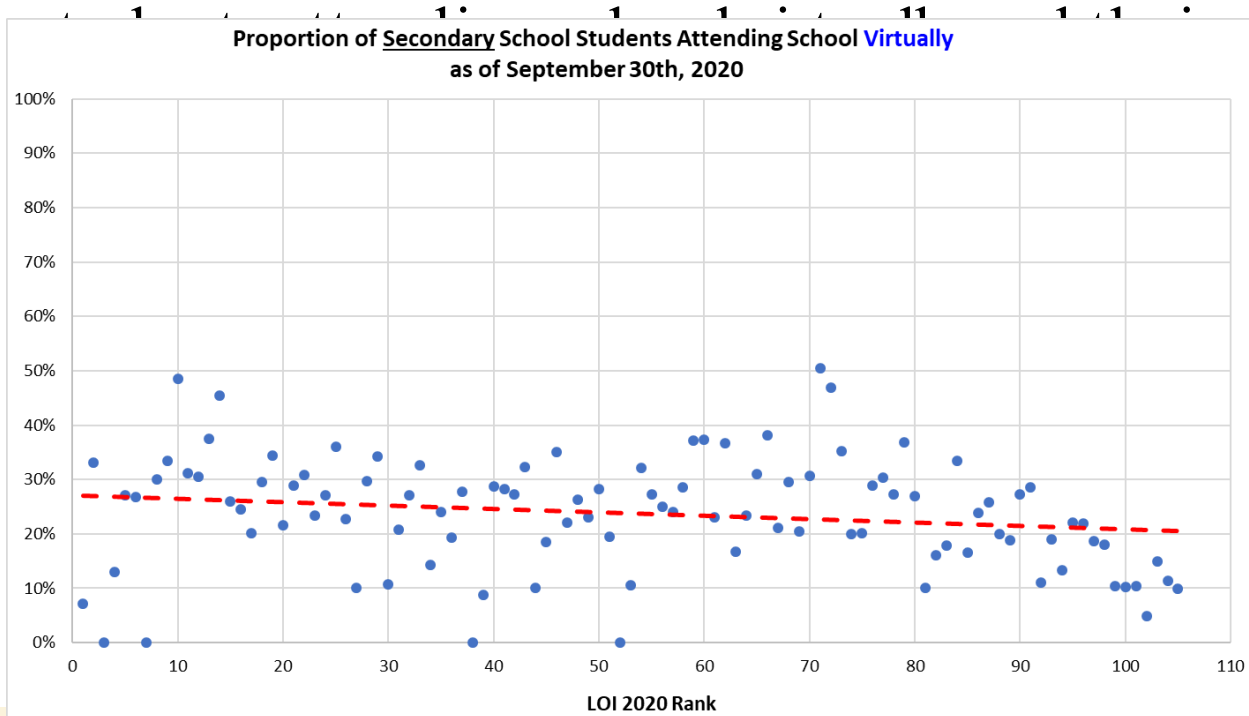


Parental Income and Education: Virtual School and In-Person School

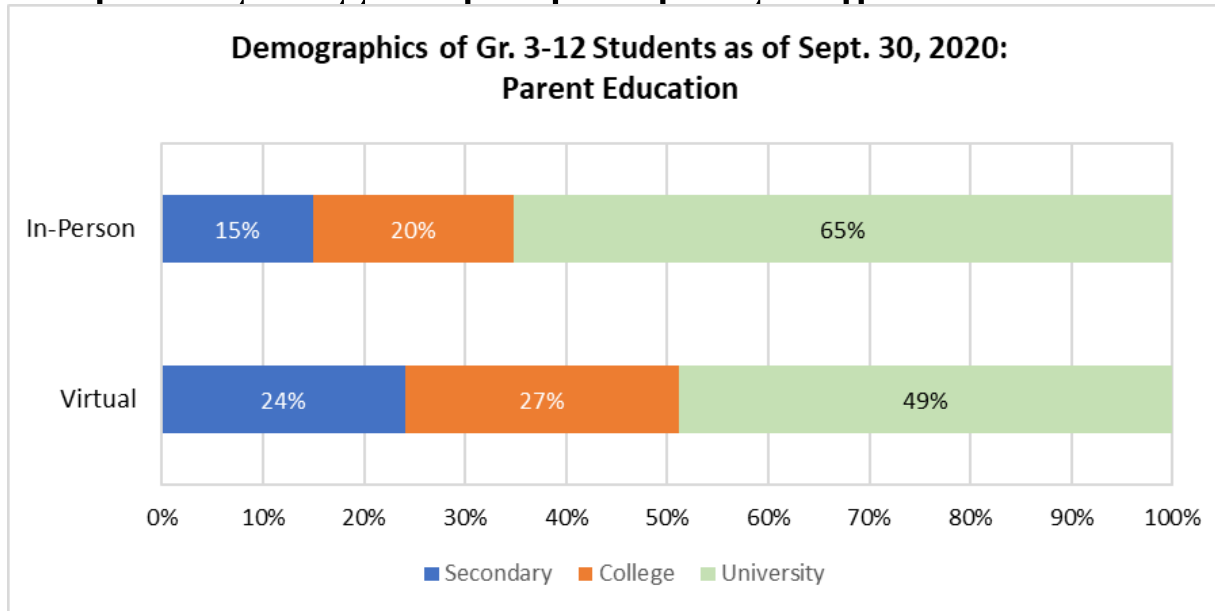
- For elementary schools, there is a moderate correlation between the proportion of



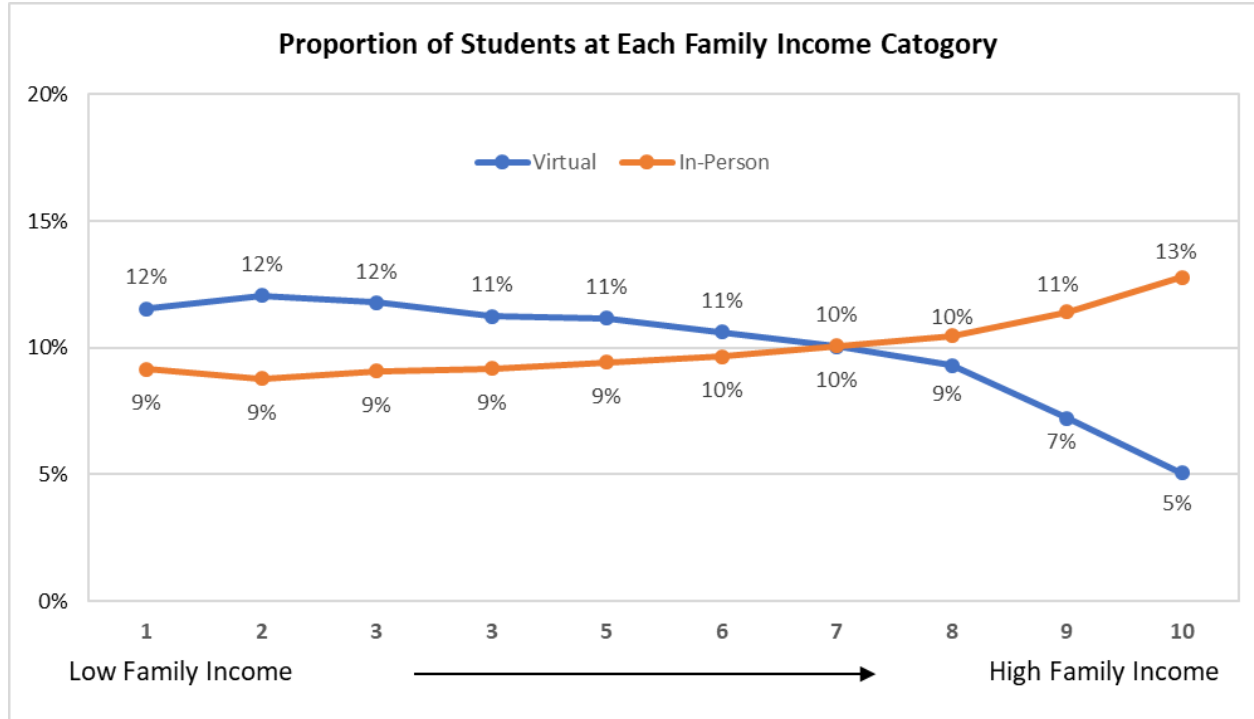
- For secondary schools, there is a very weak correlation between the proportion of



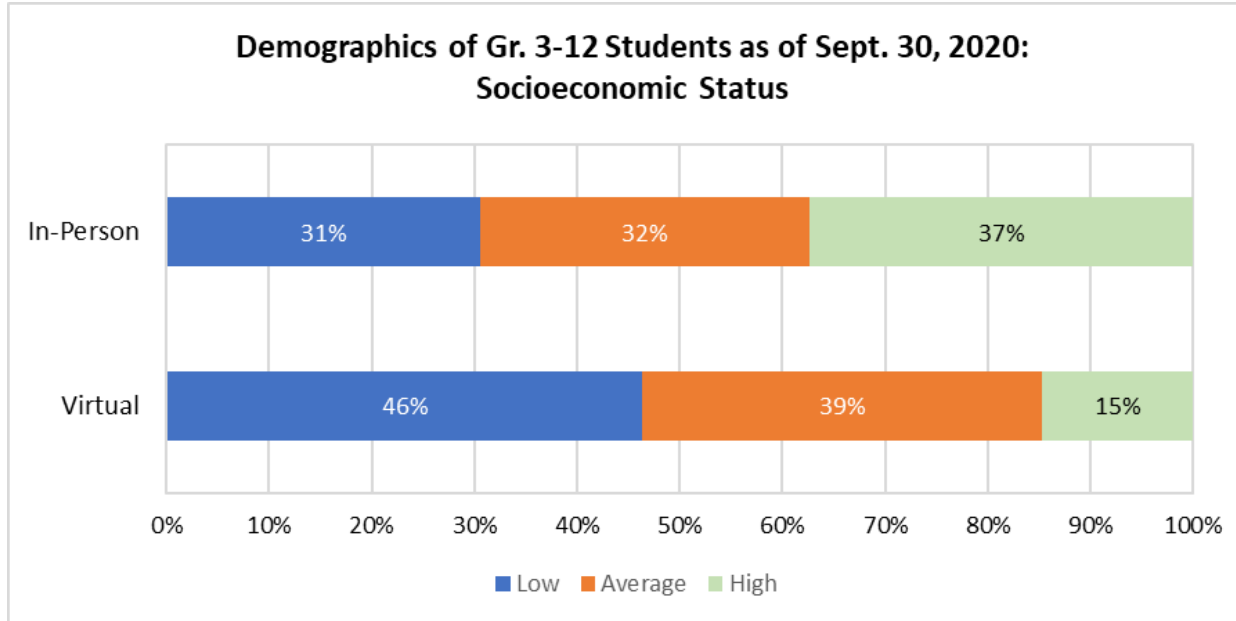
- Parent Education: proportionally more students whose parents had less education



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

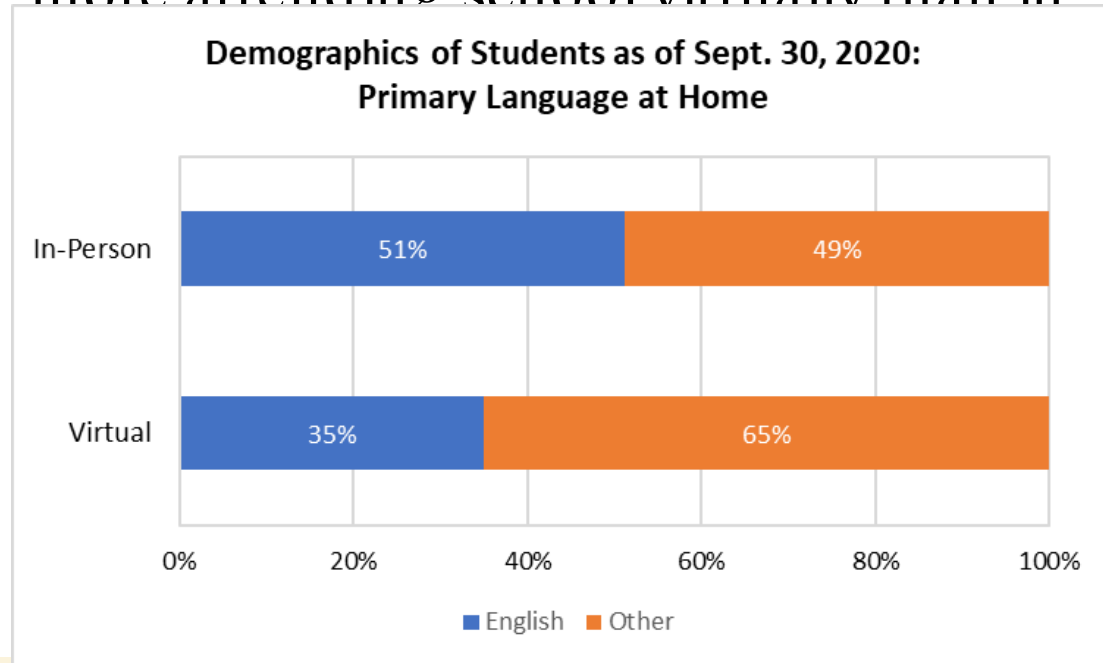


- Socioeconomic Status (SES): proportionally more Grade 3-12 students from lower SES

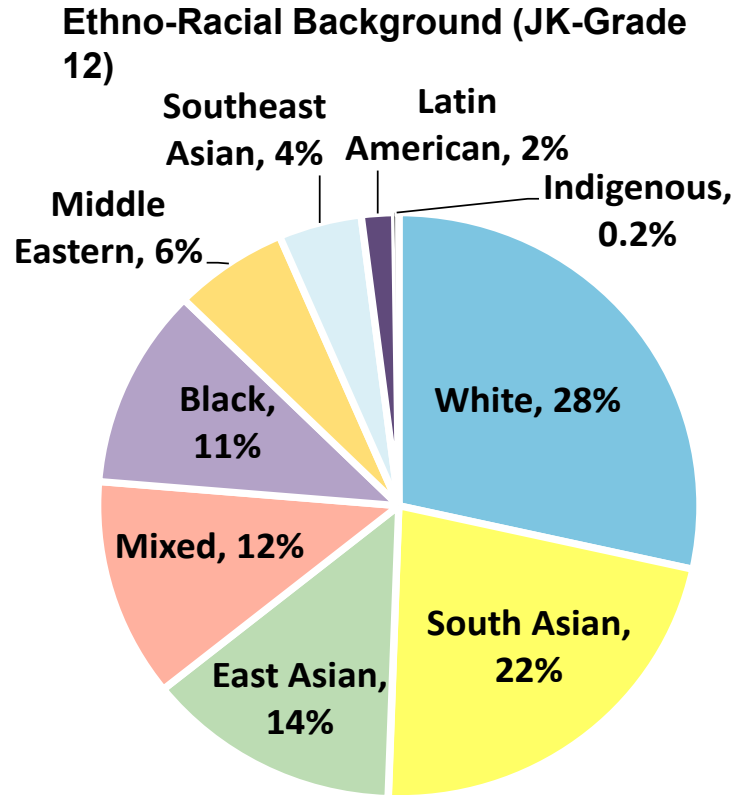


Ethno-Racial Background of Students: Virtual School and In-Person School

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

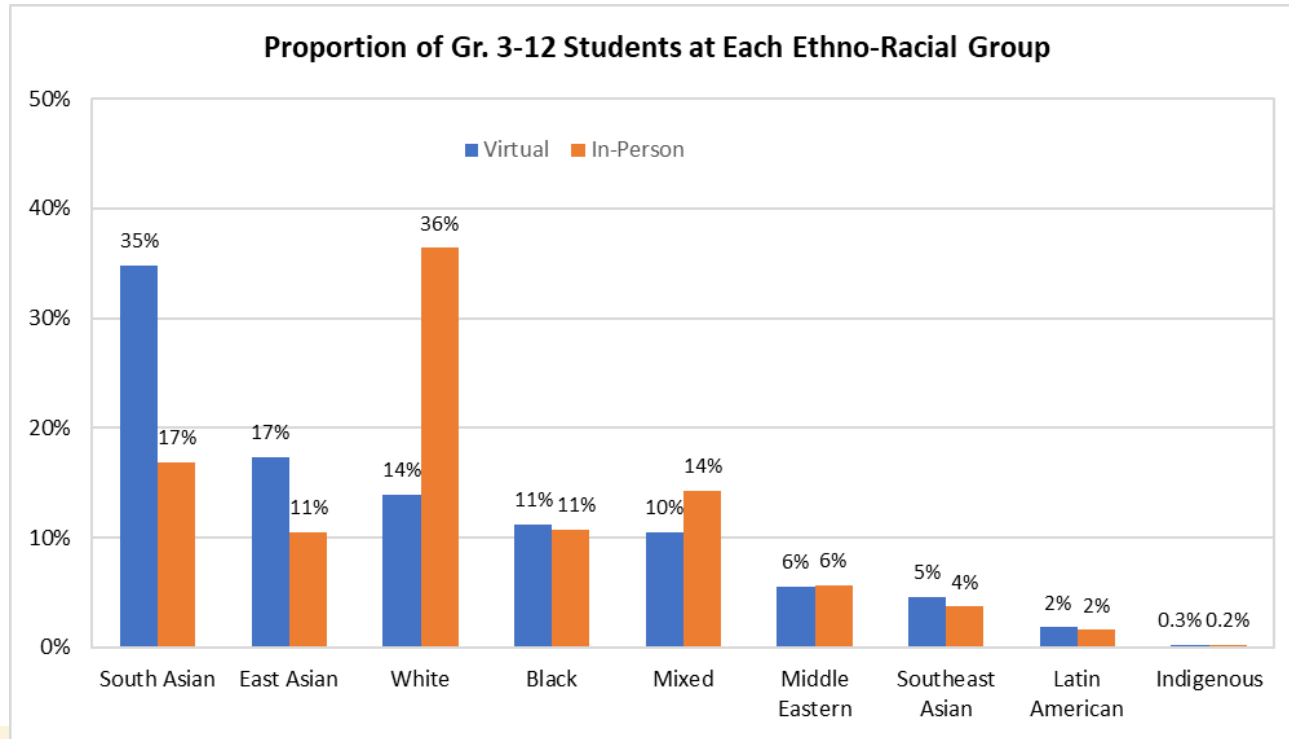


Overall TDSB EthnoRacial Background of Students

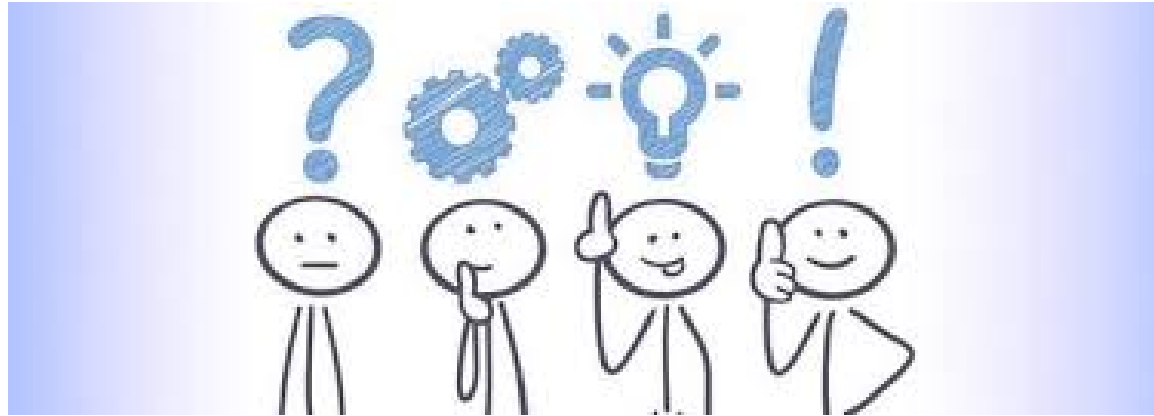


Ethno-Racial Background of Students: Virtual School and In-Person School

- 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



Kindergarten Early Language Intervention (KELI)

Sharon McWhirter, Speech and Language Pathology Manager LC 1 and LC 2

David Haffner, Speech and Language Pathology Manager LC 2 and LC 3



Brief History and Purpose

Launched in 2001 in TDSB

10 sites serving 320 SK students per year since 2001

Early Intervention for at risk students due to oral language delays/disorders

Referrals from 200 schools in priority neighborhoods based on LOI

Outcomes

Pre and post testing revealed statistically significant improvement in receptive-expressive oral language, vocabulary, early literacy and social skills. Students less likely to require schoolbased resource programs, professional support services and/or special education programs during their school years.

KELI Reimagine and Modernize

- How do we re-imagine and modernize the KELI Program (created approx. 20 years ago)?
- The Intervention was created when Kindergarten was a half a day program, and allowed students to receive two extra half days of learning; how might the full day and every day attendance contribute to support students with language acquisition through the Kindergarten Program?
- How do we ensure KELI is reflective of the TDSB Multi-Years Strategic Priorities of Equity and Inclusion? (avoid withdrawal of students in their homeschool)
- How are we ensuring fiscal responsibility with transportation costs?
- How might we use Speech Pathologists differently to ensure students stay in their homeschools with their peers (good for some is good for all) and ensure more students can access the service?
- How might Speech Pathologists work with teachers in the students homeschool to ensure continuity of learning strategies?

KELI 2019-2020 COVID19 Pivot

- 10 KELI teachers redeployed
- 10 KELI SLPs servicing the 800 KELI referrals made this past spring
- Re-organized students into 3 groupings– Fall, Winter, Spring
- Students receive an assessment and six SLP sessions, collaboration with educators and reporting
- In person individual or small group intervention
- Virtual groups of up to 10 students
- Goals– receptive and expressive language, vocabulary, narratives, phonological awareness and print knowledge.

KELI Reimagined

Conversations will continue to modernize and reimagine KELI

Considerations:

- How might the KELI funding be used to support additional (10) Speech Language Pathology to provide oral language intervention for SK students in their home schools?
- How might the KELI program serve a wider group of students within their class or small group intervention within their school?
- How might capacity building with teachers be supported through Speech Language Pathologists?

Contact Info

Managers of Speech Language Pathology

Sharon McWhirter, LC1 & LC4

David Haffner, LC2 & LC3

SLP Website for TDSB Staff

<https://sites.google.com/tdsb.on.ca/speechlanguagepathology/home>

Follow us on Facebook, Twitter, and Instagram:



[TDSB SLP
Services](#)



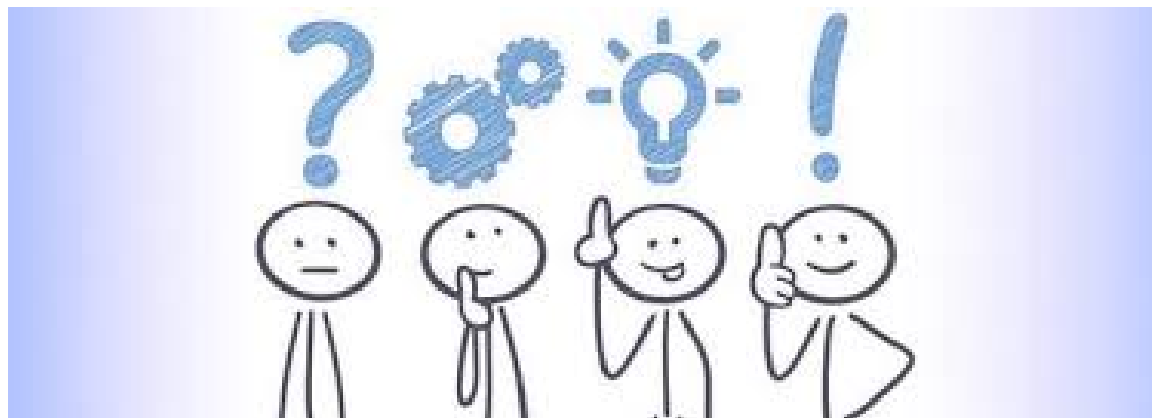
[@TDSB_SLP](#)



[@TDSB_SLP](#)



Questions/ Discussion



Special Education in Virtual Secondary School (VSS)

Structure of VSS Special Education

- VSS students come from all four Learning Centres across TDSB
- There are approximately 17,400 students enrolled in VSS as of November, 2020
- Approximately 4,700 of these students are identified as students requiring an IEP
- Two groups of IEPs: Exceptional through an IPRC and Non-exceptional IEPs
- Special Education within the VSS is overseen by two Principals, Rhonda Davy and Wendy Roberts and one Vice Principal, Andaluza Nagy
- Four Curriculum Leaders- Special Education to support program areas (November 2020)

Special Education in Virtual Secondary School (VSS)

Supports for VSS Students, Families and Teachers

- Develop IEPs for 2020/2021 school year for approximately 4,700 Special Education (SE) students with Exceptional and Non Exceptional IEPs as November, 2020
- Consult with families through Parent Consultation google form
- Deploy Resources Teachers (RT) to support SE students in regular courses
- Deploy RT to support classroom teachers to implement IEP accommodations for SE student
- Liaise with students' families to determine most efficacious manner to support SE students

Special Education in Virtual Secondary School (VSS)

Supports for VSS Students, Families and Teachers (Continued)

- Maintain communication with families in supporting technology concerns and the challenges of working in the virtual environment and platform for SE students
- Manage ISP program for students with Developmental Disabilities, Fully Self Contained- approximately 175 students
- Manage ISP program for students with Mild Intellectual Disabilities , Fully Self Contained - approximately 130 students
- Professional support services are provided to VSS students and families through their Home Schools

Summary of the Students Served by Special Education in VSS by Exceptionality

Exceptionality	Number of Students in Mainstream Classes	Notes
Autism Spectrum Disorder	326	Students supported by Resource teachers as needed
Behaviour	61	Students supported by Resource teachers as needed
Blind Low Vision	7	Tiered support through <u>BLV</u> Itinerant teacher
Deaf & Hard of Hearing	21	Tiered support through DHH <input type="checkbox"/>
Developmental Disability	0	175 in DD ISP
Gifted	509	FSC- gifted sections Regular class -Students retain exceptionality
Language Impairment	12	Students supported by Resource teachers as needed
Learning Disability	978	Students supported by Resource teachers as needed
Mild Intellectual Disability	106	130 in MID ISP
No Exceptionality	2278	IEP deemed necessary by Home School through the IST/SST process
Physical Disability	58	Students supported by Resource teachers as needed
Speech Impairment	2	Students supported by Resource teachers as needed

Spec Ed Update CCAT 7

PHASE 1: CCAT 7 Testing for students in OSR Schools

- The assessment will be administered between Dec 2-10th
- All grade 3 students will participate in this assessment. If parents do not want their child to take this test, they will inform their OSR Principal pick them up when it is completed. To assist in providing you with exact times and locations, please complete the following link by **Wednesday, December 2nd, 2020**

Spec Ed Update CCAT 7

PHASE 2: CCAT 7 Testing for students in Virtual School

- An in-person assessment day on **January 15th, 2020** PD Day for elementary schools.
- A deep clean of the school/board site will happen before students enter the building.
- OSR school or Central location
- Parent Option Form
- Supervision of Students

Special Education Appeal Board Guidelines (SEAB)

RATIONALE

A guideline has been developed to address the concern regarding payment of the SEAB Chair and Board Nominee during a SEAB Appeal. This includes any expenses incurred while carrying out their responsibilities while representing the interests of students, the community and the Toronto District School Board (TDSB).

OBJECTIVE

TDSB is committed to the accountability and transparency of public funds. This guideline should be followed in an effort to be fiscally responsible in meeting the TDSB's requirement outlined in *Ontario Regulation 181/98* as it relates to SEAB expenses.

Special Education Appeal Board Guidelines

Experience	Per Diem (5.5 hours) Maximum of 2 days	Meal	Travel
Parental Nominee	\$200.00	Included	Operational Procedure PR582(a) 5.2a \$0.52 per km
Retired Teacher Nominee/ Retired Teacher Chair	\$251.57 \$281.57	Included	Operational Procedure PR582(a) 5.2a \$0.52 per km
Retired Principal Nominee Retired Principal Chair	\$355.47 \$385.47	Included	Operational Procedure PR582(a) 5.2a \$0.52 per km
Retired Superintendent or equivalent Team	Special Project Rate: \$514.90	Included	Operational Procedure PR582(a) 5.2a \$0.52 per km

Professional Learning

Network for Learning (N4L)

- Modules to support VS teachers in Developmental Disability (DD) and Diagnostic Kindergarten (DK) programs that includes: Family/Caregiver/Guardian Engagement, Alternative Curriculum, High-Yield Strategies, Structuring the Day, Student Voice & Agency Post21 and Collaborative Communities

Holland Bloorview - Parent Engagement Session

- PL for staff and families of students with special needs to address possible stresses of the upcoming break (e.g., routines for the break, dealing with anxiety, mental health and well-being concerns etc..)
- Week of December 14th, 2020

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