

Special Education Advisory Committee

Leadership Report

January 11, 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."



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. Election of Chair and Vice Chair for 2021
5. Leadership Report
6. Trustees Reports/ Introductions
7. Working Groups - Budget/Communication/Sp. Ed. Plan/ Action Plans
8. SEAC Members Report
9. Other Business

Leadership Report

- **Introduction-** Andrew Gold
- **Budget Update-** Craig Snider
- **Thought Exchange & Parent Check In Survey** Amie Presley
- **Special Education VS Elementary** Shirley Chan, Ian Allison
- **Social Work**— Shameen Sandhu
- **K-Gr.1 IEP Strategy-** Angela Nardi-Addesa, Janine Small, Anastasia Poulis
- **Project Search** Wendy Terro
- **Universal Screening CCAT-3** Susan Moulton

Budget Update Agenda

- Presentation of Summary of Actual Results for 2019-20
- Projection for 2020-21
- Budget Timelines
- Questions

2019-2020 Actuals Revenues

Grants and Revenue offsets	Amount
SEPPA	\$194.0M
Special Education Equipment Amount	\$11.3M
Differentiated Special Education Needs Amount	\$120.1M
Approved Special Incident Portion (SIP)	\$2.3M
Education and Community Partnership Program (ECP) amount	\$14.7M
Behavioural Expertise amount	1.6M
Behavioural Training	\$0.7M
Gross Grant allocation	\$344.7
SEA Claim Adjustment and Deferred Revenue	\$(5.0M)
ABA Training Deferred Revenue	\$(0.6M)
Benefit Trust Funding	\$6.9M
Itinerant Vision	\$0.3M
Net Special Education Funding & Revenue	\$346.3M

Special Education Expenditures

Expenditure	Amount
Teachers	\$224.7M
Supply Teachers	\$6.1M
Educational Assistants	\$124.1M
Textbooks and Classroom Supplies	\$6.7M
ParaProfessionals	\$72.7M
Staff Development	\$0.2M
Principals and Vice Principals	\$4.0M
Department Head Allowances	\$0.1M
School Office	\$2.7M
Co-ordinators and Consultants	\$7.4M
Education and Community Partnership Program (ECP)	\$14.7M
Total	\$463.4M

2019-2020 Actuals Expenditures

Expenditures	Amount
Schedule 10 Elementary Incremental	\$342.1M
Schedule 10 Secondary Incremental	\$121.3M
Total Incremental	\$463.4M
Ministry allocations for Self Contained	\$(69.7M)
Net Special Education Expenditures	\$393.7M

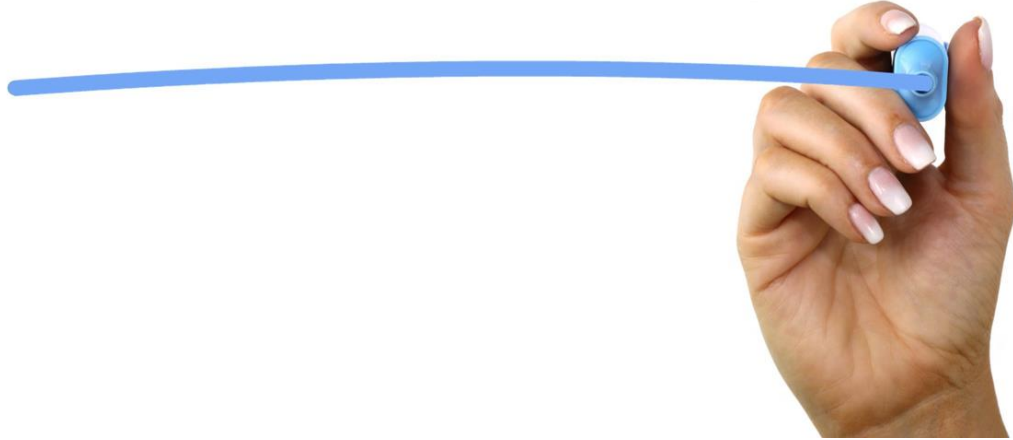
2019-2020 Special Education Envelope

Expenditures	Amount
Net Special Education Funding & Revenues	\$346.3M
Net Special Education Expenditures	\$393.7M
2019-2020 Special Education Envelope	\$47.3M

Budget Timelines:

- Tentative Timelines
- Updates as need to financial forecast for 2020-21
- January
 - Ministry Feedback on GSN consultation document
 - Three year projection and Enrolments
- February
 - Strategic Budget Drivers
 - Public consultation plan
 - 1st Quarter results
- March
 - School based staffing
 - GSN?
- April/May/June

QUESTIONS



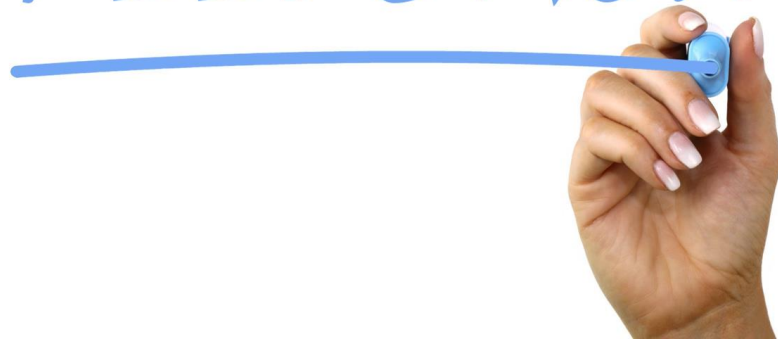
ThoughtExchange

- TDSB is reaching out to advisory committees in the new year asking:
 - *In terms of your advisory committee's focus, what are the most important issues our district needs to think about as we continue to respond to COVID-19 and plan for the rest of the school year?*
- If folks are unfamiliar with ThoughtExchange, this [brief video](#) describes the process.

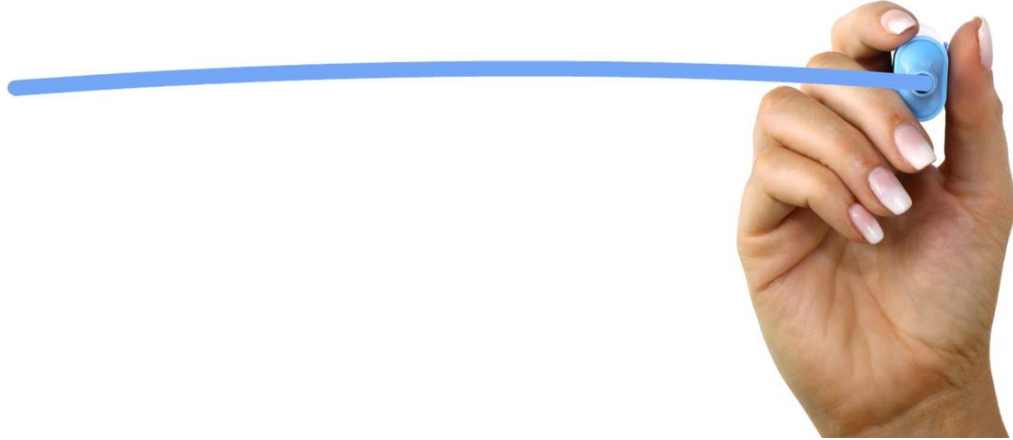
Parent Winter CheckIn Survey

SEAC Feedback

FEEDBACK



QUESTIONS



Special Education in Virtual School Elementary

Virtual School Elementary Structure

- Virtual School Elementary has approximate 64,000 students or 2,600 classes (as of Dec 2020) coming from across TDSB
- VS is divided into Learning Centres, each with an administrative team of Centrally Assigned Principals, Principals, and Vice Principals
- Each CAP, P and VP is aligned with a grade and other portfolios
- LC administrator directories with contact information are on the TDSB VS Elementary webpage
- Virtual School Elementary has two System Superintendents and a Centrally Assigned Principal for French Programs

Special Education in Virtual School Elementary

Learning Centre	Number of Students with Special Education Needs in Virtual School (Oct 2020)
LC1	2,124
LC2	2,595
LC3	2,760
LC4	1,848
Total	9,327

Special Education in Virtual School Elementary

- Each Learning Centre has identified lead administrators in the area of Special Education. Each has other responsibilities. They will meet regularly across Learning Centres. (as of January 4, 2021)

LC1	LC2	LC3	LC4
Elizabeth Ainslie, CAP Alessandra DiBartolomeo, VP	Karen Bradley, CAP Elizabeth Schaeffer, CAP Lenna Kozovski, P Vineeta Kaura, VP	Ken MacKinnon, CAP Laurie Jantzi, P	Dane Lowry, CAP Jenny Georgiou, VP Linda Taillefer, VP

Special Education in Virtual School Elementary

Supporting Students, Families and Teachers

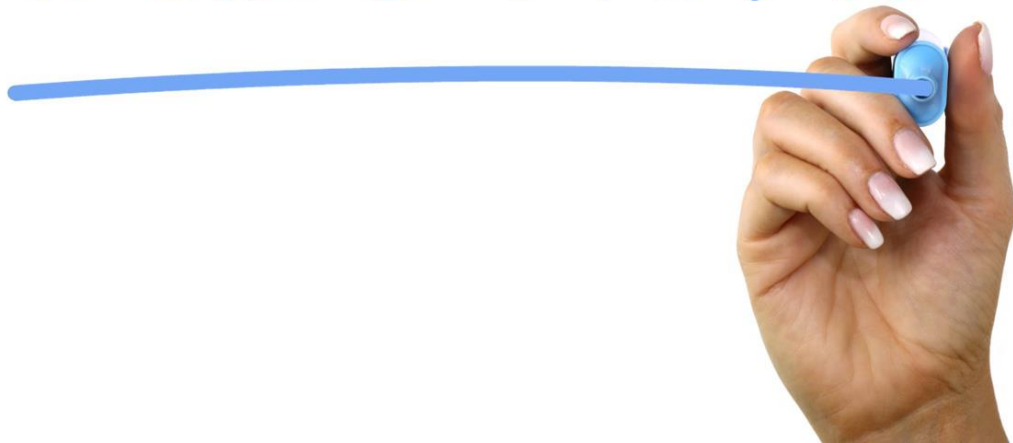
- Virtual School Elementary administrators and educators work in partnership with In-Person administrators to support students and families.
- Central Special Education Staff (Consultants, Coordinators, CAPs) continue to support both In-Person and Virtual School students based on their In-Person School
- IEP completion is a collaboration between Virtual School teacher and In-Person Principal
- IST, SST, IPRC processes are organized by and in partnership with In-Person and Virtual School Administrators

Special Education in Virtual School Elementary

Supporting Students, Families and Teachers

- Opportunities for Professional Learning for VS educators
 - Universal Design for Learning / AntiOppression
 - Digital Tools & Resources / Brightspace
 - Creating Inclusive Learning Environments using Assistive Technology
 - Building Classroom Community
 - Early Years, Junior/Intermediate Literacy, Reading Strategies
- Collaboration between Central and Virtual School staff to support transitional activities for students moving panels, programs or schools for 2021-2022

QUESTIONS



Special Education Social Work Supports



Professional
Support Services

Learning Centre	Referrals (December 2020)
LC1	677
LC2	604
LC3	601
LC4	756

- No Waitlist
- Usually go through SST process
- Can be connected with Social Worker immediately
- Advocate/Consultations

Types of Support	Examples
Individual/Family Counseling	<ul style="list-style-type: none"> ▪ Anxiety; coping; stress management; depression; racialized trauma; gender expression
Group Counseling	<ul style="list-style-type: none"> ▪ Boys/Girls Groups ▪ Equity and Human Right ▪ Consent ▪ Social Skills ▪ Self Esteem ▪ Exercise/movement ▪ Mindfulness ▪ Positive and healthy relationships ▪ Emotion management
Classroom Interventions	<ul style="list-style-type: none"> ▪ Peer relationships ▪ Class community building ▪ Restorative Practices ▪ Respect for the rights of others ▪ Trauma
Crisis Response	<ul style="list-style-type: none"> ▪ Healing circles ▪ Restorative Practices
Referrals/connection and engagement to Community Partners	<ul style="list-style-type: none"> ▪ Holland Bloorview ▪ Special Olympic Ontario ▪ Abilities Centre Durham ▪ Autism Canada ▪ ODSP
Advocacy & Case Management	<ul style="list-style-type: none"> ▪ School ▪ Community ▪ With Community Partners
Parenting Workshops	<ul style="list-style-type: none"> ▪ Resources ▪ Stress Management/Coping ▪ Mental Wellness ▪ Community Connections
Employment/After High School Action Plans	<ul style="list-style-type: none"> ▪ Local Community Agencies ▪ Volunteer Work
Consultations	<ul style="list-style-type: none"> ▪ Parents ▪ Teachers ▪ Students

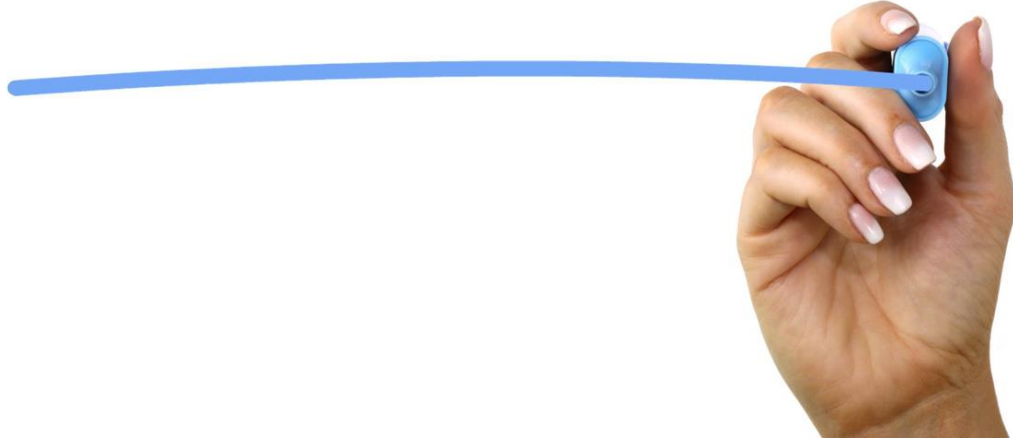
Special Education Social Work Support Continued...

- Adding additional Social Work support for Virtual Schools in January 2021
- 5 Social Workers who can triage and work with teachers and special education staff to support student needs; engagement; socialization; peer relationship connections building in virtual spaces
- The 5 will work with the Social Workers in our Brick & Mortar schools to additionally support transitions and maintain school community connections
- Resources developed for Virtual and Brick and Mortar schools for mental health/well being of special education students.



Professional Support Services

QUESTIONS



Kindergarten to Grade 1 Individual Education Plan (IEP) Strategy

High expectations for learning lead to better academic outcomes and improved well-being for students.

The Special Education team will continue to take steps to address the overrepresentation of Black students in special education programs. Specifically, attention will be directed at interrupting the initiation of IEPs for our early learners in Kindergarten and Grade 1.

Before any child in JK/SK/Grade 1 is placed on an IEP, Principals will ensure conversations and agreement from their SOE before any IEP is initiated for a child in JK/SK and Grade 1.



Context:

An analysis of the demographics of Kindergarten and Grade 1 students in special education from the 2015-16 to 2019-20 school years suggests:

- Male students, Black students, and students from families with low socio-economic status, such as less parent education, single-parent households, and low family income, were disproportionately high in Kindergarten and Grade 1 special education.
- Additionally, more than half of the students continued to not have an identified exceptionality after three or four school years when they entered Grade 4.

Context:

In total, 9,945 students had an IEP in Kindergarten or Grade 1 from these five school years. .

Table 1: Enrollment of JK-Gr.1 Students with an IEP

School Year	JK	SK	Gr. 1	Total (JK-Gr. 1)
2015-16	568	794	1,592	2,954
2016-17	638	820	1,672	3,130
2017-18	548	844	1,579	2,971
2018-19	546	834	1,538	2,918
2019-20	662	832	1,433	2,927

Among them, 1,924 students, or 19%, had an identified exceptionality through the IPRC (Identification, Placement and Review Committee) process in Kindergarten or Grade 1.

The other 81% of students had an IEP only, i.e., they did not have an identified exceptionality through the IPRC process in Kindergarten or Grade 1.

Context:

Below is a breakdown of the 1,924 students, or 19%, of students on an IEP with an identified exceptionality through the IPRC (Identification, Placement and Review Committee) process in Kindergarten or Grade 1.

Exceptionality	Count
Autism	1,124
Behaviour	159
Blind and Low Vision	16
Deaf and Hard of Hearing	139
Development Disability	266
Giftedness	4
Language Impairment	21
Learning Disability	33
Mild Intellectual Disability	130
Physical Disability	32
Total	1,924

Context:

- Among the 9,945 students who had an IEP in Kindergarten or Grade 1 from these five school years, 71% were boys, and 29% were girls.
- The vast majority (89%) of the students with an IEP were born in Canada, which is 7% more than the proportion of all TDSB JK-Grade 1 students from the same school years (82%).
- Over half (55%) of the students with an IEP in Kindergarten or Grade 1 spoke English as their primary language at home, which is 8% more than the proportion of all JK-Grade 1 students (47%).
- According to student registration records, 69% of the students with an IEP in Kindergarten or Grade 1 lived with both parents at home. This is 12% less than the proportion of all JK-Grade 1 students (81%).

Context:

Overall, students whose parents had less education level, from low-income families, i.e., from low SES background, were over-represented in the Kindergarten-Grade 1 special education.

Family Income

of JK-Grade 1 Students

Family Income	JK-Gr.1 Students with an IEP (N=2,977)	All JK-Gr. 1 Students (2016-17, N=31,986)	Proportion Difference
Less than \$30,000	32%	23%	+9%
\$30,000 - \$49,999	21%	17%	+3%
\$50,000 - \$74,999	15%	14%	+1%
\$75,000 - \$99,999	10%	10%	-1%
\$100,000+	23%	36%	-13%

Socio-economic Status of

JK-Grade 1 Students

SES	JK-Gr.1 Students with an IEP (N=2,874)	All JK-Gr. 1 Students (2016-17, N=31,339)	Proportion Difference
Low	48%	32%	+16%
Average	32%	35%	-3%
High	20%	33%	-13%

Context

An analysis was performed to track the SK and Grade 1 students who had an IEP in the 2015-16 school year to the 2018-19 and 2019-20 school years when they were in Grade 4.

For these 1,888* students who had had an IEP in 2015-16 when they were in Kindergarten or Grade 1:

- 146 students, or 8%, did not have an IEP in Grade 4 anymore
- 18% of these 1,888 students had had an identified exceptionality in Kindergarten or Grade 1, the proportion increased to 46% when they were in Grade 4.
- **more than half** (54%) continued to not have an identified exceptionality after three or four school years.

* students left the Board

Next Steps

We will work to optimize professional learning that promotes inclusive models of education and that deepens awareness of anti-Black racism, critical disabilities and culturally relevant teaching practices.

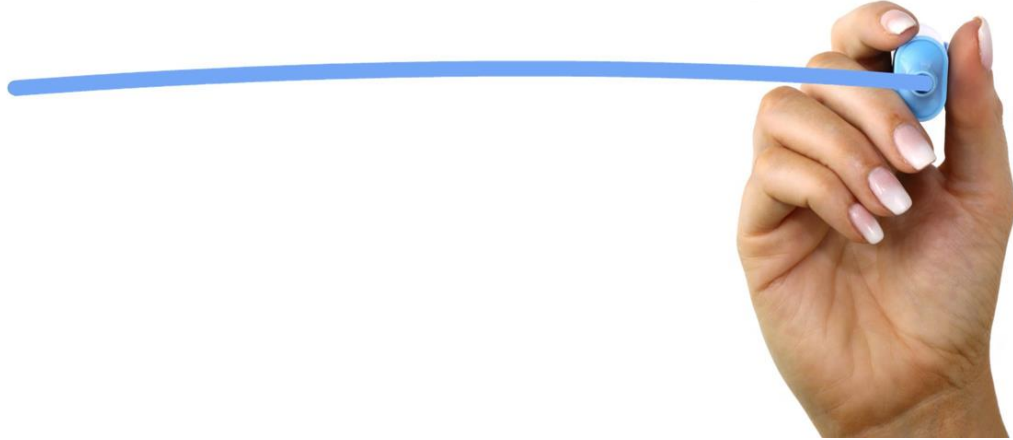
This will mean confronting and challenging unconscious bias within our schools, and working closely with principals and superintendents to interrupt, interrogate and strategize to ensure that Black students are treated equitably.

This strategy will be closely informed by data, and shaped in close collaboration with all stakeholders.

Critical Path

Timeframe	Action
September-December 2020	<ul style="list-style-type: none"> • Collect data from Research • Communication and rollout of plan for implementation in Spring 2021 prior to placement decisions for next school year
January- May 2021	Professional Learning Sessions targeting: <ul style="list-style-type: none"> • PSSP Staff • Special Education Consultant/Coordinators • Administrators • Teachers in KGr.1 • DECEs and CUPE support staff who work in Kindergarten and Grade 1 classes
May-June 2020	<ul style="list-style-type: none"> • Review impact of Professional Learning and analyze gaps and next steps to continue the work for next academic school year • Review IEP data for students in JKGr.1 for 2020-2021; did we see a decrease in numbers? • Create next steps for September 2021-2022
September-October 2021	<ul style="list-style-type: none"> • Continue the next phase of support required to ensure the IEP-KGr.1 Strategy continues to be implemented • Create Critical Path for the year

QUESTIONS

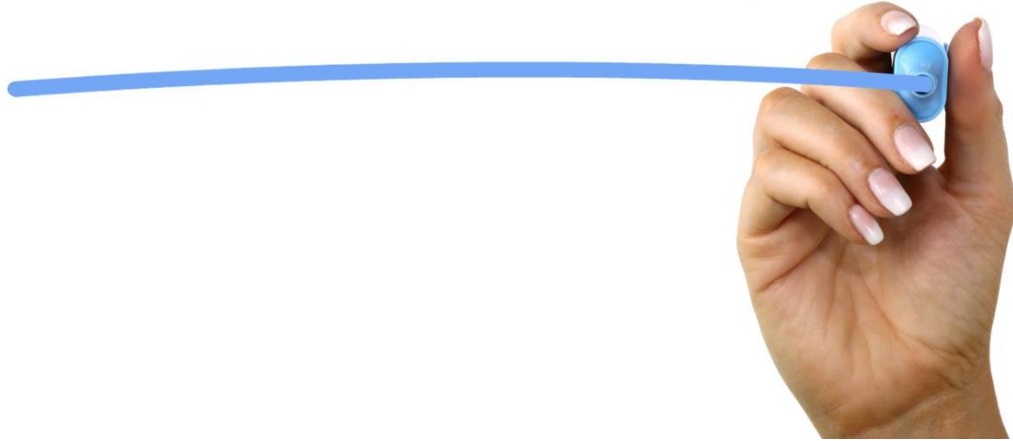


Project SEARCH

Project Search 2021-2022 Information Session

- Project Search Toronto, in partnership with the Toronto District School Board, is holding Information sessions for Project SEARCH 2021-2022 ([see attached flyer](#)). Project Search Toronto is a transition-to-work program for youth with intellectual and developmental disabilities. Students in their final year of high school will gain marketable skills needed for employment. Students participate in classroom workplace life skills education and complete three cooperative learning placements at UHN Toronto Rehab and Holland Bloorview Kids Rehabilitation Hospital.
- Please share the [attached flyer](#) with students and families to learn about the program and application information.
- For additional information, please contact Centrally Assigned Principal, [Wendy Terro](#)

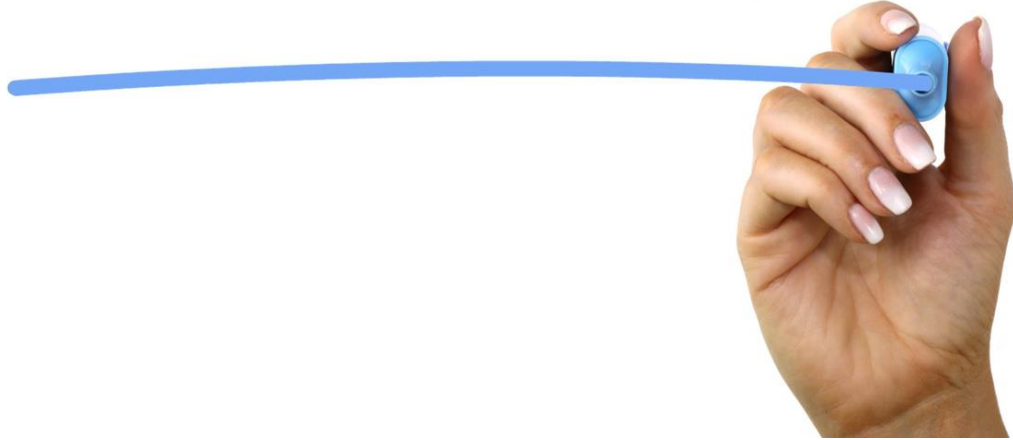
QUESTIONS



Universal Screening CCAT 7 Update

- The Canadian Cognitive Abilities Test, 7th version (CCAT) is a screening given to grade 3 students, usually in October, that provides information about a student's range of cognitive abilities.
- Presently there are 17,621 grade 3 students in TDSB, of which 6,483 of them are in virtual schools.
- The students attending in person learning started the process in December. There are a few schools that still need to complete and send the scan sheets back.
- Virtual Students will be given the opportunity to complete the screening remotely in February

QUESTIONS



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