



**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 19 April, 2021

A meeting of the Special Education Advisory Committee convened on April 19 at 7:00 pm through electronic means. Steven Lynette chaired the meeting. The Meeting was livestreamed on the TDSB website.

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Black Parent Support Group		Clovis Grant
Community Living Toronto		Tracy O’Regan
Epilepsy Toronto		Steven Lynette
Down Syndrome Association of Toronto		Richard Carter
Easter Seals Ontario		Aliza Chagpar
Integrated Action for Inclusion (IAI)		Tania Principe
IEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Shanna Lino
Learning Disability Association		Nadia Persaud
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	Kirsten Doyle
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Andrew Gold, Associate Director  
Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion  
Janine Small, Centrally Assigned Principal, Special Education  
Jennifer Newby, Centrally Assigned Principal, Special Education LC4  
Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1  
Susan Moulton, Centrally Assigned Principal, Special Education LC2  
Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3  
Vanessa Pfaff, Accessibility  
Wendy Terro, Centrally Assigned Principal, Special Education  
Roz Salvador, Senior Human Rights, Education & Organizational Change Specialist  
Joy Reiter, Centrally Assigned Principal  
Irit Kelman, Manager & A/Senior Manager

Laura Mahoney, Psychological Services  
Amie Presley, Research

Dr. Carolyn Lennox, Psychological Services  
Wendy Keene, Centrally Assigned Principal  
Lianne Dixon, TDSB SEAC Liaison

## **Part A: Recommendations**

Nil

## **Part B: For Information Only**

### **Leadership, Learning and School Improvement Department Reports and Updates:**

#### **Reports**

##### **Human Rights Policy Consultation**

Details of the current process are on the [HRO website](#)

SEAC members were invited to discuss the following questions and provide feedback to the presenters.

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?

##### **Winter Check-in Survey Results**

###### **Survey Results**

- Approximately one-quarter of elementary and secondary families feel very supported in having their special education needs met. Just less than 50% of elementary and secondary families feel somewhat supported.
- Parents of students with IEPs perceptions on their learning experiences. Elementary families tend to report slightly higher levels of students receiving the right amount of work and instruction.
- Elementary students are less likely to report feeling stressed, nervous, and lonely all the time or often. Elementary students are more likely to report feeling happy and hopeful for the future.

## **Updates:**

- **Vaccination Update**

Workers who work with students with Special Education needs or live or work in a hotspot were given letters to get a vaccination for Covid 19.

- **School Closing**

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

Schools will put in supports to try and have as many students as possible learn remotely due to the covid-19 spread. If students with complex medical and learning needs cannot be accommodated in remote learning, school staff will work with families to support them in school and make sure that everything is in place for learning.

- **Psychology Assessments**

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

## **Part C: Ongoing Matters**

### **Working Group Updates**

The Special Education Plan working group presented the input received from SEAC members and will distribute it for approval.

**Report Submitted by:** Lianne Dixon