**SEAC Meeting**

**Date: February 1. 2021  Location: Electronic**

**LiveStream**

**Time: 7:00**

**Committee Chair: Steven Lynette**

**Committee Vice-Chair: Diane Montgomery**

**Approved Minutes**

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|   | **Item** | **Recommendation/****Motion** |
| 1. | Call to Order (quorum) - Land Acknowledgement and Welcome* Announce Live Streaming of meeting
* Revisit rules of decorum and questions procedure
 | Meeting can be viewed live by clicking the Live Stream icon on theTDSB SEAC webpage. <https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Statutory-Advisory-Committees/Special-Education-Advisory-Committee> |
| 2. | Review of AgendaApproval of Agenda (including time allocation)  | Approved |
| 3. | Declarations of Possible Conflict of InterestsApproval of SEAC Minutes from January 2021 | Addition to minutes – David Lepofsky commented that there needs to be adequate time on the agenda for SEAC to have discussion and to meet its advisory role. Approved as amended. |
| 4. | Leadership and Learning Department Staff updates* K-Gr.1 IEP Strategy
* Discussion
 | TDSB MYSP: Equity, Anti-Oppression and Anti-Black RacismTDSB’s Equity Commitment* December 2017 Toronto District School Board Engaged in one of the largest consultations which resulted in “The Enhancing Equity Task Force” report
* Director’s Response to the report was interpreted through the priorities in the Multi-Year Strategic Plan
* A Strategy for Black Student Achievement and Excellence

Five Areas of Focus* Leadership Development
* Pathways & Transitions
* Special Education
* Suspensions and Expulsions
* Early Years

**Goal:** To create professional learning models that support inclusion and reduce the over-representation of Black students in Special Education programs (specifically Home School Programs, Intensive Support programs and other congregated programs).**Action:** Invest in building the capacity of educators to successfully implement inclusion with groups of Black students by deepening their awareness of the principles of anti-racism and culturally relevant pedagogy.Superintendent Spence engaged SEAC members in a discussion of the over-representation of Black students in Special Education programs **Kindergarten to Grade 1 Individual Education Plan (IEP) Strategy**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.David Cameron shared data collected over five years.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.

In total, 9,945 students had an IEP in Kindergarten or Grade 1 from these five school years..  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. 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 CountAutism 1124Behaviour 159Blind/Low vision 16Deaf/Hard of Hearing 139Developmental Disability 266Giftedness 4Language Impairment 21Learning Disability 33Mild Intellectual Disability 130Physical Disability 32* 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%).
* 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.

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 yearsContext DKOf the 1,485 students, over three quarters (77%) in the DK program were boys, and 23% were girls. Over half (55%) of the students in the DK program spoke a language other than English at home, which is slightly higher than the Kindergarten student population (52% in 2016-17).The results show that Black students were significantly over-represented in the DK program, while White and East Asian students were under-represented in this special education Kindergarten program. Similar over-representation patterns were observed for students from lower SES families, and students with foreign-born parentsNext StepsWe 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.As we work to reduce the number of students on IEPs in Kindergarten and Grade 1, the Board will focus its efforts on racialized students, who are overrepresented in IEPs and as a result in ISP classes.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.A timeframe was shared for implementation of this strategy.Discussion followed about concerns about reducing the number of IEPs, and that it may go against what parents want. Many students who need an IEP are not getting them. Having an IEP should not be perceived as a barrier. It is hard for many students to get an IEP and have an IEP meeting. There are other solutions than stopping IEPs – offer families an IEP meeting. .**Updates: Universal Screening**A process was underway for grade 3 virtual school students to write the CCAT-7 Assessment at home supervised by their Virtual School teacher.. Toronto Public Health has strongly recommended not to proceed until the provincial emergency order has ended on February 10th.  We will follow the recommendations of TPH.  As such the CCAT-7 Assessment for VS students has once again been delayed. Once the emergency order has been lifted we will revisit options of how to best move forward with this assessment.**Updates – In Person Learning Data**The numbers of students, programs, schools and staff for each LC was shared. (Appendix A). Congregated schools and schools with ISP’s are open for in person learning.**February Switch*** Prior to the Winter Break, we asked all elementary school families to indicate if they wanted their child(ren) to be considered for a switch from in-person (in-school) to virtual learning (at home) or from virtual learning (at home) to in-person (in-school) learning.
* Following Toronto Public Health (TPH) guidelines, TDSB will proceed with a final switching opportunity, where space is available, in February 2021 for those families who indicated interest in the December switching survey.
* We are committed to completing as many requests as possible, with priority given to students who live in neighbourhoods which are at higher risk for COVID-19 based on recent data from TPH. Schools will be working to find appropriate classroom spaces for students who requested a switch, however it is important for families to understand that it will not be possible to accommodate all requests.
* Families who indicated interest in a switch for their child in the December survey will be prioritized, if space is available. At this time, it is unlikely that we will be able to accommodate any additional switch requests.

Updates: Assessment DataCumulative Statistics (completed, In process, waiting) September 2020 – January 2021 for Assessments was shared by Learning Centre. (Appendix A) |
| 5 | Trustees’ Report(s /Introductions |  |
| .6 | Working Groups - * Budget/Communication/Sp. Ed. Plan/Action Plans
 | The Special Ed Plan Working demonstrated some of the pages in the Special Ed Plan for specific exceptionalities. |
| 7. | SEAC Member Reports  | **NO reports** |
| 8 | Other Business* Correspondence –
* From LDAO call for Presenters
* From Toronto Family Network email Jan 28 (shared electronically)
* New SEAC Member Applicants
* PAAC Survey Results
 | Correspondence sharedNew applicants for SEAC were announced – pending approval by PSSCPAAC Survey results will be shared prior to next meeting. |
| 9. | AdjournmentNext Meeting: March 1, 2021 @ 7 pm  | Follow upRaw data to be forwarded to SEACDistribute PAAC data  |