Report on Specialized Services Review
Trillium Lakelands DSB

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Purpose

Specialized Services embarked upon this review seeking to answer the questions: Is what we are doing aligned with our vision and beliefs as a system? Do our actions align with our intended outcomes? In particular, Specialized Services wished to focus on the alignment of actions with intentions related to equity, inclusive practices and high expectations.

Specialized Services shared that the goals of the review were to:
- use data to inform priorities and next steps,
- ensure we have the right programs and services in place to support students with special needs,
- align resources to system needs.

Methodology

At the heart of the methodology of this review was a commitment to the critically thoughtful examination of data which included:
- determining what data would inform the plan,
- effectively gathering data in meaningful and authentic ways from different members of the educational community,
- thoughtfully examining and analyzing different sources of data, and
- interpreting data and critically reflecting on the conclusions we draw from it.

We committed to thinking through the lens of equity at every step and an understanding of systemic barriers, inequitable outcomes and the impact of intersectional identities – including the identities of the researchers - informed data gathering methods, analysis and interpretations.

Data gathering

Data was gathered from October 2022 – February 2023.

Existing quantitative data was amalgamated, illustrated and shared at the SEAT meeting in October as a catalyst for determining questions that would be answered through the ensuing review process. A full list of quantitative data examined can be found in Appendix A.

Additional quantitative data collected relates to the composition of students and the qualifications of teachers in system classes (AIM and PALS).
Inquiry questions generated out of discussions at the October 2022 SEAT meeting guided the gathering of qualitative data including the development of interview, focus group and survey

questions and a process by which to invite and engage participants. The table below summarizes the data gathering methods used and participation details.

Guidance received from	Data gathering method	Participation details
Administrators	Survey	31/49 administrators responded
Families	Interviews	84 families recommended by administrators 72 interviewed 106 pages of interview notes taken
Students	Focus Groups	40 students recommended 25 attended focus groups
Central specialized services staff	Focus Group	35 staff members
SERTs and Department Heads	Survey	47 staff members responded
Special Education Advisory Team (SEAT)	Focus group	30-40 staff members (2 sessions)

Data analysis

Qualitative data was analyzed through a process which included:
- holistic reading of data by each researcher
- coding of responses within each contributing group's data to find similarities, differences and emergent themes based on individual and subgroup responses (by each researcher individually, then collectively)
- analysis of raw data and/or researchers' preliminary analysis by various contributing groups
- articulation of key takeaways related to each contributing group's data
- identification of key findings across contributing groups
- development of possible inquiry questions to support thinking about potential actions

Key findings

The following findings were expressed in significant ways by many individuals across multiple contributing groups. The specific key messages from stakeholder groups can be found in Appendices B, C, D and E

Affirmations
- Individual words and actions have had significant positive impact.
- There is deep empathetic understanding of the difficult position teachers are in.
- The opportunity to share their perspective in a conversational or interview format and feeling heard through the process elicits a strong sense of gratitude from students and families.

Concerns
- Individual words and actions have had significant negative impact.
- Navigating specialized services is often not easy or fruitful.
- Communication is often not clear, timely or respectful.
- Changes in personnel and the variability of effective support during transitions between years, divisions, and moving from system to non-system classes have significant negative impact on students and families.
- Budgetary cuts and restrictions have significant negative impact on students and families.
- Dealing with challenges related to specialized services carry a significant emotional cost.
- Bullying and harassment related to aspects of identity both related to and in addition to exceptionality or disability is present or prevalent.
- IEP use is inconsistently effective.

Hopes and desires
- That all students are successful
- Greater and more effective advocacy on behalf of students and families
- Broader and deeper professional development for educators
- More awareness and deeper understanding in a school community regarding neurodiversity and mental health
- Greater and more effective collaboration between internal and external supports for students

Potential questions for system reflection and inquiry

The detailed analysis of each stakeholder group's feedback and guidance suggested specific questions that the district might address. Those questions have been categorized and synthesized with one overarching question and challenge suggested in the table below and specific sub-questions for each of the categories of practices identified.

A framework for ongoing inquiry

Framing a way forward
Overarching critical question What specific practices must we affirm/strengthen, refine, adopt or abandon in order to improve the experiences and outcomes of students and families that are served by TLDSB Specialized Services?
Overarching critical challenge Prioritize identified practices and develop a thoughtful (data-informed, cohesive, impactful) implementation plan.

Categories of practices					
School and system processes	Meaningful and authentic collaboration	Communication with families	Professional learning for staff	Resource identification and allocation	Culture and climate
Developing IEPs Assessing student needs Using IEPs Supporting transitions Revising support	Collaborating with students Collaborating with families Facilitating greater collaboration among staff and with external agencies	Increasing clarity Improving timeliness and ease Improving quality	Deepening impact Broadening impact Prioritizing content	Rethinking specialized programs Allocating staff Vetting resources	Cultivating asset-based thinking Caring for relationships Interrupting harm

Categories of practice sub-questions

Note: Additional sub-questions can be found in Appendix C.

1. School and system processes

   a. Developing IEPs: What processes will ensure the consistent application of a clear set of criteria for developing an IEP for a student?
   b. Assessing student needs: When is it most powerful to formally assess students and how might we ensure that students who need assessments receive them in a timely manner?
   c. Using IEPs: What proactive planning might ensure that students consistently get the support they need to be successful in their learning?
   d. Supporting transitions: What consistent and proactive processes might ensure that when changes inevitably happen for students, they are best supported to be successful through those changes?
   e. Revising support: What practices can support teachers in their ability to be regularly adjusting their practice in response to students' feedback, experiences and outcomes?

2. Meaningful and authentic collaboration

   a. Collaborating with students: How might we engage all students, regardless of age or exceptionality, as active agents in providing guidance and feedback on the supports that are needed for their learning?
   b. Collaborating with families: How might families be meaningfully included as knowledgeable partners in determining students' educational needs?
   c. Facilitating more effective collaboration among staff and with external agencies: What consistent practices will enhance the opportunities and abilities of staff to both proactively and reactively collaborate with others in ways that value the specific disciplinary and contextual knowledge that each staff member can contribute to understanding student needs?

3. Communication with families

   a. Increasing clarity of communication: How might administrators use commitments, expectations and coaching with their staff to ensure families have clear understandings as a result of communication from the school?
   b. Improving timeliness and ease of communication: What routines might help teachers/schools and families communicate with each other more seamlessly?
   c. Improving the quality of communication: How might we build our capacity to ground our communications in an empathetic understanding of families' experiences when dealing with schools to support students' needs?

4. Professional learning for staff

    a. Deepening impact of professional learning: How might we increase the impact of the professional learning we offer and engage in?
    b. Broadening impact of professional learning: Whose professional learning needs to be prioritized?
    c. Prioritizing content of professional learning: What is the most powerful content of professional learning for various audiences?

5. Resource identification and allocation

    a. Rethinking specialized programs: What is the most appropriate focus and structures of specialized classes and programs in the board? Where should students access appropriate programming – within the board and within schools?
    b. Allocating staff: Which staff are most helpful at what points in the identification and addressing of student need?
    c. Vetting resources: What resources should be pre-approved and intentionally disseminated?

6. Culture and climate surrounding and within specialized services

    a. Cultivating asset-based thinking: How might we strengthen asset-based thinking and dismantle deficit-based thinking about the students we serve?
    b. Caring for relationships: How might we centre the development and maintenance of healthy relationships when developing and implementing practices and approaches related to specialized services?
    a. Interrupting harm: How might we acknowledge, validate and then disrupt harmful systemic structures and individual actions in order to dismantle oppression and create a truly inclusive culture?

Suggested next steps

The following potential next steps may help to advance the board inquiry, decision-making and respectful and effective communication.

1. Communicate process and key findings to all groups that participated in data gathering, especially students and families. Invite reflection and feedback on key findings.

2. Prioritize areas of practice and high-leverage actions

3. Work collaboratively with other departments to develop actionable operational plans to carry out high-leverage actions.

4. Develop regular routines for gathering guidance and feedback from students and families to determine impact of ongoing actions and decisions.

Appendix A: Quantitate data examined

- Exceptionalities by region
- IPRCs by exceptionality
- Number of students with special needs: IPRCs vs IEPs
- Number of IPRCs by gender
- Number of IPRCs by grade and gender
- Percentage of IEPs by panel: all students, Indigenous, non-Indigenous
- Percentage of IEPs by gender: all students, Indigenous, non-Indigenous
- Percentage of IEPs by panel: French Immersion
- Percentage of IEPs by gender: French Immersion
- Percentage of IPRCs by panel: French Immersion
- Percentage of IPRCs by gender: French Immersion
- Percentage of IEPs by panel: English Language Learners
- Percentage of IEPs by gender: English Language Learners
- Percentage of IPRCs by panel: English Language Learners
- Percentage of IPRCs by gender: English Language Learners
- Number of credit deficient grade 9s by IEP (examined at a later date)

Appendix B: Key messages from stakeholder groups

Administrator survey

Summary statements about the beliefs and perceptions of administration about teachers

1. Administrators emphasize the importance of data use in specialized services including:
   - Using IEPs as data to track trends and patterns in student behaviour and needs
   - Collecting and using data to form programming goals, annual goals, accommodations, teaching strategies and other ways of supporting students
   - Using research-informed strategies and accommodations

2. Administrators report that teachers are knowledgeable and developing their knowledge about IEPs and accommodations.

3. Administration report the need to support teachers in their professional development and learning in a number of ways including:
   - Assistive/educational technology
   - How to use, monitor, and update IEPs effectively and build understanding of the IPRC process
   - Teaching strategies and support for students with IEPs
   - Teaching strategies and support for all students
   - How to work with SERTs

4. Administration express that Spec Ed teacher leads have been important supports for teachers and students

5. Administration observe that teachers are diversifying and experimenting with teaching approaches including:
   - observation based assessments
   - implementing UDL principles
   - small group instruction

6. Comments from administration acknowledge that institutional limitations present challenges for students and teachers including:
   - School board/school wide expectations regarding assessment and behaviour
   - Resources available to teachers

7. Administration have observed that teachers use IEPs in different ways including:
   - Setting and meeting goals for students
   - Setting up supports for students
   - Closing and filling gaps

8. Administration expressed that teachers are willing and eager to work with other teachers and educational supports (e.g., EAs, SERT, and admin) to problem solve and develop student supports. Administration also acknowledges that teachers need support from specialists because they are not given the time nor training to support the needs of diverse classrooms.

Summary Statements about the beliefs and perceptions of administration about students

1. Administration report that students needing specialized services have negative school experiences in a variety of ways including:
   - Feeling stigmatized or separated from their peers
   - Having negative experiences with their accommodations and supports including feeling unwilling to use them or feeling overwhelmed because/when they are absent

2. Administration also report that students have positive experiences including:
   - Feeling supported by teachers, tutors, SERTs, and other educational support personnel
   - Having overall positive experiences at school

3. Administration also report that students have positive experiences including:
   - Feeling supported by teachers, tutors, SERTs, and other educational support personnel
   - Having overall positive experiences at school

4. Administration has observed that students build independence and self-advocate in various ways including:
   - Being actively involved in the IEP process and IEP use
   - Identifying their needs and ways in which they need to be supported
   - Self-regulation and talking about feelings and strategies for success

5. Administration report that younger students, generally, are not aware of or do not have a full understanding of their IEPs.

Specialized services staff focus group

Perception of Purpose of the IEP
1. Spec ed support teams report that IEPs are mixed in their use to close gaps with elementary IEPs more focused on closing gaps than secondary IEPs.
2. Spec ed support teams perceive IEPs as important for student success but also recognize that they can be used to avoid giving students failing grades.
3. Spec ed support teams highlighted that IEPs are important for identifying students' needs.
4. Spec ed support teams noted that IEPs are used to identify specific strategies needed to support student needs.

Decision making process to bring child to Spec Ed
1. SLPs and Psych Eds identified the following reasons as why students are brought into specialized services:
   - Because student needs are not easily identifiable
   - Because teachers are overwhelmed and need quick fixes or explanations
   - Because student is not coping well in the classroom behaviourally, emotionally, and/or socially
   - Pressures from sources such as family
   - SLPs and Psych Eds also commented on how students are sent to SLPs because they're perceived as too young for Psych Ed

2. SLPs and Psych Eds expressed desire for the following changes to bringing students into specialized services:
   - Assessing students earlier if school is considering system class placements
   - Earlier psych assessments when necessary
   - For teachers and other support staff to have follow through knowledge after formalized process

Teacher capacity to support students without IEPs and with IEPs
1. Spec ed support teams perceive the following as areas of need for teacher growth and learning:
   - Understanding development ages and stages,
   - Premature labeling,
   - Differentiating between mental health and specialized identification validation,
   - Teaching self-advocacy skills,
   - Differentiation in diverse classrooms,
   - How to support students before IEPs are in place.

2. Spec ed support teams perceive that teachers need the following supports:
   - Finding vetted resources,

- Continued learning to raise comfort and confidence levels,
- Collaborative learning through teacher mentorship,
- Support for executive functioning needs.

3. Spec ed support teams report that teachers have the capacity to ask for help after IEPs are put in place because identifying/naming students' needs.

4. Spec ed support teams report that teachers are knowledgeable about specific disabilities and diagnoses.

Where bias seems to live

1. Spec ed support teams report that students face biases about their behavior in the following ways:
   - History of behavior (i.e., suspensions)
   - Negative intentions
   - Behaviors in different environments (i.e., home vs. classroom)

2. Spec ed support teams report that students face biases in the way they receive support including:
   - Being perceived first by their limitations,
   - Their skill deficit/circumstances being perceived as an excuse instead of as an explanation of challenges,
   - Being identified as having diagnoses from individuals without proper certifications,
   - Needs for intervention not being recognized.

3. Spec ed support teams report that there are biases about the IEP process in the following ways:
   - Believing that IEPs may lead to extra support and answers to all questions,
   - In how to implement and understand IEPs,
   - In strategies used before and during IEPs are in place (i.e., not taking action until students are assessed and misunderstanding UDL)

4. Spec ed support teams report that there is stigma attached to IEPs resulting in some students and guardians not wanting them.

5. Spec ed support teams also report that there is stigma attached to receiving DISM diagnoses.

6. Spec ed support teams report that there are systemic/institutional biases including:
   - Perceptions of what education should look like including content, format, and behaviour;
   - Marginalization;
   - In identification and placement decisions (i.e., system class process as not addressing student needs in a meaningful way).

Family interviews

Key messages

Positive experiences with school
Families report that:
- they are having positive experiences at their child's school because of the specific efforts of knowledgeable and effective individual teachers and staff
- school-wide awareness of their child's disability creates a great sense of belonging.
- a team collaboration approach greatly helps students get the support they need.

Challenges related to transitions
Families report that:
- the positive impacts of programs like AIM are threatened or lost when students experience transitions within the program (i.e., changes in teachers and school).
- would like to see smoother transition between grades.

Needed professional development
Families report that:
- professional development is needed for school staff including teachers and EAs in the areas of:
  - Mental health
  - Education and awareness of exceptionalities (also needed for the general student body)

Feeling unheard and disconnected to school and/or school board
Families report that:
- they are feeling unheard by schools and the school board.
- the interviews conducted for this review helped them feel heard and made it easier to explain their experiences, questions, and concerns.

Loss or inaccessibility of needed specialized programs, supports, and services
Families report that:
- students need more one-on-one support both in the classroom and in quieter spaces like SERT classrooms.
- their children have been significantly negatively impacted by the loss of the Learning Strategies program.
- they feel the need for more access to the Empower Reading program.
- there is a need for working with specialists internal and external to school board.

Concerns about academic growth

Families report that:

- there is ineffective and/or inconsistent implementation of IEP and strategies.
- there are not enough specialists in the school board to meet students' needs.

Feeling isolated

Families report that:

- they are feeling isolated and emotionally drained.
- they have great difficulty navigating processes
- they need to strongly advocate for their children

Student focus groups

Key messages

1. Students report not feeling supported by their teachers in the following ways:
   - Feeling not cared for or respected by their teachers
   - Teachers do not observe or listen to students
   - IEPs and accommodations are not read or followed by teachers
   - Not feeling understood by teachers

2. Students report understanding their own needs in the following ways:
   - Needing quiet physical spaces that help with learning and focusing
   - Needing opportunities for creativity
   - Needing physical movement and stimming
   - Slowing down instructions and breaking down steps
   - Help from peers
   - Needing flexibility
   - Needing specific programming and resources

3. Students demonstrated being keenly aware and empathetic towards the challenges teachers face.

4. Students report experiencing harm from themselves and from others.
   - Internalized negative self-perceptions
   - Experiencing harm from peers

Appendix C: Additional questions for system inquiry

Categories of practices

1. School and system processes

   a. Developing an IEP: What processes will ensure the consistent application of a clear set of criteria for developing an IEP for a student?
      i. Is this use of IEPs effective in supporting student learning?
      ii. If IEPs are used to avoid failing grades, what happens after they are put in place as students move on from the course?
   b. Assessing student need: When is it most powerful to formally assess students and how might we ensure that students who need assessments receive them in a timely manner?
      i. How can schools support primary teachers in identifying if students need to be assessed?
      ii. How can the school board reduce the waiting time for assessments?
      iii. How can more specialists be brought in to do assessments?
      iv. How can the school board decrease the wait times and wait lists for assessments so that parents do not have to pay for private assessments?
   c. Using the IEP: What proactive planning might ensure that students consistently get the support they need to be successful in their learning?
      i. What can be done to increase the amount of focused time students get with EAs and teachers?
      ii. What can be done to make this increased amount of time more consistent?
      iii. How can we ensure that Teachers, SERTs, and EAs are being consistent and are aligned with following IEPs in full?
   d. Supporting transitions: What consistent and proactive processes might ensure that when changes inevitably happen for students, they are best supported to be successful through those changes?
      i. How can schools plan for transitions well in advance (when possible)?
      ii. When transitions are anticipated, how can schools and the school board ensure that teachers and staff are set up for success?
   e. Revising support: What practices can support teachers in their ability to be regularly adjusting their practice in response to students' feedback, experiences and outcomes?
      i. When students tell us what they need and what they know about their learning, in what ways can we capture what they say and act on it quickly?
      ii. What structures need to be put in place so that teachers can offer more flexibility to students in various ways including day-to-day routines and assessments?

2. Meaningful and authentic collaboration

   a. Collaborating with students: How might we engage all students, regardless of age or exceptionality, as active agents in providing guidance and feedback on the supports that are needed for their learning?
      i. How can conversations be facilitated between teachers, students, and families to reframe deficit thinking?
      ii. How do we better listen to students and notice when they are not feeling valued or seen?
      iii. How might teachers and students work together to find strategies?
      iv. How can schools incorporate regular opportunities for students to provide feedback on their school and learning experiences? How can this feedback be used by teachers?
      v. How can the school board and admin facilitate these feedback opportunities so that they lead to collaborative relationships between students and teachers?
      vi. Students responded positively to having their voice heard in this interview process, how can schools and the school board replicate this mode of communicating with students?
      vii. How can the school board share the message with teachers that students demonstrated being keenly aware and empathetic towards the challenges teachers face?
   b. Collaborating with families: How might families be meaningfully included as knowledgeable partners in determining students' educational needs?
      i. How can schools and the school board diversify how they gather information from families (i.e., not only relying on forms sent home with students)?
      ii. What kind of communication needs to be put in place for schools and the school board to understand how much time and energy families are putting towards advocacy?
      iii. In what ways can the school board relieve parents from needing to so strongly advocate for their children?
      iv. How can schools and the school board create more opportunities for families, SERTs, teachers, EAs, and admin to sit down together to co-create plans?
   c. Facilitating more effective collaboration among staff and with external agencies: What consistent practices will enhance the opportunities and abilities of staff to both proactively and reactively collaborate with others in ways the value the specific disciplinary and contextual knowledge that each staff member can contribute to understanding student needs?
      i. Do the perspectives of SLPs and Psych Eds match teacher perspectives on why a child is brought into spec ed? If not, how can schools and the school board facilitate conversation between these two groups?

      ii. How can the school board set up collaborative relationships between specialists and teachers/support staff to grow their follow through knowledge?

      iii. How can schools initiate ongoing conversations between teachers, support staff, and specialists? How can schools ensure that teachers, SERTs, specialists, EAs, and admin are all on the same page when it comes to a student's IEP?

3. Communication with families

  a. Increasing clarity of communication: How might administrators use commitments, expectations and coaching to ensure families have clear understandings as a result of communication from the school?

      i. How can teachers and admin more clearly explain IEPs, Safety Plans, and IPRC processes in accessible language (i.e., without jargon)?

      ii. How can schools increase the amount of communication with families?

  b. Increasing timeliness and ease of communication: What routines might help teachers/schools and families communicate with each other more seamlessly?

      i. How can schools and the school board make it easier for parents to set up meetings in a timely manner?

      ii. How can schools improve day-to-day communication with families without having to rely on sending communication home with students?

  c. Increasing the quality of communication: How might we build our capacity to ground our communications in an empathetic understanding of families' experiences when dealing with schools to support students' needs?

      i. What are families most commonly contacted about? How can schools and the school board ensure that families hear about positive things too?

      ii. How can schools better facilitate communication and relationship-building between families and EAs?

      iii. How can schools and the school board find more personable ways of communicating with families?

      iv. How can schools provide information to families that interrupt the stigma they feel?

4. Professional learning for staff

  a. Deepening impact: How might we increase the impact of the professional learning we offer and engage in?

      i. How can the school board commit to PD for teacher learning?

      ii. How can the school board offer follow up support for teachers after PD?

      iii. How can mentorship be incorporated into PD time for teachers?

      iv. How may the school board collaborate with organizations like OKP to facilitate professional development for teachers?

      v. How can schools collect feedback throughout the year about what is working well and support other teachers and staff to continue/start doing those things?

   b. Broadening impact: Whose professional learning needs to be prioritized?

      i. How may the school board offer professional development for EAs?

      ii. How can professional development be offered to all teachers and staff in schools, and not only the teachers of specific students?

   c. Prioritizing learning: What is the most powerful content of professional learning for various audiences?

      i. What, specific, things can schools do raise awareness about disabilities amongst students, staff, and teachers?

      ii. How can teachers, admin, and spec ed teams proactively address these biases?

      iii. How can admin facilitate discussion with teachers about these biases?

      iv. How can the school board help teachers increase their capacity to observe and listen to students?

5. **Identification, development, dissemination and/or allocation of resources (documents, programs, staffing, physical spaces)**

   a. Rethinking specialized programs: What is the most appropriate focus and structures of specialized classes and programs in the board? Where should students access appropriate programming – within the board and within schools?

      i. Why was the Learning Strategies program discontinued and is there a way to reinstate it?

      ii. If it is not possible to reinstate Learning Strategies, how can the same kinds of support be provided in a different way?

      iii. The loss of the Learning Strategies program affected some students' emotional experiences at school and their desire to go to school; how may these students be re-engaged and empowered in their learning and at school?

      iv. How can schools and the school board offer Empower Reading to more students at the elementary and secondary levels?

      v. How can schools create more quiet spaces that are readily available for students when they need them?

      vi. What can be done to make this how students are supported is more consistent across the board and within an individual student's experiences with different educators?

   b. Allocating staff: Which staff are most helpful at what points in the identification and addressing of student need?

      i. How can the school board reduce the waiting time for assessments?

      ii. How can more specialists be brought in to do assessments?

      iii. How can the school board decrease the wait times and wait lists for assessments so that parents do not have to pay for private assessments?

      iv. How can more mental health counseling services be brought into schools?

   v. What can be done to increase the amount of focused time students get with EAs and teachers?

   vi. In what ways can schools and school boards bring more supports into schools so that students get more one-on-one time?

   vii. How can more mental health counseling services be brought into schools?

 c. Vetting resources: What resources should be pre-approved and intentionally disseminated?

   i. Who is in the best position to find these resources?

   ii. How can these resources be disseminated to teachers?

6. Culture/climate

 a. Cultivating asset based thinking

   i. How can the school board take the lead in shift school cultures away from being deficit based?

   ii. How can the school board and admin interrupt deficit thinking within teachers?

   iii. How can the school board critically review aspects of schooling outside of specialized services that would impact how spec ed is viewed and understood?

   iv. How can schools involve students with disabilities in educational events or programs with the goal of empowering, and not tokenizing, them?

 b. Caring for relationships

   i. How can schools and the school board better attend to the emotional needs of parents and guardians?

   ii. How can support structures be created so that families can connect with each other?

   iii. How can schools and school boards alleviate burn out from advocacy?

   iv. How can schools encourage teachers and students to build relationships based on trust and accountability?

   v. How can admin and the school board set teachers up for success so that they have the capacity to observe, listen, and attend to each student?

   vi. How can schools and the school board attend to the mental health and emotional needs of students?

 c. Interrupting harm to self and others

   i. How can we notice when students are internalizing negative self-perceptions and interrupt that thinking?

   ii. Students repeatedly mention that bullying is a problem that is not effectively or consistently addressed by teachers and admin, how may schools and the school board come up with proactive and reactive strategies that can be implemented in a timely manner?

    iii. Students mention that some of this bullying is rooted in racism and ableism, what can the school board do to address systemic oppression and biases in schools?

    iv. How does systemic oppression manifest in the school board? How does it impact the experiences of students that use specialized services?