

Special Education Advisory Committee Meeting

February 12, 2024

Leadership Report

Learning Innovation and Equitable Outcomes

Louise Sirisko, Associate Director, Learning Innovation and Equitable Outcomes
Nandy Palmer, System Superintendent, Special Education & Inclusion

Presentation by Dr. Gillian Parekh to Special Education and Inclusion Department

To support capacity building for special education staff in supporting inclusion and challenging mindsets about students with special education needs, all staff in the Special Education and Inclusion Department have been studying *Ableism in Education: Rethinking School Practices and Policies* by Dr. Gillian Parekh (2024).

In January 2024, Dr Parekh, Associate Professor and Canada Research Chair in Disability Studies in Education within the Faculty of Education at York University, led the department in a critical conversation. As a previous teacher in special education and research coordinator with the Toronto District School Board (TDSB), Gillian has conducted extensive system and school-based research in Toronto in the areas of structural equity, special education, and academic streaming. In particular, her work explores how schools construct and respond to disability as well as how students are organized across programs and systems.

The department will continue to use this research to inform decisions about special education programs, services and supports.

GTA SEA Conference

The Special Education and Inclusion Department hosted twelve Greater Toronto Area (GTA) school board Assistive Technology (AT) and Special Equipment Amount (SEA) Teams on January 19th to learn from each other and share best practices about how to support students with disabilities and special education needs in their district. Participants joined breakout rooms to discuss key issues such as professional learning, assistive programs, and new software applications. The keynote address was on accessibility and artificial intelligence, and was led by the Microsoft Accessibility Manager.

Special Incidence Portion Funding

The Special Incidence Portion (SIP) allocation supports students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. TDSB applies for a [Special Incidence Portion \(SIP\) rebate](#) for staff support to ensure the health and/or safety of students who have extraordinarily high needs and of others at



school. This works out to a rebate from the Ministry of Education to a maximum of \$28,803 per full time staff per eligible student per year (1.0 Average Daily Enrollment).

In the 2023–24 school year, the Ministry is undertaking a review to modernize the SIP Allocation and temporarily adjusting the SIP funding approach by using a formula to calculate the amount for each school board instead of the student applications.

In 2022-2023 the board received \$13,860,247 through 472 individual claims. In 2023-2024, the board is expected to receive \$15,049,034 (2022/23 approved amount plus a 5% increase).

Projected Enrolment

Enrolment projections are updated annually to support budget planning, staff allocation, and reporting to the Ministry of Education. The table below outlines the actual Average Daily Enrolment (ADE) of Pupils of the Board for 2022-23 and the projected ADE for 2024-2025.

ADE is a measure of enrolment that the Ministry of Education uses to allocate funding to school boards. It is based on full-time equivalent (FTE) enrolments of Pupils of the Board counted on the last days of October and March of a school year (full-time equivalent counts students by the amount of time they are registered for instruction). The average of these two counts is the ADE. Pupils of the Board are defined as all students who are eligible for funding from the Ministry of Education. Fee-paying students are not included in the count of Pupils of the Board (e.g., International students).

Projected Average Daily Enrolment (Expressed as Pupils of the Board)

Grade jk/sk

Actual 2022-3 31777

Projected 2024-25 30785

Grade 1 to 3

Actual 2022-3 49526

Projected 2024-25 50495

Grade 4-8

Actual 2022-3 82370

Projected 2024-25 83299

Total Elementary

Actual 2022-3 163,673

Projected 2024-25 164,579

Secondary

Actual 2022-23 70265

Projected 2024-25 72953



Total
Actual 2022-23 233938
Projected 2024-25 237532

A copy of the Projections Enrolment Report to Trustees can be found [here](#).

Inclusive Education Month

February is [National Inclusive Education Month](#) in Canada, which promotes and raises awareness about inclusive education. According to Inclusive Education Canada, the purposes of National Inclusive Education Month are:

- To highlight inclusive education – to define what it is and how the development of inclusive schools and inclusive school practices helps provide quality education to an increasingly diverse student population, including students with an intellectual disability.
- To provide educators, students and parents an opportunity to share ideas on strategies to enhance inclusion and successful school experiences for every child.
- To acknowledge and recognize the commitment and effort of teachers, administrators, students, and families who contribute to successful inclusion of students in schools and classrooms throughout Canada.

Please access the following links for more information, learning, and resources:

- [Community Living Ontario Resources](#)
- [The Evolution Toward Inclusive Education In Canada – John Freer](#)
- [Do Children Have Rights? The Harmful Effect Of Partial School Attendance And Seclusion Rooms Webinar](#)

IPRC Data - January 2024

LC1 106
LC2 67
LC3 45
LC4 101
Total January 219

Cumulative since August 2023 937





Psychological Services Assessment Statistics

January 2024

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	123	118	80	159	480
Total Referrals	296	157	121	225	799
Cumulative (since September 2023)					
Completed	302	290	200	312	1104
In Progress	277	275	291	278	1121
Waiting*	373	231	333	569	1506
Removed	43	37	46	67	193
Total Referrals**	995	833	870	1226	3924

*68% of **total waitlist** are comprehensive/DK assessments, and 32% are gifted assessments

71% of **total referrals are for comprehensive/DK assessments, and 29% are gifted assessments