

Special Education Advisory Committee Meeting

March 21, 2022

Leadership Report

Leadership, Learning and School Improvement

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Welcome

Staffing Allocation

Thank you to the central special education staff who worked diligently on the Special Education School Based Staffing Allocation process.

The changes for the 2022-2023 school year are a result of declining enrollment. Further, prior to release of the GSNs, a decrease in Student Support Funds provided by the Ministry of Education as well as the discontinuation of Education Worker Protection Funds that are part of Collective Agreements that expire on August 31, 2022 had an impact on total special education staffing to schools. However, staff have worked hard to minimize reductions to school based special education staffing levels despite these significant decreases in funding. Specifically:

- For Elementary teaching, the funding reductions above would require a reduction of 168.5 FTE teachers. The reduction will be 66.5 FTE.
- For Secondary teaching, the funding reductions above would require a reduction of 16.5 FTE. The reduction will be 66.5 FTE.
- For Support staff, the funding reductions above would require a reduction of 207.9 FTE. The reduction will be 140.5 FTE.

This is a 5% overall reduction in special education allocation.

However, with the recent Ministry GSN announcement, there is a restoration of a portion of the Student Support Fund (SSF); System Priorities Fund (SPF) and PPF Fund which has enabled some further restoration for staffing of Elementary teachers and Support Staff. As a result the overall reduction in special education is 2% which is relatively consistent with the change in enrolment.

This means:



- The reduction in Elementary teacher staffing for special education is now 13 FTE.
- The reduction in Support staff staffing for special education is now 68 FTE.

Finally, please note that Intensive Support Programs (ISPs) have not been impacted by the proposed reductions. Opening and closing of ISP programs are responsive to student needs and staffing would reflect program requirements (e.g., class caps). Students who require ISP programs are continuing to be supported as needed.

Special Education provides tiered support that may not necessarily result in additional allocation to schools. Consideration is given to the fact that students transition from school to school, year over year and as such, staffing allocation is adjusted accordingly based on student needs and requirements.

Special Education Program Recommendation Committee (SEPRC)

Toronto District School Board (TDSB) is committed to making sure that students with special education needs receive the appropriate programs and/or services to meet those needs from the day they first begin attending a TDSB school. (Special Education Plan, 2021-2022)

The Intent of the SEPRC

TDSB has and continues to stress that the Special Education Program Recommendation Committee (SEPRC) is a process designed, subject to parental preference, to support students who are not a student of the TDSB, with extremely complex medical and/or physical special education needs, and whose needs cannot be met in the regular class with support even for a short period of time. The student may be considered for immediate placement in an Intensive Support Program (ISP). (See page 86 in 2021-2022 Special Education Plan)

SEPRC is not mandated under Reg. 181/98 and was only instituted as a process to help support the transition of students *who usually have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB.* (p. 86 in 2021-2022 Special Education Plan)

This committee does not decide upon exceptionality, only recommended placement and students would have to return to an IPRC 6-9 months after attending the recommended special education program.

The intent of SEPRC has remained consistent since it was first implemented. Note the purpose of the SEPRC taken from the 2017 Special Education Plan:



For a small number of eligible students who are registered but not yet attending a TDSB school and present with extremely complex needs, the SST may request a Special Education Program Recommendation Committee (SEPRC) meeting. If parents are in agreement, a SEPRC recommendation can facilitate placement in a full time special education class designed to address more complex needs.

Over the last eight years the SEPRC process included:

- students with complex needs and/or receiving intensive, special education class support in other school systems and/or community agencies prior to their arrival in the TDSB
- students who are new to the country with special education needs looking for special education class
- students with any special education needs (e.g., Gifted, Learning Disability, Behaviour) seeking entry to a TDSB program

Number of SEPRCs Per School Year by Exceptionality:

SEPRC	Autism	Behaviour	DD	DK	Gifted	DHH	KIP	MID	LD	PD	Total
2016-2017	7	10	51	91	10	0	1	13	1	3	187
2017-2018	11	4	73	115	21	6	2	22	4	14	272
2018-2019	14	4	117	216	51	5	4	27	6	9	453
2019-2020	5	5	87	79	15	1	0	24	3	5	224
2020-2021	2	2	49	127	11	3	0	23	1	5	223
2021-2022	2	5	37	105	2	1	0	9	2	7	170



% for 2021-2022	1%	3%	22%	62%	1%	1%	0%	5%	1%	4%	
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Please note the largest number of students who have a Special Education Program Recommendation Committee (SEPRC) meeting enter the Diagnostic Kindergarten (DK) programs serving Junior/Senior Kindergarten students, followed by students entering Developmental Disabilities (DD) programs. In addition, since the pandemic we have also seen a decrease in the number of students moving between school Boards and entering school in Full Day Kindergarten (FDK).

Number and Outcome of SEPRCs Per School Year

YEAR	# of SEPRC Scheduled	Recommendation: ISP	Recommendation: Regular Class
2016-2017	200	188	6
2017-2018	401	271	5
2018-2019	596	444	9
2019-2020	206	83	1
2020-2021	247	228	1
*2021-2022	208	194	2
TOTAL	1585	1408	24

*numbers to date

Accessing the SEPRC



The SEPRC process can be accessed throughout the school year. However, they are typically scheduled during the Spring and early Fall, in line with Kindergarten registration and new to school registration. All SEPRC meetings require a package that includes documentation in order for the committee to make an informed decision about program recommendation.

The SEPRC was originally intended to support students with extreme complex needs (medically fragile, extreme behavioural needs, students who would typically qualify for the Developmental Disability exceptionality). SEPRCs are designed for students with profiles where their needs cannot be addressed in the home school, with special education supports, for even a short period of time.

Parents/guardians of students with special education needs are encouraged to reach out to their local schools to register their child and upon registration to share documentation and relevant information so that a successful transition is planned that may include a transition meeting with key personnel. The students would be supported in the inclusion model with support of the Special Education and Inclusion team (i.e., tiered support, Universal Design for Learning, Differentiated Instruction). Once students are registered at their home school in a regular class, parents can request an IPRC.

Consultation of SEPRC

Review of the TDSB Special Education Plan occurs annually in collaboration with SEAC and the consultative process seeks their advice and recommendations. Any changes to the annual Special Education Plan and specifically to the SEPRC were brought to the attention of SEAC. This year there was an extensive review of the plan from the SEAC working group committee. The information noted for SEPRC by SEAC has remained the same for the past 3 years.

For example:

Special Education Plan 2017-2018 pg. 43

“For a small number of eligible students who are registered but not yet attending a TDSB school and present with extremely complex needs, the SST may request a Special Education Program Recommendation Committee (SEPRC) meeting. If parents are in agreement, a SEPRC recommendation can facilitate placement in a full time special education class designed to address more complex needs.”

Special Education Plan 2018-2019 pg. 43



“For a small number of eligible students who are registered but not yet attending a TDSB school and present with extremely complex needs, the SST may request a Special Education Program Recommendation Committee (SEPRC) meeting. If parents are in agreement, a SEPRC recommendation can facilitate placement in a full time special education class designed to address more complex needs”

Current 2021-2022 Special Education Plan Section C pg. 86

“Students new to the TDSB with extremely complex medical needs may be considered for immediate placement in an intensive support special education program. Usually, these are students who have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB”

TDSB SEAC 2021-2022 Survey Results

[TDSB SEAC 2021-22 Survey Result.pdf](#)

Highlights from the results of the TDSB SEAC Service Excellence 2021-22 Survey indicate the following:

- N = 17 responses

Survey Questions:

Do you think SEAC membership is representative of the multiple ethno-racial communities TDSB serves?

Yes: 7

No: 5

Unsure: 5

How satisfied are you with the information shared in the Staff Leadership Report presented at SEAC meetings?

Very Satisfied: 4

Satisfied: 7

Not Satisfied: 2

How satisfied are you with the response time and level/content of details provided by TDSB Staff to SEAC questions?

Very Satisfied: 5

Satisfied: 5

Not Satisfied: 4



How satisfied are you with the collaboration between TDSB staff and SEAC as it relates to the annual update of the Special Education Plan?

- Very Satisfied: 5
- Satisfied: 6
- Not Satisfied: 2

Rate the ease of finding information about SEAC and Special Education on the TDSB website?

- Hard 4
- Moderate 7
- Easy 2

Next Steps:

Staff will review survey information and comments more closely and determine next steps. Some next steps include:

- Provide information about how services impact classrooms and improve student performance.
- Align or link Special Education Plan, Multi-Year Strategic Plan, the Fiscal Plan and various local plans (SIP)
- Examine ways that staff can further collaborate and engage with SEAC to support mandates and resolve special education issues.

Psychological Assessments - February 2022

Provided below is the report of assessments completed in February

February	LC1	LC2	LC3	LC4	Total
Completed	138	116	82	212	548
Referrals	227	208	171	33	639
Cumulative stats from September 2021					
Completed	412	540	388	639	1979



In Progress	242	314	233	309	1098
Waiting*	358	297	321	517	1493
Removed	88	145	92	174	499
Total Referrals**	1100	1296	1034	1639	5069

IPRC - February 2022

February IPRCs	
IPRC Completed	123
IPRC Scheduled	82
IPRC Cumulative since August 2021	
IPRC Cumulative since August 2021	1,920

