

# **Special Education Advisory Committee Meeting**

**January 16, 2023**



# Land Acknowledgement

We acknowledge we reside on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognise the enduring presence of all First Nations, Métis and Inuit peoples, as well as the importance of establishing and maintaining Cultural Safety through learning from Indigenous Peoples and Perspectives.



# Agenda

	Item	Facilitator/ Presenter	Time
1.	<ul style="list-style-type: none"> <li>A. Call to Order (quorum)</li> <li>B. Announce Live Streaming of meeting</li> <li>C. Land Acknowledgement</li> <li>D. Review of Agenda</li> <li>E. Approval of Agenda</li> <li>F. Declarations of Possible Conflict of Interests</li> <li>G. Approval of SEAC Minutes from December 2022</li> <li>H. Comments from Chair</li> </ul>	<p>Chair and Vice Chair</p> <p>Meeting can be viewed live by clicking the Live Stream icon on the tdsb SEAC webpage.</p> <p><a href="https://www.tdsb.on.ca/stream/LiveWebcast-SEAC.html">https://www.tdsb.on.ca/stream/LiveWebcast-SEAC.html</a></p>	7:00 - 7:10 (10 minutes)
2.	<b>Budget Presentation</b>	Craig Snider	7:10 – 7:40
3	<p>SEAC Roadmap/Annual Calendar Working Groups – TBD</p> <p>Do we need to add any new working groups? Do we need to continue with current groups? New members need to be provided with background and opportunity to join.</p>	Chair and Vice Chair	7:40 - 8-20

# Agenda Cont'd

	Item	Facilitator/ Presenter	Time
4.	<ul style="list-style-type: none"> <li>a) Association Updates</li> <li>b) A statement by Autism Ontario on remote learning</li> </ul>	Community Living Autism Ontario	8:20 -8:30
5.	<b>Leadership Report</b>	Audley Salmon Nandy Palmer	8:30 – 8:50
6.	<b>Trustees Report</b>	Trustees	8:50 - 8:55
	<ul style="list-style-type: none"> <li>● Other Business</li> <li>● Terms of Reference – updated (to be discussed at next meeting)</li> <li>● Correspondence</li> <li>● Adjournment</li> </ul> <p>Next meeting: February 13, 2023</p>	Chair	8:55 - 9:00

## **Senior Team Mandatory Special Education Professional Learning**

To support capacity building of senior leaders, on December 16th, Special Education and Inclusion led a mandatory professional learning session for Senior Team (academic as well as business). This comprehensive session made connections to the TDSB Multi-Year Strategic Plan and Equity, Anti-Oppression and Anti-Ableism and focused on how the TDSB works collaboratively with parents/guardians/caregivers and other partners to support students with special education needs.

# Toronto School Administrators Association Conference: Demystifying Special Education

In early December, the Toronto School Administrators Association (TSAA) Conference provided an opportunity to bring principals and vice principals together to learn more about connecting special education and inclusion to the school improvement plan. Focusing on using school and classroom walkthroughs to identify practices in the classroom that support students with special education needs, administrators engaged in deepening their knowledge and leadership in the area of inclusion.



TORONTO SCHOOL ADMINISTRATORS' ASSOCIATION

# Ontario Council for Exceptional Children (CEC) Annual Special Education Conference



On December 2 and 3, staff from Special Education and Inclusion presented the following sessions at the 66th Annual CEC Conference:

- ***Developing Rich Workplace Pathway Learning for Students in Special Education Programming:*** This session profiled work done by TDSB educators to support rich numeracy and literacy learning opportunities for students in the workplace pathway. Focusing on students who have intellectual (MID) and developmental (DD) exceptionalities, the project builds on the skills necessary for post secondary employment through high expectations and rigorous curriculum connected to employability skills.
- ***A Transdisciplinary Approach to Working with Students with Autism Spectrum Disorder (ASD) in the Toronto District School Board (TDSB): an Evidence-based Approach to a Collaborative Integration of Support:*** A student-centred approach is essential to supporting the strengths and areas for growth of students with Autism Spectrum Disorder. Through a transdisciplinary approach, various professional disciplines collaborate to implement cohesive strategies, thereby reducing fragmented and duplicated service. The primary purpose of this approach is to coordinate and integrate the expertise of team members, therefore providing a more holistic, efficient, and comprehensive assessment and intervention service. Inclusion of family members as part of the team is essential in order to extend support across the multitude of environments students experience daily (Rieske et al., 2019).

# Professional Learning Sessions for Educators of Intensive Support Programs (ISPs)

Intensive Support Program (ISP) specific professional learning sessions (e.g., ASD, DD ISP, MID, Gifted etc.) were held in December and provided an opportunity for educators and support staff to learn and explore inclusionary practices specific to the exceptionality in an ISP setting. Participants deepened their understanding of the intersection of anti-ableism, anti-oppression and anti-racism and discussed ways in which students can effectively be integrated. Educators also explored assistive technology tools available to assist students with their daily programming.



# IPRC Data - December 2022

December IPRCs	
Learning Centre 1	36
Learning Centre 2	40
Learning Centre 3	23
Learning Centre 4	62
IPRCs Completed	161
IPRC Cumulative since August 2022	
IPRC Cumulative since August 2022	558

# Psychological Assessment Data - December 2022

## Psychological Services Assessment Statistics

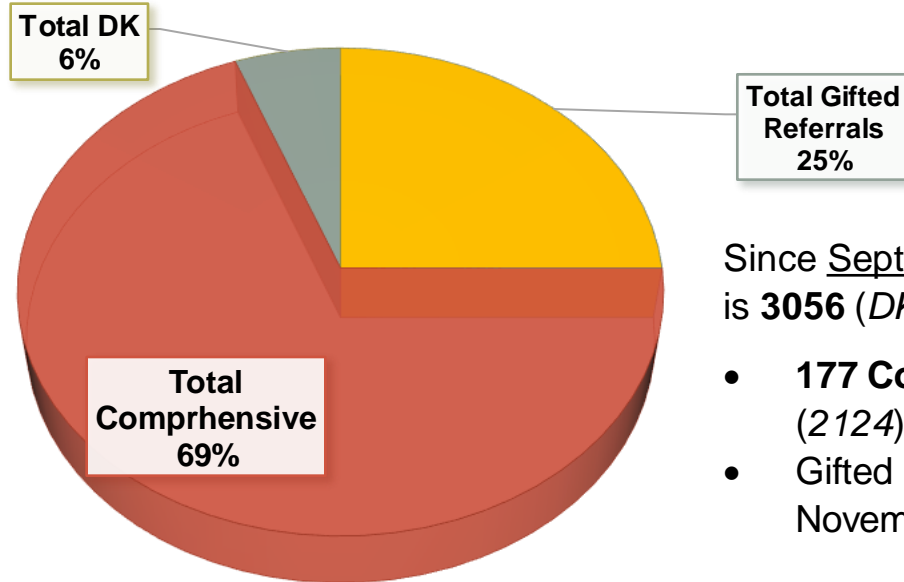
December 2022

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	72	59	57	69	257
Total Referrals	174	216	134	283	807
<b>Cumulative (since September 2022)</b>					
Completed	185	171	145	176	677
In Progress	152	174	205	222	753
Waiting*	329	304	256	548	1437
Removed	30	43	45	71	189
Total Referrals**	696	692	651	1017	3056

\*63% of total waitlist are comprehensive/DK assessments, and 37% are gifted assessments

\*\*75% of total referrals are for comprehensive/DK assessments, and 25% are gifted assessments

# TOTAL REFERRALS GIFTED, DK & COMPREHENSIVE (SEPT-DEC)



Since September 2022, the total number of referrals is **3056** (*DK-212; Gifted-755; Comprehensive-2089*)

- **177 Comprehensive (incl. DK) were removed** (2124) & **12 Gifted were removed** (743).
- Gifted and DK referrals begin in late October, November and continued into December.

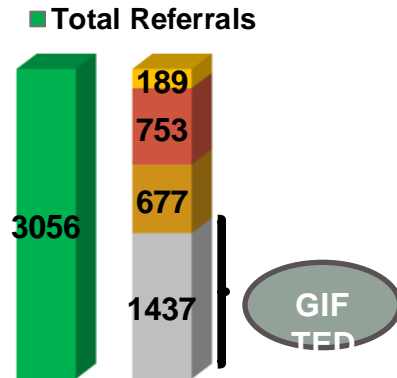
# Assessment Type Waitlist Including 'Aged' Statistics Per Learning Centre

## PSYCHOLOGICAL REFERRALS-BREAKDOWN SEPT.- NOV.

For Comprehensive Assessments: October 2022 had 737 Waitlist; November 2022 has 727 and December it is 824. There has been an increase which we expect due to this time of year. The Comprehensive assessments are continuing even though this is a 1.1% increase on the waitlist.

As the DK and Gifted get completed, this waitlist for comprehensive will decrease throughout the school year.

This chart indicates the breakdown of the **3056 psychological referrals (Gifted, Comprehensive & DK)** received since September 2022 to December 2022.



End of December 2022, **901 Comprehensive & DK Assessments** are on the waitlist (**824 and 80 are Comprehensive & DK Assessments respectively**)

**We went from 184 Gifted Assessment Referrals to 755 Gifted Assessment Referrals at the end of December 2022.**

**677 Referrals (Comprehensive & Gifted) have been completed since September 2022.**

**753 Referrals (Comprehensive, DK & Gifted) are in progress**

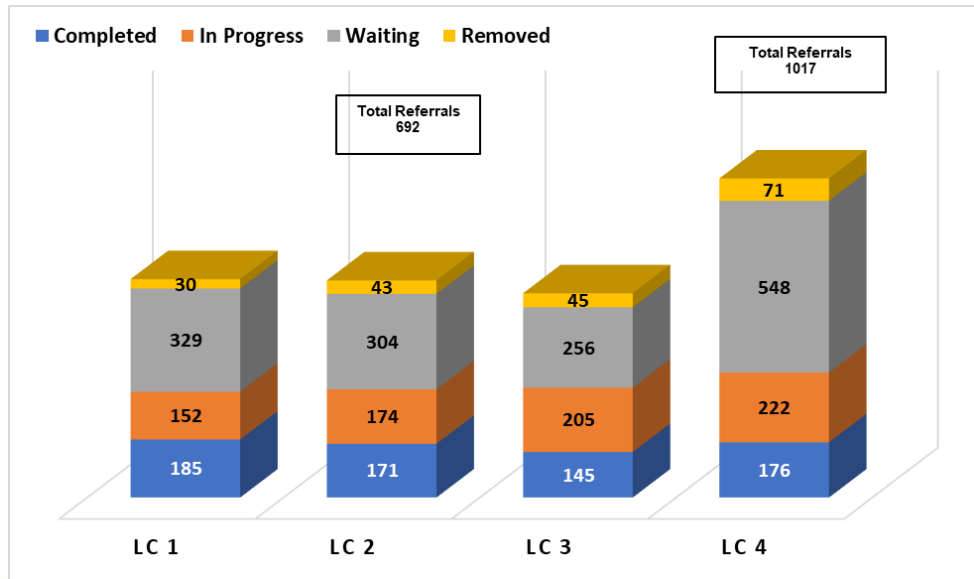
**189 (177 Comprehensive & 12 Gifted referrals) have been removed for some these following reasons:**

- 1 The parent/guardian has not consented to the assessment
- 2 The student has left the board
- 3 The student moved out of the city/region/providence/country

4 Other supports were provided that supported the initial needs which initiated the assessment (trauma therapy; outside private psycho-educational assessment by parent/guardian; supports/differential strategies provided to the educators in the classroom that have positive outcomes etc.)

# Assessment Type Waitlist Including 'Aged' Statistics Per Learning Centre

- This chart showcases total referrals (Comprehensive, DK & Gifted) for each LC.
- The chart below showcases the breakdown of the waitlist per LC for Comprehensive, DK and Gifted



## Assessment Type Waitlist Including 'Aged' Statistics Per Learning Centre

Learning Centre	Number of Schools	*Elementary Student Population	*Secondary Student Population	*TOTAL Student Population
1	134	42, 430	20, 258	62, 688
2	136	41, 428	16, 877	58, 305
3	133	40, 878	15, 589	56, 467
4	157	49, 445	17, 837	67, 277

**Higher referral numbers in LC4 are attributed to:**

- LC4 has 20 plus schools more than the other LC's
- LC4 has 5000-10,000 more students than the other LC's

**\*\*The waitlists do vary, and part of this variance includes the following (2021 numbers)**

# Assessment Type Waitlist Including 'Aged' Statistics Per Learning Centre

Psychological staff are continuing to put effort in to comprehensive assessments, that are 6 plus months plus.

\*DK referrals were received in late October 2022 and have 212 total

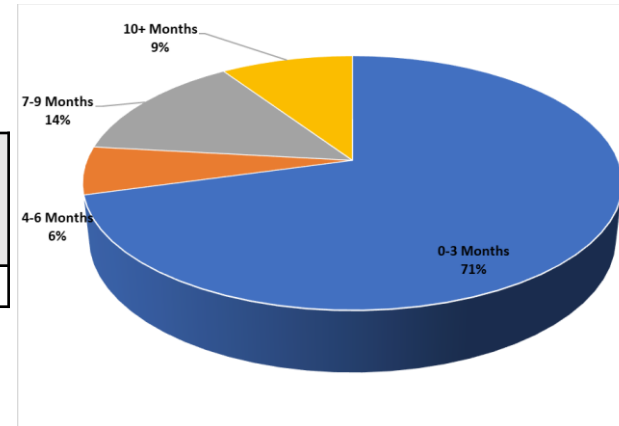
Below are some rationales why 6-month comprehensive referrals remain on the waitlist:

Parent/Guardian want to continue with the assessments and the students are in virtual school where only a portion of psychoeducational assessments can be completed virtually. These students and parents/guardians are being offered local school spaces and administrative buildings to support the completion of in person testing but have declined.

Students who left, in between testing, to go out of the country/city/province and want to remain on the wait list.

Student who enrolled into virtual school in between testing and want to remain on the waitlist. Student and parents/guardians who are not responding to the staff and staff are working with the school and Attendance Counselors to locate.

Comprehensive Assessments	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
<b>Aged Waitlist</b>					
<b>December 2022</b>	<b>639</b>	<b>55</b>	<b>125</b>	<b>85</b>	<b>904</b>



# Assessment Type Waitlist Including 'Aged' Statistics Per Learning Centre

## Gifted Assessments 'Aged' Waitlist Referrals Sept. 2022

\*Gifted Assessment Referrals increased  
from 184 in November 2022 to 755 in December 2022.

Gifted Assessments	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
<b>Aged Waitlist</b>					
<b>December 2022</b>	<b>527</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>533</b>

