

Special Education Advisory Committee Meeting

December 12, 2022

Leadership Report

Learning Transformation and Equity - Special Education and Inclusion

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Nandy Palmer, System Superintendent of Special Education & Inclusion

Parent/Guardian/Caregiver Webinar Sessions

On November 22 and November 23, 2022 Special Education and Inclusion held evening webinar sessions entitled “An Introduction to Special Education and Inclusion in the TDSB for Parents/Guardians/Caregivers and Families”. The sessions had 132 attendees, who were provided the opportunity to ask questions while the presentation was being held. The presentation was also live translated/interpreted into Cantonese, Mandarin, Arabic, and ASL. The recorded session can be accessed on the public website [here](#).

Targeted Inclusion Support Strategy to Meaningfully Incorporate Assistive Technology

This year, the Assistive Technology (AT) Team has been providing support to schools through the Targeted Inclusion School Support (TISS) model. The TISS model supports schools looking to meaningfully incorporate assistive technology through a co-planning and co-teaching model that supports TDSB’s equity and inclusion goals. TISS aims to transform student learning through integration of assistive technology, increase inclusion opportunities, ensure equitable access to devices and build relationships.

Each school has a unique plan co-created with the administration and school-based lead teachers before the Assistive Technology teacher comes to the TISS school. The AT teachers work with the school leadership team to align the use of AT with their equity and inclusion school improvement goals.

Some of the schools currently participating are: Lucy Mc Cormick, William J McCordic, Glamorgan, Heydon Park, Carleton Village, North Albion Collegiate, Albion Heights, Beaumonde Heights, General Crerar, Bliss Carman, Joseph Brant, Westview Collegiate and Amesbury Middle School. More schools will be added for January to June.

Some highlights include:

- Building relationships between support staff and teaching staff with release time at congregated sites to learn about the best tool to support students in the class and time to create an implementation plan
- Showcasing available assistive technology tools at parent council and staff meetings
- Using assistive technology through the lens of UDL in content area subjects in Secondary School
- Supporting school needs with device management, navigating technical issues and replenishing outdated devices

- Co-planning with ISP and classroom teachers to use assistive technology through an inclusionary approach
- Supporting a pod of DD ISP teachers in the Secondary Setting to create a PLC model at the school to learn new assistive technology tools.

Special Education Additional Qualifications Subsidy 2022-2023

The Ministry of Education has provided funding to the TDSB to subsidize a wide-range of Special Education Additional Qualification (AQ) courses in order to increase teacher knowledge and understanding of supporting students with special education needs. Teachers who have successfully completed an additional qualification (AQ) or additional basic qualification (ABQ) course in special education from any accredited AQ provider between September 1, 2022 and August 31st, 2023 are eligible to apply for **one subsidy** equal to the full cost of the AQ tuition.

The additional qualification courses that are eligible for the subsidy are as follows:

Schedule D (three-part AQ):

- Equitable and Inclusive Schools - Part I, II or Specialist
- Special Education - Part I, II or Specialist
- Teaching Students who are Blind / Low Vision - Part I, II or Specialist
- Teaching Students who are Deafblind - Part I, II or Specialist

Schedule C (one-session AQ):

- Teaching Students with Behavioral Needs
- Teaching Students with Communication Needs (Autism Spectrum Disorders, Speech and Language or Learning Disabilities)
- Teaching Students with Intellectual Needs (Developmental Disability, Giftedness, Mild Intellectual Disability)
- Teaching Students with Multiple Needs
- Teaching Students with Physical Needs
- Use and Knowledge of Assistive Technology

Program Teaching Students Who are Deaf or Hard of Hearing - Part 1 and Specialist

IPRC Data - November 2022

November IPRCs	
Learning Centre 1	53
Learning Centre 2	37
Learning Centre 3	26

Learning Centre 4	75
IPRCs Completed	191
IPRC Cumulative since August 2022	
IPRC Cumulative since August 2022	397

Psychological Assessment Data - November 2022



Psychological Services Assessment Statistics

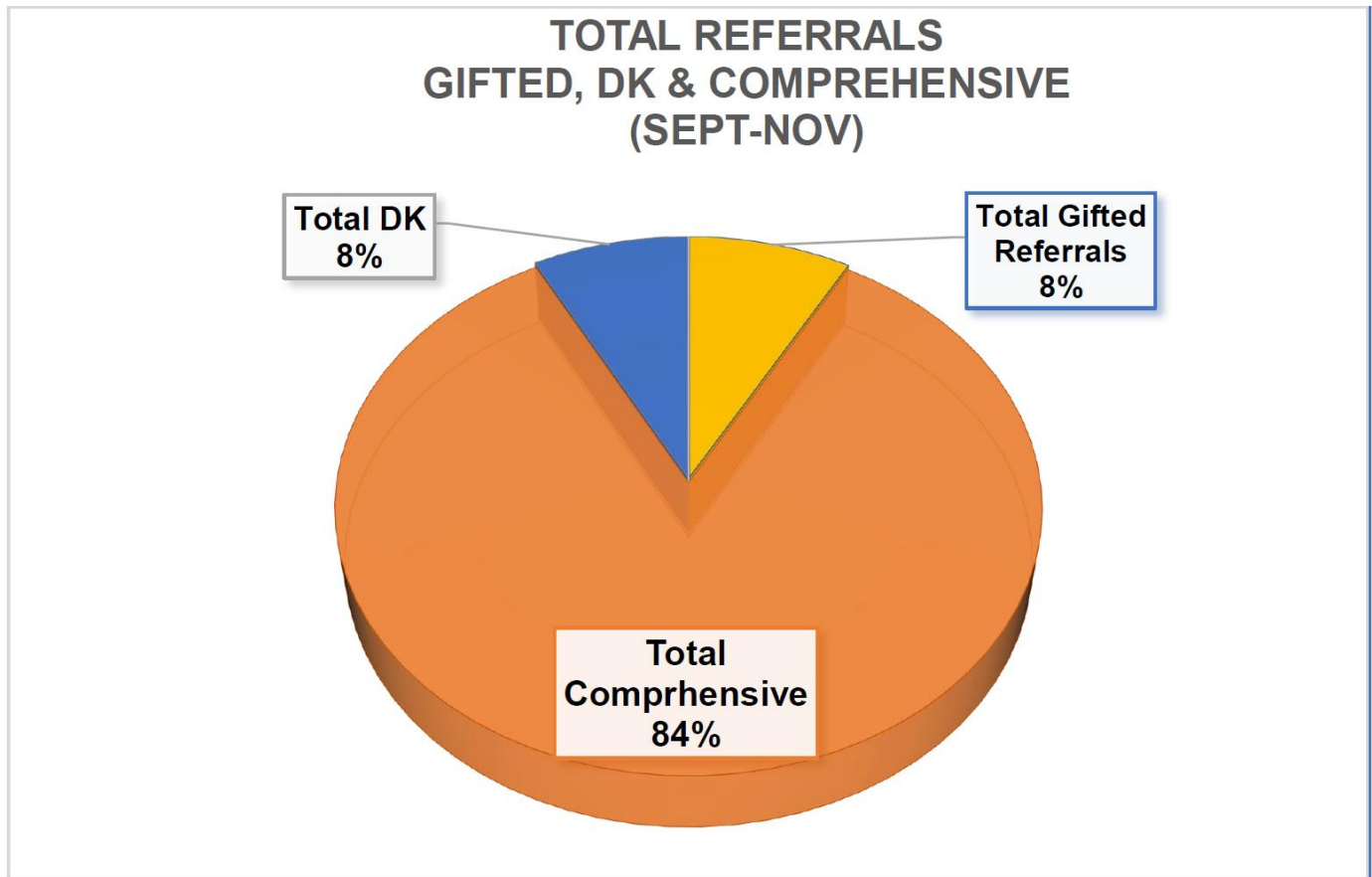
November 2022

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	66	69	54	64	253
Total Referrals	152	126	130	189	597
Cumulative (since September 2022)					
Completed	113	112	88	107	420
In Progress	160	173	197	215	745
Waiting*	221	158	194	325	898
Removed	28	33	38	87	186
Total Referrals**	522	476	517	734	2249

*88.5% of total waitlist are comprehensive/DK assessments, and 11.5% are gifted assessments

**92% of total referrals are for comprehensive/DK assessments, and 8% are gifted assessments

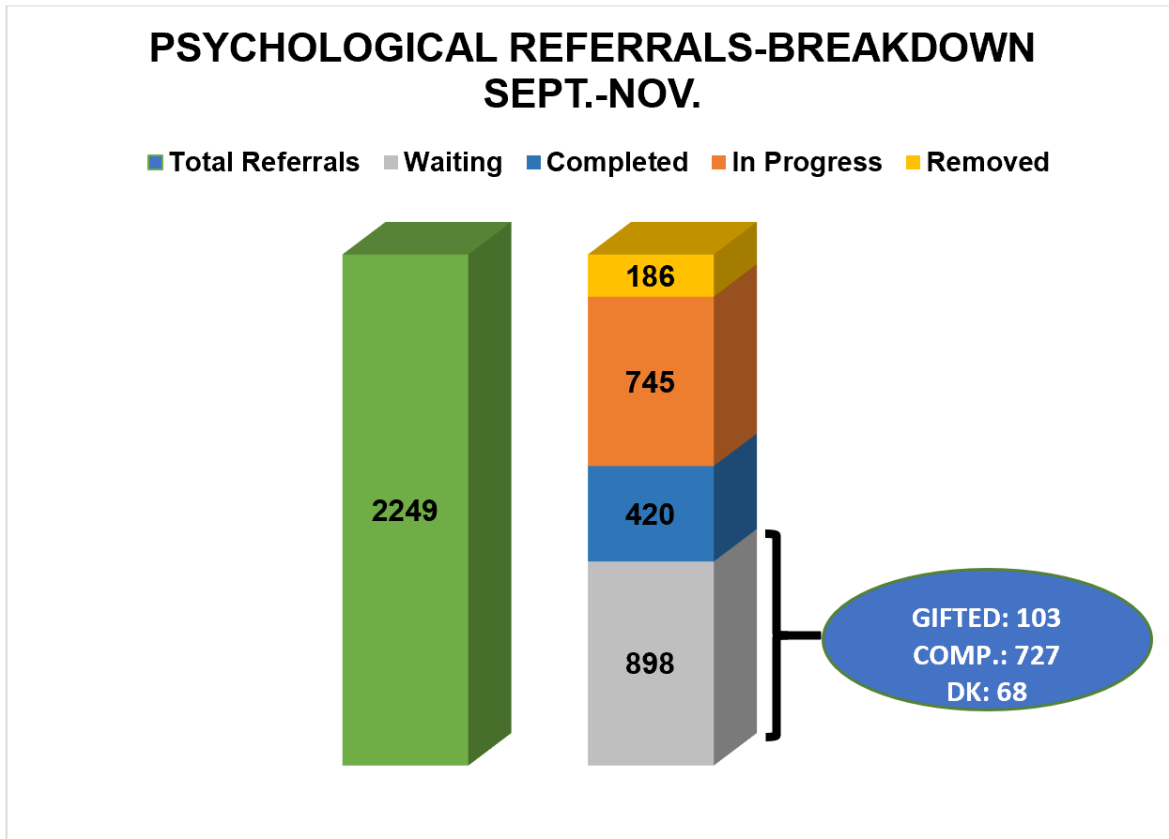
Psycho-Educational Assessments Statistics Including 'Aged' Statistics Per Learning Centre



Since September 2022, the total number of referrals is **2249** (*DK-176; Gifted-184; Comprehensive-1889*)

- **169 Comprehensive were removed (1720) & 17 Gifted were removed (167).**
- Gifted and DK referrals begin in late October and November.



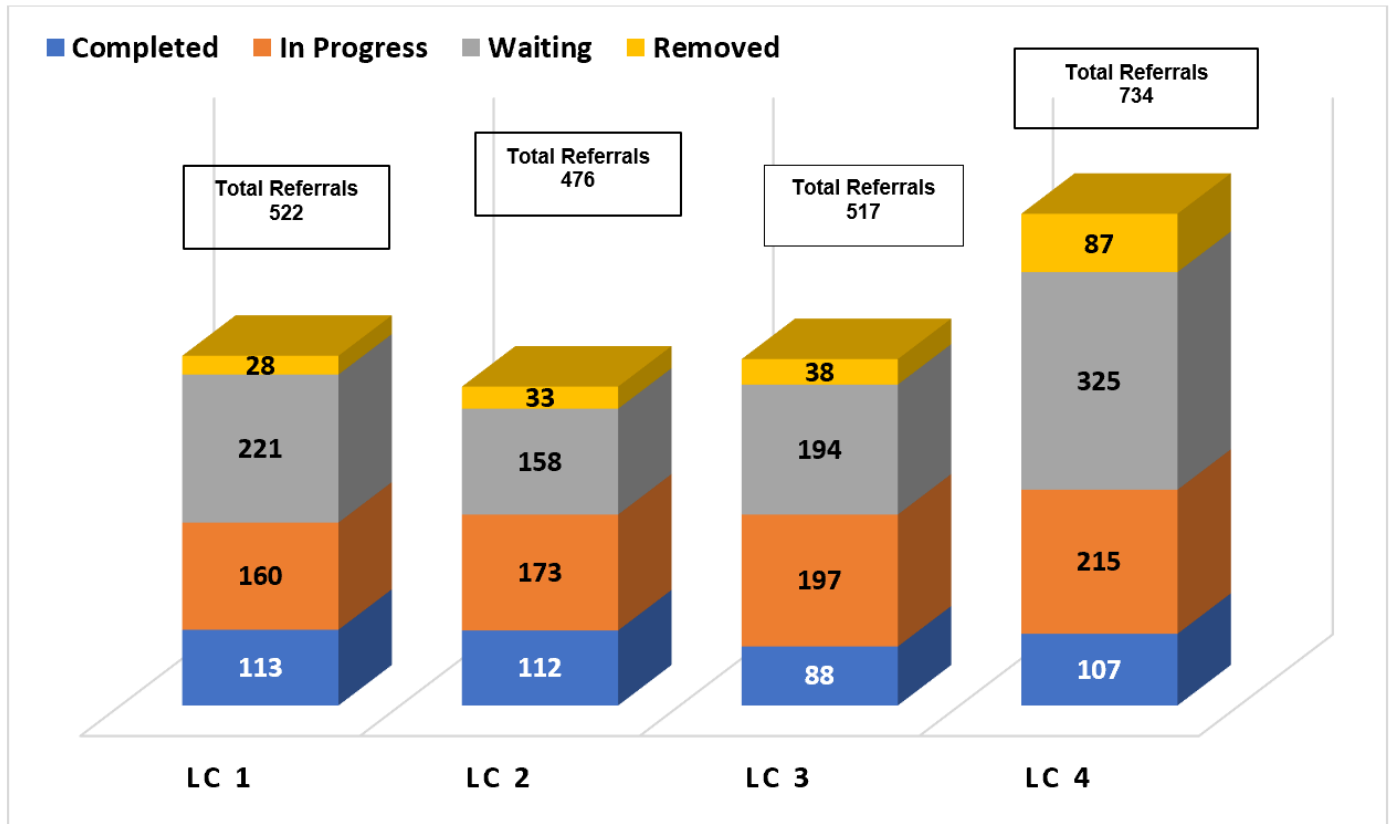


For Comprehensive Assessments: October 2022 had 737 Waitlist and November 2022 has 727 with a reduction of 1.4%.

This chart indicates the breakdown of the **2249 psychological referrals (Gifted, Comprehensive & DK)** received since September 2022 to November 2022.

- End of November 2022, **795 Comprehensive & DK Assessments** are on the waitlist (**727 and 68 are Comprehensive & DK Assessments respectively**)
- **103 Referrals** are Gifted Assessments
- **420 Referrals (Comprehensive & Gifted)** have been completed since September 2022.
- **745 Referrals (Comprehensive, DK & Gifted)** are in progress
- **186 (169 Comprehensive & 17 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.)*

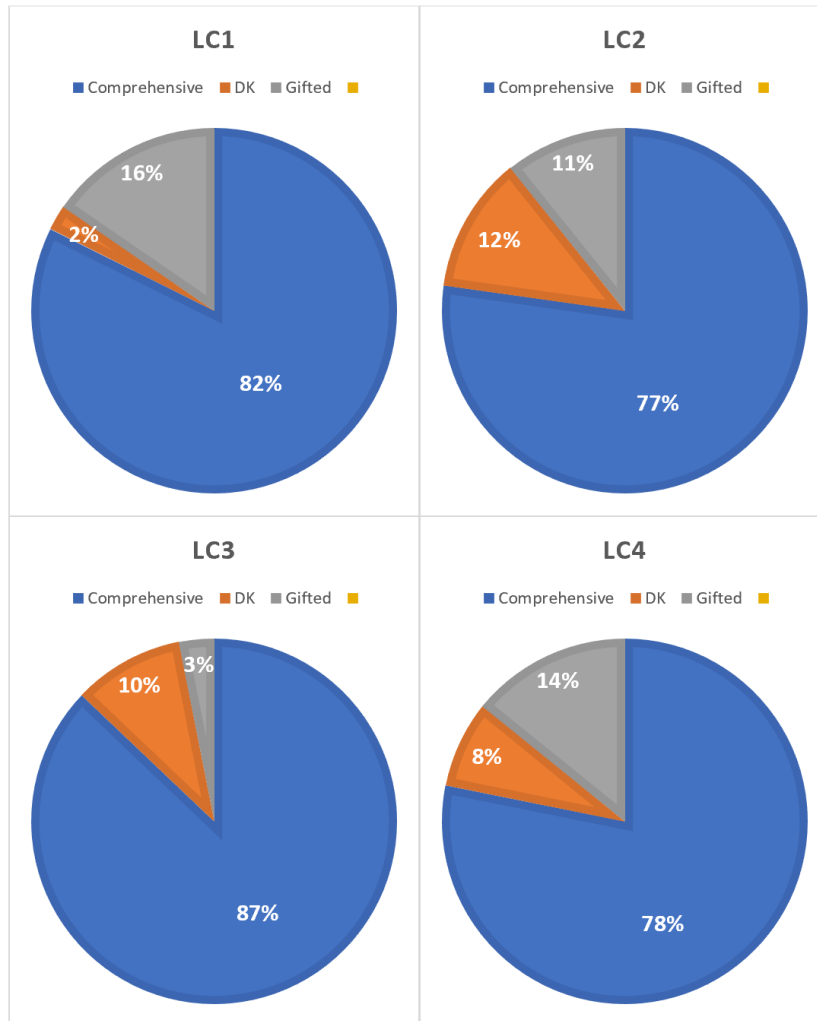




This chart showcases total referrals (Comprehensive, DK & Gifted) for each LC.



The chart below showcases the breakdown of the waitlist per LC for Comprehensive, DK and Gifted.



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



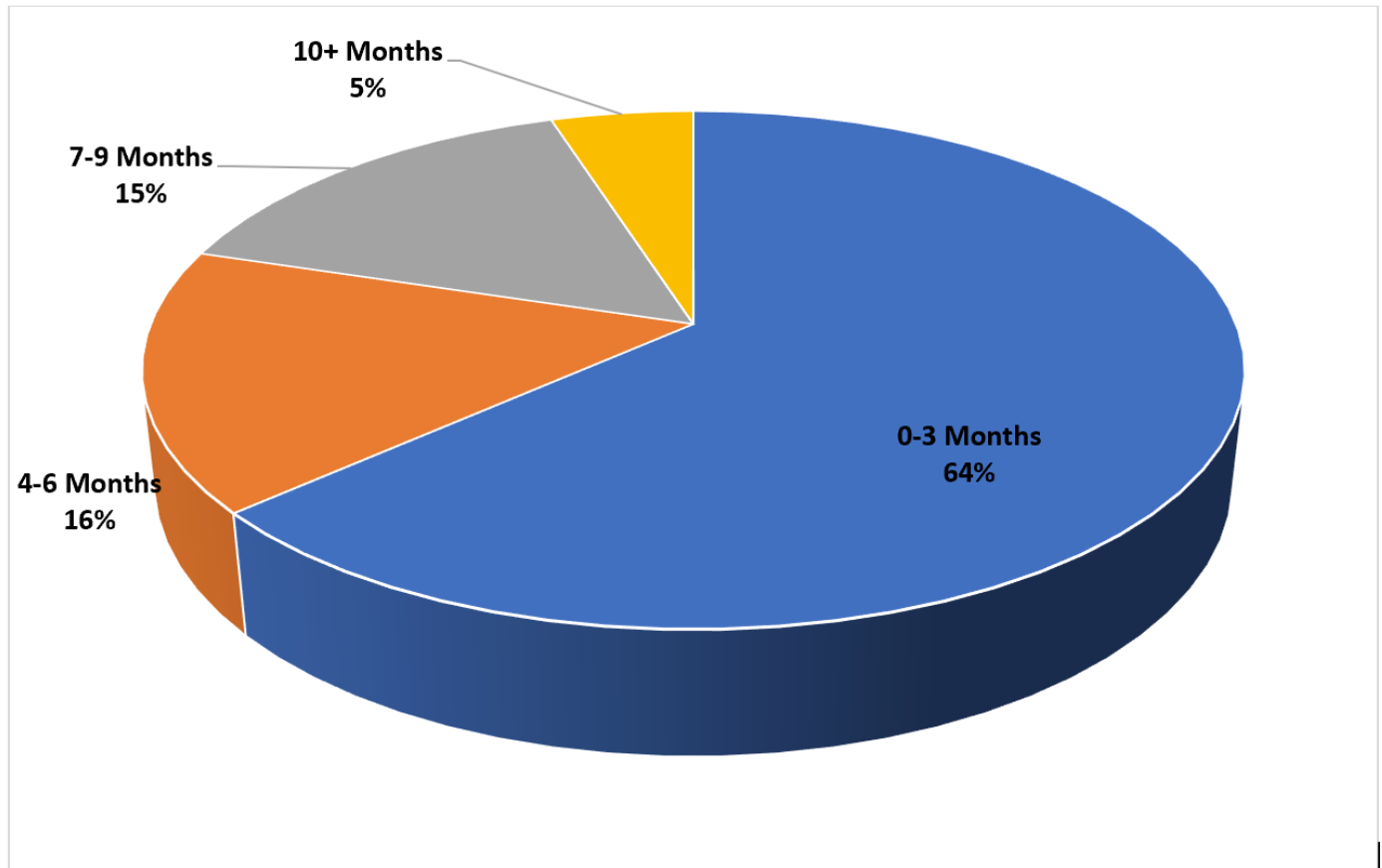
Learning Centre	Number of Schools	*Elementary Student Population	*Secondary Student Population	*TOTAL Student Population
1	134	42,430	20,258	62,688
2	136	41,428	16,877	58,305
3	133	40,878	15,589	56,467
4	157	49,445	17,837	67,277

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



Comprehensive Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
November 2022	461	119	111	36	727



Psychological staff have worked to complete all comprehensive assessments, that are 6 plus months.

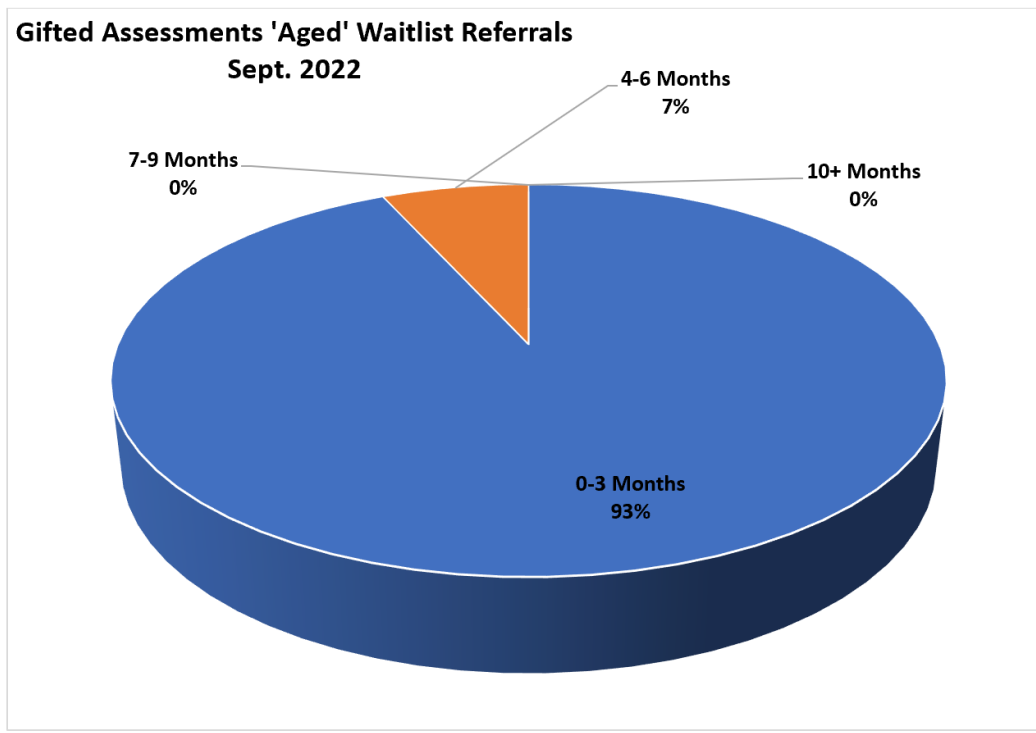
Below are some rationales why 6-month comprehensive referrals remain on the waitlist:

1. 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.
2. Students who left, in between testing, to go out of the country/city/province and want to remain on the waitlist.
3. Student who enrolled into virtual school in between testing and want to remain on the waitlist.



- 4. Student and parents/guardians who are not responding to the staff and staff are working with the school and Attendance Counselors to locate.

Gifted Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
November 2022	96	7	0	0	103



*DK referrals were received in late October 2022 with a total of 55 and another additional 121 in November 2022 for a total of **176 DK referrals**.

These referrals are all **0-3 months with 108 in progress and 68 on a waitlist under 3 months.

