

# Special Education Advisory Committee

May 13, 2024



# 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 April</li> </ul>		
2.	Deputation	Bethel	7:10 – 7:15
3.	Empowering the Voice of Students with Special Education Needs	Student Trustees	7:15 – 7:30
4	TDSB's Duty to Accommodate	Chair	20 minutes 7:30 – 7:50

# Agenda Cont'd

	Item	Facilitator/ Presenter	Time
5	K-12 Working Group Report	Chair	30 minutes 7:50 - 8:20
6	Equity and Accessibility Karen Murray 15 minutes	Karen Murray	15 minutes 8:20 – 8:35
7	Leadership Report	Associate Director Louise Sirisko  System Superintendent Nandy Palmer	8:35 – 8:50  15 minutes
8	Trustees Report	Trustees	5 minutes 8:50- 8:55

# Agenda Cont'd

	Item	Facilitator/ Presenter	Time
9	Working Group/Association Updates	Members	8:55 – 9:00 5 minutes
10	Other Business Welcome to new ABC Representative Alana Bell <ul style="list-style-type: none"><li>• Adjournment</li></ul> <b>Next meeting</b> <ul style="list-style-type: none"><li>• June 10</li></ul>	Chair	9:00

# Webinar #3 for Parents/Guardians/Caregivers

Special Education and Inclusion will be holding two virtual sessions for Parents/Guardians/Caregivers on May 28th (am) and May 29th (pm).

These sessions are designed to offer families valuable insights on a range of topics, including Social Emotional Learning, Occupational Therapy/Physical Therapy, Speech and Language Pathology, engaging home learning activities and games, effective use of special equipment and technology, fostering well-being, accessing community resources, and accessing links and resources related to Summer Programs and additional ideas for support.

# Fact Sheet #2: An Intersectional View of TDSB Students with Special Education Needs

[Fact Sheet #2: An Intersectional View of TDSB Students with Special Education Needs](#) is the second in a series of four fact sheets examining a range of topics impacting students with special education needs (SEN) within the Toronto District School Board (TDSB).

The first fact sheet provided an introductory overview of TDSB students with SEN in the 2023-24 school year. This fact sheet will explore comparisons between students with SEN in the TDSB, Greater Toronto Area (GTA) school boards and the province of Ontario, as well as the intersections between special education needs and demographic variables such as race, income, and gender.

By offering a detailed snapshot of our current landscape, these documents will serve as a valuable resource for all stakeholders working together to support students with special education needs.

# Special Education Plan 2024-2025

Each year, school districts review their Special Education Plans and make amendments if needed.

The [Standards for School Boards' Special Education Plans](#) outlines what must be included in a district's Special Education Plan.

The TDSB SEAC Subcommittee submitted recommendations to staff for amendments to the current Special Education Plan.

Recommendations from the committee and families, community partners, school and department staff were taken under advisement and amendments to ensure alignment with Ministry standards and to create a more comprehensive and accessible document.

The amendments will go to the Board of Trustees for approval so that they can be submitted with the full plan to the Ministry.



# Update: Special Education Identification, Placement and Appeal Procedure

TDSB staff recommended decision-making authority related to recommendations of the Special Education Appeal Board (SEAB) pursuant to Ontario Regulation 181/98 be delegated from the Board of Trustees to the Director of Education.

On January 17, 2024 staff presented an update at the GPC meeting on the development of a Special Education Identification, Placement and Appeal Procedure (the "Procedure"), outlining the identification, placement, and appeal processes for exceptional students.

The GPC contributed to the draft Procedure that included a recommendation to delegate decision-making authority of special education appeals from the Board of Trustees to a committee of staff, with trustees noting challenges of appeal process/practices, supporting the need for specialized knowledge through Special Education and Inclusion staff on the committee, expressing the need to maintain impartiality, suggesting clarity in language around staff representation from another learning center with no prior knowledge of the case, and including a Trustee on the committee.

## Cont. Special Education Identification, Placement and Appeal Procedure

Trustees also supported discussions around the recommended appeal process with members of the Special Education Advisory Committee (SEAC).

On February 12 staff attended the SEAC meeting to discuss and seek feedback on the proposed Procedure.

Feedback from SEAC included support for the development of a procedure clearly outlining the Identification, Placement, and Review Committee (IPRC) and SEAB processes, a call for trained staff to comprise the committee deciding on the SEAB recommendations, and support for trustees to be included on the committee deciding on the SEAB recommendations.

Based on the feedback from both GPC and SEAC, staff are recommending that a three (3) person committee, with final decision-making authority regarding the SEAB recommendations, be composed of the System Superintendent of Special Education and Inclusion, a Trustee with no prior knowledge of the appeal case, and a Superintendent with no prior knowledge of the appeal case.

At the GPC meeting on April 24, the committee approved the recommendation to move to the Board of Trustees for final decision at an upcoming Board meeting.

# Deaf Hard of Hearing Basketball Tournament

This year, for the first time, two teams of TDSB students participated in the 12th Annual Deaf and Hard of Hearing Provincial Basketball Tournament held at Northern Secondary School. Competing along with the Northern Secondary School team composed of the students in the D/HH Intensive Support Program was the newly formed D/HH Itinerant Student Team, made up of seven high school students and their coach, Rohan Robinson, Principal of Wexford PS.

After being undefeated in their round-robin games, the itinerant students were in second place going into the playoffs. The team became a very cohesive unit under the direction of Coach Robinson, who was using Remote Microphone Technology (RMT) throughout the game. They were successful in the semi-finals and won the championship game with a 3 point lead facing EC Drury Provincial School for the Deaf.

# Empower and Wilson Reading

Special Education and Inclusion, in collaboration with the Early Years/Literacy Department, have utilized the 2023-24 Priorities and Partnerships (PPF) Funding to acquire 72 Sick Kids Empower Reading programs and deliver associated training to educators for the effective utilization of this reading intervention program.

Additionally, an extra 60 Wilson Reading programs for schools have been secured, strengthening reading intervention strategies through Wilson Reading approaches, particularly benefiting schools already implementing this program in their classrooms.

Special Education and Inclusion is also providing weekly drop-in sessions for teachers on Wilson Reading to further enhance support in the use of this reading intervention program. These efforts are directed towards strengthening Tier 2 and 3 reading intervention strategies and building capacity in reading strategies across TDSB schools.


# Unleashing Learning

At this year's annual Unleashing Learning Conference, technicians on the Assistive Technology Services Team shared resources in the vendor area at the Assistive Technology Table, with teachers showcasing technology to support students in unique ways in a variety of settings. A teacher from the Education and Community Partnership Program (ECPP) also presented the *Wellness and Mental Health Supported by Technology* session. The presentation explored a variety of TDSB approved digital and technology tools to support the classroom and home. The session started with the "Whys" and "Hows" of teaching and supporting mental health in classroom routines in the curriculum. Through discussing and experiencing different strategies and resources, participants developed their schema of integrating tools for students with anxiety, hyperactivity, focus and attention challenges and more.

# IPRC Data - April 2024

April IPRCs	
Learning Centre 1	353
Learning Centre 2	283
Learning Centre 3	119
Learning Centre 4	316
IPRCs Completed	1071
IPRC Cumulative since August 2022	2738

# Psychological Services Assessment Data

 <b>Psychological Services Assessment Statistics</b> <b>April 2024</b>					
Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	132	107	158	206	603
Total Referrals	104	79	112	95	390
Cumulative (since September 2023)					
Completed	836	686	568	835	2925
In Progress	165	180	226	227	798
Waiting*	232	149	247	461	1089
Removed	64	70	84	94	312
Total Referrals**	1297	1085	1125	1617	5124
<i>*94% of <u>total</u> waitlist are comprehensive/DK assessments, and 6% are gifted assessments</i>					
<i>**73% of <u>total</u> referrals are for comprehensive/DK assessments, and 27% are gifted assessments</i>					

