

## **Special Education Advisory Committee Meeting**

**May 9, 2022**

### **Leadership Report**

#### **Learning Transformation and Equity**

Audley Salmon, Associate Director, Learning Transformation and Equity  
Nandy Palmer, System Superintendent of Special Education & Inclusion

### **Accessible and Inclusive School Ground Design at Congregated Sites**

The TDSB is committed to providing equitable access to learning opportunities for all students. We strive to create school grounds that reflect this commitment and ensure that students with special education needs are welcomed, included, and supported.

TDSB congregated sites are schools where intensive special education programming is provided for the full school day to meet the needs of students with very complex needs. School ground revitalization at congregated sites is focused on removing barriers and providing more opportunities for outdoor learning experiences for students. Over the last three years, we have undertaken significant projects to revitalize school grounds at four congregated sites: Drewry Secondary School, Park Lane Public School, Central Etobicoke High School and Lucy McCormick Senior School.

These spaces are designed to meet or exceed the standards of the Accessibility for Ontarians with Disabilities Act (AODA). This includes the addition of accessible outdoor equipment, paved pathways, seating, and outdoor classrooms. Designs are informed by consultations with the school community including school staff, Occupational Therapists, and parents and guardians. Our goal is to create school grounds that provide choice and unique areas of interest to support students with diverse and complex needs.

As an example, we present the work undertaken at Lucy McCormick Senior School. The scope of work at this site included the replacement of the existing deteriorated asphalt paving pathway around the grass playing space, replacement of deteriorated swings with two new accessible swings, two areas with fitness equipment, new play equipment pieces to provide individual movement opportunities, new concrete seat wall and planter, a storage unit with chalkboard panel seating areas and new tree planting.





Accessible swings and paved pathways on the school grounds.

A student using play equipment with moveable features.



Climbing structures to provide challenge and engagement.

Fitness and play equipment to support individual movement opportunities.



## OnSIS Report Follow-up

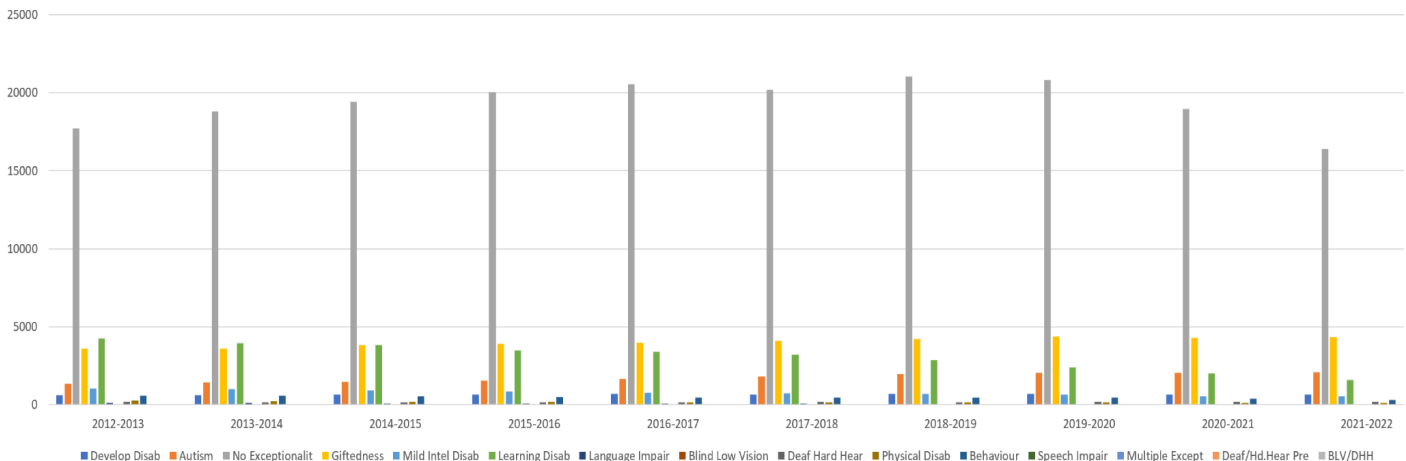
The following charts and graphs show elementary and secondary OnSIS trend data for the past 10 years. The data shows that the number of students with an Individual Education Plan (IEP) without an exceptionality has steadily grown and continues to represent more than 50% of all students receiving special education programs and/or services.

The overall total number of students with exceptionalities have varied over the past years with Learning Disability, Giftedness and Autism continuing to be the top three exceptionalities represented.

### OnSIS Trend Data - Elementary

EXCEPTIONALITY	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Developmental Disability	635	640	664	654	688	681	708	707	679	644
Autism	1367	1427	1469	1547	1683	1831	1971	2061	2069	2082
Giftedness	3600	3610	3840	3907	4000	4116	4239	4357	4294	4323
Mild Intellectual Disability	1039	1017	927	865	790	735	684	656	563	544
Learning Disability	4248	3961	3818	3496	3410	3219	2856	2394	2006	1606
Language Impairment	128	118	96	95	83	74	62	54	42	26
Blind/Low Vision	49	48	38	34	35	28	28	31	23	23
Deaf/Hard Hearing	183	175	174	170	171	180	176	183	197	187
Physical Disability	258	238	215	196	176	166	168	148	124	112
Behaviour	587	568	539	515	483	462	485	469	389	314
Speech Impairment	3	4	3	2	1	1	0	0	0	0
Multiple Exceptionality	14	6	6	3	2	1	0	0	0	1
Deaf/Hd.Hear Preschool	14	19	13	21	20	12	26	33	21	22
<b>Sub Total</b>	<b>12125</b>	<b>11831</b>	<b>11802</b>	<b>11505</b>	<b>11542</b>	<b>11506</b>	<b>11403</b>	<b>11093</b>	<b>10407</b>	<b>9884</b>
No Exceptionality	17732	18814	19410	20058	20544	20187	21058	20831	18964	16414
<b>TOTAL</b>	<b>29857</b>	<b>30645</b>	<b>31212</b>	<b>31563</b>	<b>32086</b>	<b>31693</b>	<b>32461</b>	<b>31924</b>	<b>29371</b>	<b>26298</b>

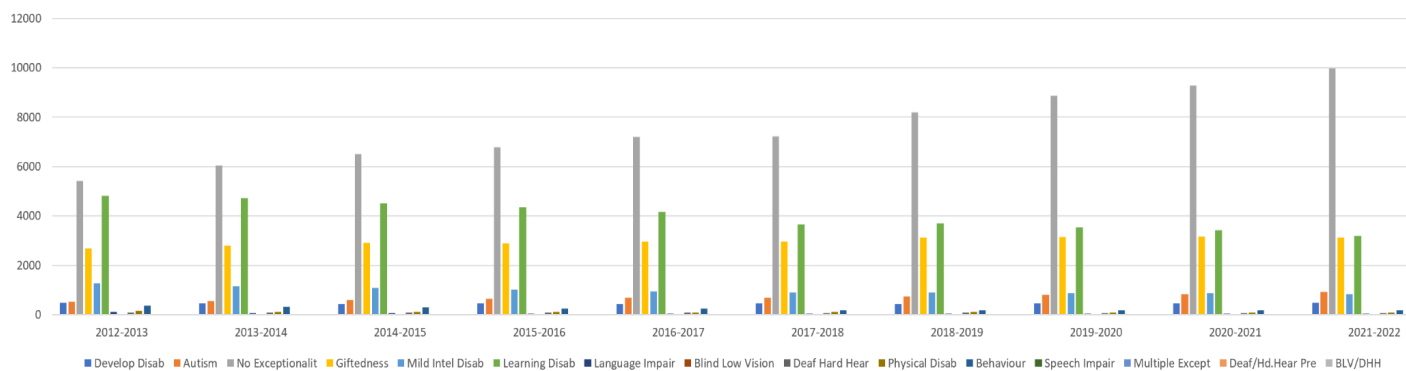
### Elementary Main Exceptionality by Year



## OnSIS Trend Data – Secondary

EXCEPTIONALITY	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Developmental Disability	493	470	447	452	449	454	436	465	471	478
Autism	521	562	606	640	688	686	743	807	836	913
Giftedness	2673	2794	2905	2884	2959	2969	3123	3159	3182	3124
Mild Intellectual Disability	1266	1154	1095	1016	952	892	895	877	882	835
Learning Disability	4819	4722	4503	4363	4166	3649	3706	3535	3419	3197
Language Impairment	111	77	61	52	54	44	49	44	45	47
Blind/Low Vision	18	17	17	16	16	12	15	12	14	13
Deaf/Hard Hearing	90	88	94	96	93	74	85	77	72	69
Physical Disability	150	125	117	107	102	105	104	98	90	83
Behaviour	357	318	290	252	243	172	176	173	174	173
Speech Impairment	0	0	0	0	1	1	1	0	0	0
Multiple Exceptionality	19	11	10	6	4	2	3	1	1	1
Deaf/Hd.Hear Pre	0	0	0	0	0	0	0	0	0	0
BLV/DHH	0	0	0	0	0	0	0	0	2	2
Sub Total	10517	10338	10145	9884	9727	9060	9336	9248	9188	8935
No Exceptionalit	5422	6039	6501	6780	7208	7231	8205	8872	9275	9976
<b>TOTAL</b>	<b>15939</b>	<b>16377</b>	<b>16646</b>	<b>16664</b>	<b>16935</b>	<b>16291</b>	<b>17541</b>	<b>18120</b>	<b>18463</b>	<b>18911</b>

## Secondary Main Exceptionality by Year



## IPRC Data - April 2022

April IPRCs	
IPRC Completed	162
IPRC Scheduled	761
IPRC Cumulative since August 2021	
IPRC Cumulative since August 2021	1,688

## Psychological Assessments - April 2022 (AWAITING DATA FROM SHAMEEN)

Provided below is the report of assessments completed in April.

April	LC1	LC2	LC3	LC4	Total
Completed					
Referrals					
<b>Cumulative stats from September 2021</b>					
Completed					
In Progress					
Waiting*					
Removed					
Total Referrals**					

## Organizational Chart - Special Education and Inclusion Leadership Team

### SUPPORTING SPECIAL EDUCATION AND INCLUSION 2021-2022

