

Special Education Advisory Committee

November 14, 2022



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"> A. Call to Order (quorum) B. Announce Live Streaming of meeting C. Land Acknowledgement D. Review of Agenda E. Approval of Agenda F. Declarations of Possible Conflict of Interests G. Approval of SEAC Minutes from October 2022 H. Comments from Chair I. New SEAC update J. Acknowledgement Trustee Brown K. Hybrid format details 	<p>Chair</p> <p>Meeting can be viewed live by clicking the Live Stream icon on the tdsb SEAC webpage.</p> <p>TDSB Live Webcast - Special Education Advisory Committee</p>	<p>7:00 - 7:15 (15 minutes)</p>
2	Working Group Updates	<p>K-12 Educational Standards – Special Education Plan Effective Practices - Budget - ADHD -</p>	<p>(30 minutes) 7:15 - 7:45</p>

Agenda Cont'd

	Item	Facilitator/ Presenter	Time
3.	Association Updates <ul style="list-style-type: none">Request for upcoming events and significant dates		7:45 – 7:50
4.	Leadership Report	Audley Salmon Nandy Palmer	(40 minutes including questions) 7:50 – 8:30
5.	Trustees Report	Trustees	8:30 – 8:40 (10 minutes including questions)
6.	<ul style="list-style-type: none">Other BusinessParents/Guardians as Partners ConferenceThank you to departing SEAC members Adjournment	Chair	(20 minutes) 8:40 – 9:00
	Next meeting January 9, 2022		

Virtual Special Education and Inclusion Information Sessions for Parents/Guardians/Caregivers

Beginning in November, these virtual sessions will provide Parents/Guardian/Caregivers an overview of Special Education and Inclusion supports, services and processes, through an equity lens, available within the TDSB. Parents/guardians/caregivers will be supported to become and to continue on as effective advocates for their children with special education needs. These sessions will be recorded and housed on the TDSB Special Education website for parents to view at any time.

Grade 8-9 Transition Information Session for Grade 8 Families

On Tuesday, November 1, Special Education and Inclusion joined the Guidance Department for a webinar on the Grade 8-9 Transition with a focus on tips and considerations in the transition to high school. Information was shared on the annual IPRC Review that takes place in January for students with exceptionalities and questions from the audience were answered on a wide range of questions on the 8-9 transitions for students with special education needs.

Guide to IEPs for Parents/Guardians/Caregivers

A new comprehensive guide has been developed to provide parents/guardians/caregivers with information on Individual Education Plans (IEPs). The guide is available in a digital format with audio, as well as in the accessible MS Word version. The guide explains what an IEP is, how it is developed, the role of parents/guardians/caregivers, and much more!

We will continue to work on developing new guides.

[Guide in MS Word](#) (Download)

[Digital Guide with Audio](#)

Parents as Partners Conference

The Parent and Caregivers as Partner Conference: Affirming, Belonging, Connecting, was held on Saturday, October 22 and Sunday, October 23, 2022. The conference provided an opportunity to highlight innovation and high-impact strategies for partnering, collaborating, and nurturing parents' and caregivers' partnerships and alliances. Special Education & Inclusion staff, in partnership with other central departments and educational partners, presented a number of workshops. These sessions were recorded and will be uploaded to the [Parents and Caregivers as Partners website](#).

Here are the sessions led by Special Education and Inclusion staff:

- **Special Education Practices Based on the Principles of Equity, Inclusion, Anti-Oppression and Anti-Racism**
- **Supporting the Successful Transition to Kindergarten for Students with Autism**
- **Connecting with your child with complex needs, building cooperation with daily tasks and helping your child cope with stressful situations**
- **Supporting Students with Developmental Disabilities and their Transition beyond High School**

IPRC Data - October 2022

October IPRCs	
Learning Centre 1	39
Learning Centre 2	46
Learning Centre 3	14
Learning Centre 4	28
IPRCs Completed	127
IPRC Cumulative since August 2022	
IPRC Cumulative since August 2022	206

Psychological Assessment Data - October 2022



Psychological Services Assessment Statistics

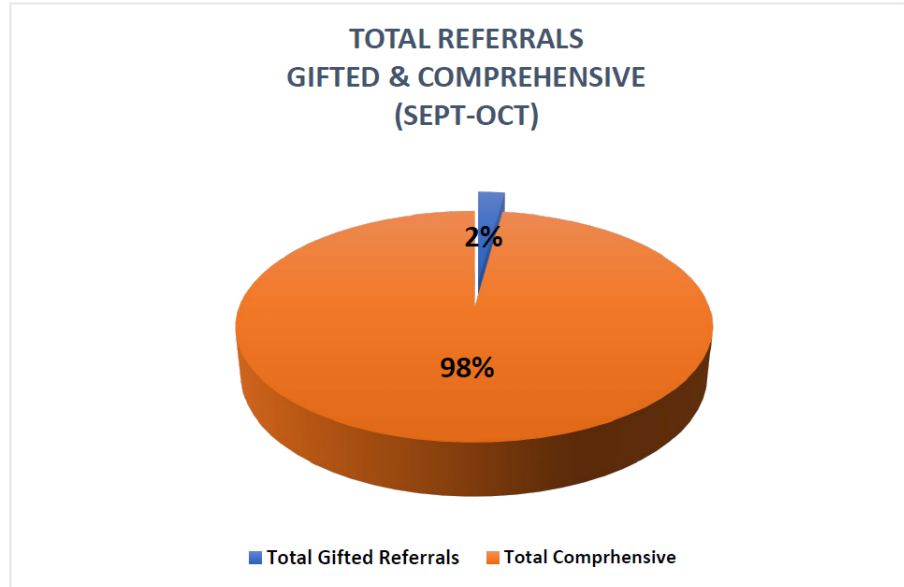
October 2022

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	31	24	26	15	96
Total Referrals	125	149	95	81	450
Cumulative (since September 2022)					
Completed	47	43	34	43	167
In Progress	127	152	165	189	633
Waiting*	178	130	165	264	737
Removed	18	25	23	49	115
Total Referrals**	370	350	387	545	1652

*98.6% of total waitlist are comprehensive/DK assessments, and 1.4% are gifted assessments

**98% of total referrals are for comprehensive/DK assessments, and 2% are gifted assessments

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



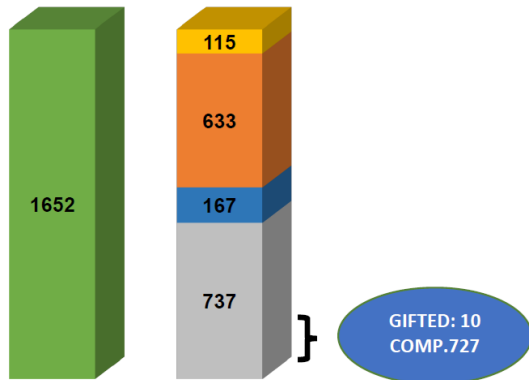
Since September 2022, the total number of referrals is 1537 (1652-115 which were removed).

Gifted referrals begin in late October after students have completed the CCAT. The total percentage of **Gifted Referrals vs. Comprehensive Referrals is therefore quite low.**

Psycho-Educational Assessments Statistics Including 'Aged' Statistics Per Learning Centre (Continued)

PSYCHOLOGICAL REFERRALS-BREAKDOWN SEPT - OCT

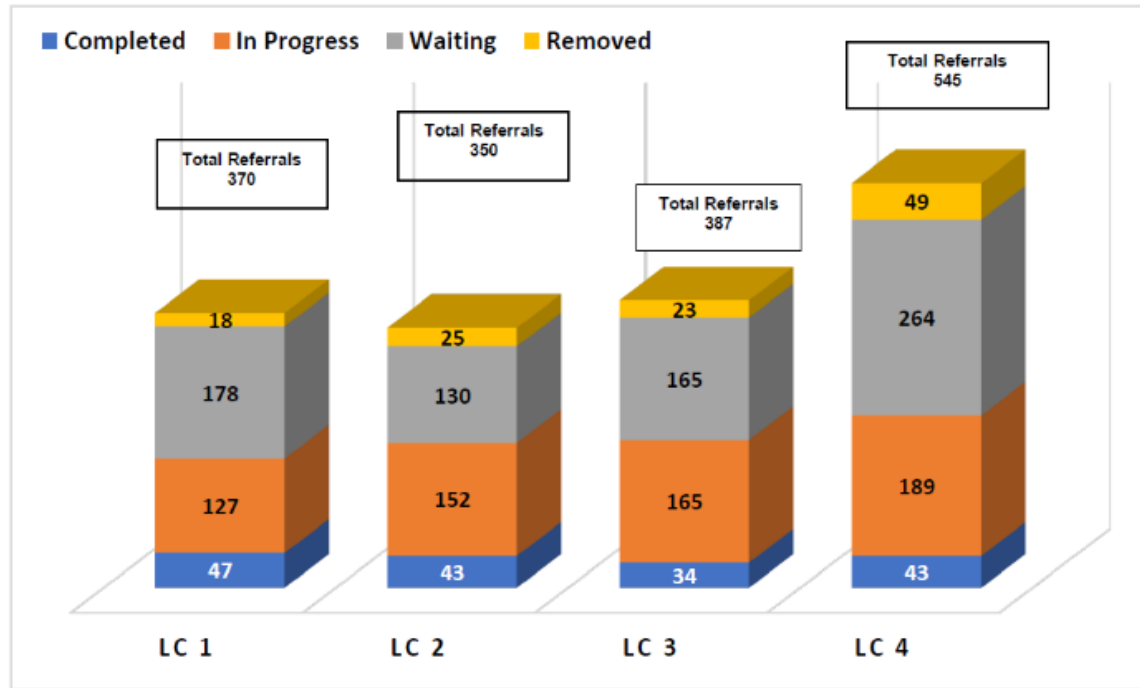
■ Total Referrals ■ Waiting ■ Completed ■ In Progress ■ Removed



This chart indicates the breakdown of the 1652 psychological referrals received since September 2022 to October 2022.

- End of October 2022, 737 Comprehensive & Gifted Assessments are on the waitlist.
 - Of the 737 Total Waitlist: 727 and 10 are Comprehensive & Gifted Assessments respectively.
 - This is a total reduction of 7.3 % of the waitlist from September 2022.
- 167 Referrals (Comprehensive & Gifted) have been completed since September 2022.
- 633 Referrals (Comprehensive & Gifted) are in progress
- 115 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 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.)

Psycho-Educational Assessments Statistics Including 'Aged' Statistics Per Learning Centre (Continued)



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

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

Psycho-Educational Assessments Statistics Including 'Aged' Statistics Per Learning Centre (Continued)

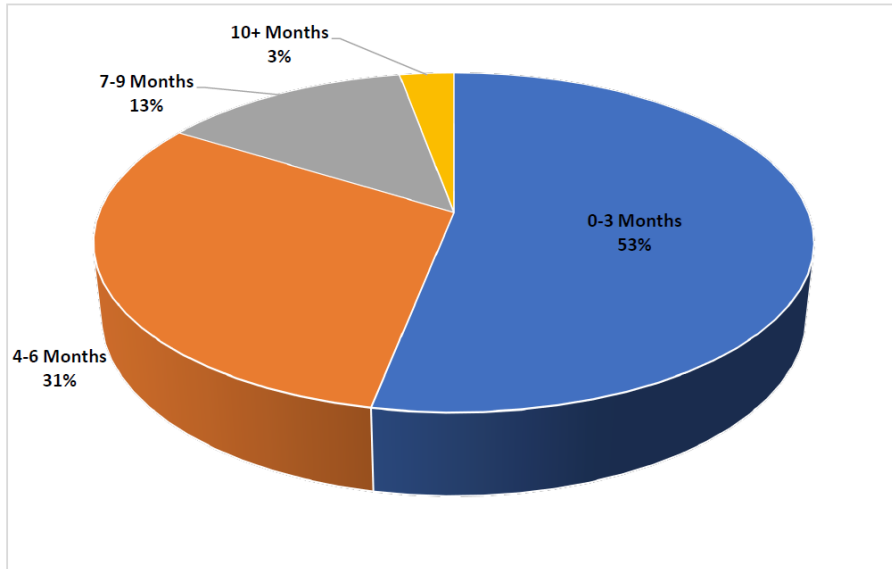
Learning Centre	Number of Schools	*Elementary Student Population	*Secondary Student Population	*TOTAL Student Population
1	134	42,430	20,258	62,688
2	136	41,428	16,877	58,305
3	133	40,878	15,589	56,467
4	157	49,445	17,837	67,277

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

Psycho-Educational Assessments Statistics Including ‘Aged’ Statistics Per Learning Centre (Continued)

Comprehensive Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
Oct. 2022	386	224	96	21	727



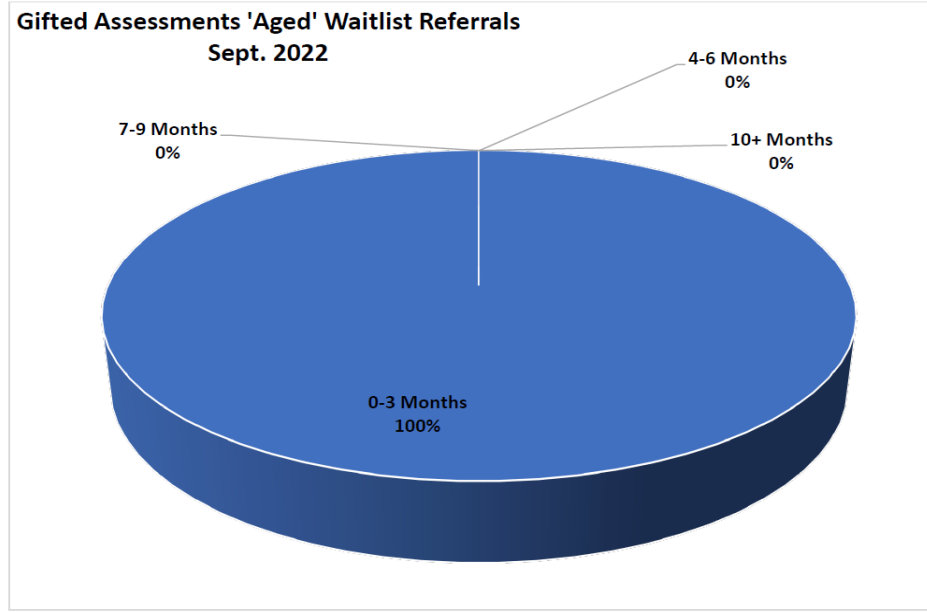
Psychological staff have worked to complete all comprehensive assessments, over 6 months, are attended to and completed, including any referrals from 2021/2022 school year that remain on the comprehensive waitlist.

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 a 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 wait list.
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.

Psycho-Educational Assessments Statistics Including 'Aged' Statistics Per Learning Centre (Continued)

Gifted Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
Oct. 2022	10	0	0	0	10



**Staff will be completing as many compressive and gifted assessments over the summer 2022 (i.e. during the summer of 2022- 0 Gifted and 102 Comprehensive Assessments were completed).

