

Special Education Advisory Committee

October 17, 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 June 2022 H. Comments from Chair 	<p>Chair</p> <p>Meeting can be viewed live by clicking the Live Stream icon on the tdsb SEAC webpage.</p> <p>https://www.tdsb.on.ca/stream/LiveWebcast-SEAC.html</p>	<p>7:00 - 7:10 (10 minutes)</p>
2.	Association Updates	CADDAC	<p>7:10 - 7:15 (5 minutes)</p>
3	Working Group Updates	<p>K-12 Educational Standards - David Lepofsky</p> <p>Special Education Plan - Melissa Rosen</p> <p>Effective Practices - Melissa Rosen</p>	<p>(10 minutes per group)</p> <p>7:15 - 7:35</p>

Agenda Cont'd

	Item	Facilitator/ Presenter	Time
4.	Leadership Report	Audley Salmon Nandy Palmer	7:35 – 8:05 (30 minutes including questions)
5.	Items from Members	OPVIC - David Lepofsky	8:05 – 8:15 (10 minutes including questions)
6.	Trustees Report	Trustees	8:15 - 8:25 (10 minutes including questions)
	<ul style="list-style-type: none">● Other Business● Correspondence - none● Adjournment <p>Next meeting: November 14, 2022</p>	Chair	8:25 – 8:45 (20 minutes)

Be the Change: Supporting Accessibility, Inclusion, and Awareness in School Communities Pilot

This school year, Occupational Therapy and Physiotherapy Services and Special Education and Inclusion will be working with schools that have Intensive Support Programs (ISPs) for students with developmental and/or physical disabilities to engage in a student and school learning series entitled: **Be the Change - Supporting Accessibility, Inclusion, and Awareness in School Communities.**

- The series will support school communities of students and educators, along with parents/guardians/caregivers with training on promoting and encouraging accessibility, equity, diversity, inclusion, anti-racism, anti-ableism, and anti-oppression across the school.
- The learning series will focus on neurodiversity, Culturally Relevant and Responsive Pedagogy (CRRP), Universal Design for Learning (UDL), disability education, inclusion, activism and allyship, and conclude with each school site engaging in an initiative that will focus on opportunities to amplify or augment student voice or increase visibility of those enrolled in the respective ISP classrooms.

TDSB Published Author - Itinerant Blind/Low Vision Teacher

We are happy to share that one of TDSB's Blind/Low Vision Itinerant Teacher, Robin Stewart, has co-authored an article published in the **Journal of Visual Impairment & Blindness**, titled [Using Appropriate Assessment to Plan Braille Literacy Instruction](#) (August 6, 2022).

Abstract

To be effective teachers of literacy for students who read braille, we need to know what our students' strengths and needs are as all these components come together in braille literacy. Using an appropriate assessment that addresses the skill sets involved in braille literacy is critical to putting together effective intervention packages for our students. The first author used the Kamei-Hannan and Ricci Reading Assessment (2015) and the Braille Reading Analysis Chart (Harley, et al., 1997) to determine areas of need for a student in Grade 2 in a braille literacy program. Needs included: identifying ending sounds and naming final letters and sounds; basic decoding of short and long vowel sounds; recognizing sight words; and identifying letters. Specific miscue patterns in tactile perception (reversals) were identified. Information gathered from these assessments was used to develop a targeted intervention package and informed the development of a balanced literacy program for this student. Following a period of implementation, data showed evidence of overall improvement in braille literacy skills.

Professional Learning

To support coherence and alignment and consistency of special education and inclusion practices, a number of professional learning opportunities have taken place since the start of the 2022-2023 school year.

The following sessions which align with the Professional Learning section of TDSB Special Education Plan were held:

- **Special Education for Newly Appointed Administrators** – This session was held in August for all newly appointed Vice Principal and Principals and provided an overview of Special Education and Inclusion practices.
- **Coordinators, Consultants and Central Team Welcome to 2022-2023** – To launch the school year, central special education staff continued their learning focused on critical reflective practice as it relates to their roles in special education and supporting the system referencing York University current critical reflective practice resource <https://www.criticalreflectivepractice.com/>
- **New Administrator Meet-Up** – In partnership with Leadership Development and Professional Learning, this meet-up was an opportunity for new administrators to connect each other, share resources, support and answer questions related to Special Education and Inclusion.
- **Special Education for Administrators Part 1 of 2** – This two-session Professional Learning series, developed for new and experienced school administrators and superintendents provided an overview of Special Education and Inclusion practices which align with Ministry of Education policies and goals of the TDSB's Multi-Year Strategic Plan (MYSP).
- **School-based IPRC Principal Chair and Committee Member Training** – This annual training provides principals with an understanding of their role and responsibility in leading school-based IPRCs.
- **Developing an Individual Learning Plan (ILP)** – Two sessions were offered to support educators in developing Individual Learning Plans (ILPs) to highlight detailed and specific information about the strengths, abilities and current needs of the student.

IPRC Data - September 2022

September IPRCs	
IPRCs Completed	67
IPRCs Scheduled	67
IPRC Cumulative since August 2022	
IPRC Cumulative since August 2022	79

Psychological Assessment Data - September 2022



Psychological Services Assessment Statistics

September 2022

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	16	19	8	28	71
Total Referrals	245	201	292	464	1202
Cumulative (since June 2022)					
Completed	16	19	8	28	71
In Progress	89	96	110	136	431
Waiting*	135	83	156	246	620
Removed	5	3	18	54	80
Total Referrals**	245	201	292	464	1202

*95.3% of total waitlist are comprehensive/DK assessments, and 4.7% are gifted assessments

**95.8% of total referrals are for comprehensive/DK assessments, and 4.2% are gifted assessments

