TDSB logo


Draft Minutes

**Name of Committee: Special Education Advisory Committee**

**Meeting Date: May 9, 2022**

A meeting of the Special Education Advisory Committee convened on May 9, 2022, from 7: 00 p.m. to 9:15 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), , Tracey O’Regan (Community Living Toronto), Aliza Chagpar (Easter Seals), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children),  Nadia Persaud (Learning Disability Association), Lisa Kness (Autism Ontario), Tracey Burrell (BPSG), Aliza Chagpar (Easter Seals) , Aline Chan  LC1, Nora Green  LC1, Jean-Paul Ngana LC2,  Jordan Glass LC2, Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery  LC4,  Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Dan MacLean

Alternates attending: Julie Diamond (Autism Society), Ioanna Agelothanasis (LC2), Caren Watkins (LC1), Adebukola Adenowo-Akpan (Easter Seals Ontario), Nerissa Hutchison (BPSG)

Regrets:

Staff:

Andrew Gold, Associate Director, Audley Salmon, Associate Director, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison, Shameen Sandhu, System Leader, Mental Health, Marissa Chiu, Executive Officer, Business Services, Richard Christie, Senior Manager, Facilities Department

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Discussion | Motion | Recommendation |
| Call to Order - Quorum | Live stream announced |  | Quorum achieved |
| Land Acknowledgement | Read by Chair |  |  |
| Approval of Agenda | Approved | Motion to approve the agenda | Carried |
| Approval of Minutes from April SEAC Meeting | Minutes were approved | Motion to approve the minutes | Carried |
| Conflicts of interest | No Conflicts of Interest |  |  |
| Working Group Updates | **Working Groups Updates**  Budget – met this month – discussion will be covered during the Budget Presentation by Marissa Chiu later in the agenda  Special Education Plan – SEAC members asked to continue to provide feedback as the deadline for Plan submission is getting closer  K-12 - met with staff and made some requests that will be addressed by staff in an update at the June meeting. Report was shared with SEAC members |  |  |
| Association Updates | May is Speech and Hearing Awareness Month   * Voice provides resources for teachers * Email was distributed to SEAC members * Schools are encouraged to hold a “dress loud” day where students dress in loud colours to celebrate students with hearing loss * Voice helps families financially to purchase hearing equipment |  |  |
| Items from Members | Class Closure Procedure  Discussion took place regarding the process of closing current special education ISP classes.  Parents are concerned about lack of notice, method of informing parents of class closures, tone of letter, etc.  Staff explained the process of closing classes. Prior to informing parents, there is consultation with staff and families. Staff recognized that the letter needs to be revised.  There are budgetary restraints, and the opening and closing of programs is looked at very closely. Student needs are considered carefully, and in consultation with Principals, staff and parents, a transition plan is developed if a student is recommended to move. Students may be able to remain in the school, with the supports that are available.  Relationships are very important, and parents are given as much choice and as much information as possible within the restraints of the budget.  **Communication Strategy**  K-12 Committee felt that a priority is getting TDSB to better explain to parents what is available for their child, where to go and how to pursue different options, and some basic rights advice. They asked staff to prepare a plan of action to address this.  There needs to be communications person involved in this process. |  |  |
| Leadership and Learning Report | Audley Salmon  Marissa Chiu  Richard Christie  As per SEAC’s request, a written leadership report has been provided to accompany the PowerPoint and presentation.  (Appendix A)  Budget Working Group met Marissa and provided input and suggestions.  Budget is 3.4 million dollars, The majority of it is for staff and school/classroom supplies.  Ministry announced funding at end of March and the board is working on budget, and deficit management. School boards must present a balanced budget. If there is a deficit, there has to be a plan to recover it over three years.  Next year, projecting 44.7 million dollar budget deficit, mainly due to declining enrolment.  Some of the deficit is a cumulative funding gap over many years.  Will be reviewing programs for potential reductions and/or increases. Feedback was requested on how to evaluate these programs.  Special education funding was described. Funding is based on SEPPA – a per pupil amount. It is not based on the number of special education students or ISP’s.  Revenues from the past three years were shared. SEPPA funding has decreased, but special education spending increased.  **Psychological Assessments**  Data from the month of April was shared.  A chart was shared showing a breakdown of the 5598 psychological referrals received since September 2021-April 2022.   * 1219 were on the waitlist and at the end of April 2022, 1016 were on the waitlist (73 Gifted Assessments and 943 Comprehensive Assessments). This is a total reduction of 16.7 % of the waitlist from last month. * 3529 Referrals (comprehensive & Gifted) have been completed since September 2021. This is a 21% increase of completed assessments since last month. * 730 Referrals (comprehensive & gifted) are in progress * 707 have been removed   IPRC numbers were also shared.  **Accessible Playgrounds for Congregated Sites**  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.  **ONSIS**  SEAC had requested information showing the breakdown between elementary and secondary over ten years.  Charts and graphs showed 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.  New ONSIS data will be shared twice a year with SEAC, |  |  |
| Parent Engagement Policy (P023) | The revised policy was shared prior to the meeting with all members. There are some significant changes in the policy that is being proposed.  Name change – new policy is “parent and caregiver engagement” which is a change from “parent and community engagement”.  There is much stronger language around equity and anti-oppression and indigenous work in terms of engagement.  Feedback can be made online at “TDSBEngage.ca” |  |  |
| Trustees Report   * Trustee Aarts * Trustee MacLean * Trustee Brown | Nil |  |  |
| Other Business  B. Correspondence - none  Adjournment  Next Meeting: June 13, 2022 @ 7:00 pm | . |  |  |

Appendix A

**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.

A picture containing grass, outdoor, person, tree

Description automatically generated

Picture of Accessible swings and paved pathways on the school grounds.

And Picture of A student using play equipment with moveable features.

A picture containing grass, outdoor, playground

Description automatically generated

Picture of Climbing structures to provide challenge and engagement.

And Picture of 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**

**Developmental Disability**

2012-2013 - 635

2013-2014 - 640

2014-2015 - 664

2015-2016 – 654

2016-2017 – 688

2017-2018 – 681

2018-2019 – 708

2019-2020 – 707

2020-2021 – 679

2021-2022 - 644

**Autism**

2012-2013 - 1367

2013-2014 - 1427

2014-2015 - 1469

2015-2016 – 1547

2016-2017 – 1683

2017-2018 – 1831

2018-2019 – 1971

2019-2020 – 2061

2020-2021 – 2069

2021-2022 - 2082

**Giftedness**

2012-2013 - 3600

2013-2014 - 3610

2014-2015 - 3840

2015-2016 – 3907

2016-2017 – 4000

2017-2018 – 4116

2018-2019 – 4239

2019-2020 – 4357

2020-2021 – 4294

2021-2022 - 4323

**Mild Intellectual Disability**

2012-2013 - 1039

2013-2014 - 1017

2014-2015 - 927

2015-2016 – 865

2016-2017 – 790

2017-2018 – 735

2018-2019 – 684

2019-2020 – 656

2020-2021 – 563

2021-2022 - 544

**Learning Disability**

2012-2013 - 4248

2013-2014 - 3961

2014-2015 - 3818

2015-2016 – 3496

2016-2017 – 3410

2017-2018 – 3219

2018-2019 – 2856

2019-2020 – 2394

2020-2021 – 2006

2021-2022 - 1606

**Language Impairment**

2012-2013 - 128

2013-2014 - 118

2014-2015 - 96

2015-2016 – 95

2016-2017 – 83

2017-2018 – 74

2018-2019 – 62

2019-2020 – 54

2020-2021 – 42

2021-2022 - 26

**Blind/Low Vision**

2012-2013 - 49

2013-2014 - 48

2014-2015 - 38

2015-2016 – 34

2016-2017 – 35

2017-2018 – 28

2018-2019 – 28

2019-2020 – 31

2020-2021 – 23

2021-2022 - 23

**Deaf/Hard Hearing**

2012-2013 - 183

2013-2014 - 175

2014-2015 - 174

2015-2016 – 170

2016-2017 – 171

2017-2018 – 180

2018-2019 – 176

2019-2020 – 183

2020-2021 – 197

2021-2022 - 187

**Physical Disability**

2012-2013 - 258

2013-2014 - 238

2014-2015 - 215

2015-2016 – 196

2016-2017 – 176

2017-2018 – 166

2018-2019 – 168

2019-2020 – 148

2020-2021 – 124

2021-2022 - 112

**Behaviour**

2012-2013 - 587

2013-2014 - 568

2014-2015 - 539

2015-2016 – 515

2016-2017 – 483

2017-2018 – 462

2018-2019 – 485

2019-2020 – 469

2020-2021 – 389

2021-2022 - 314

**Speech Impairment**

2012-2013 - 3

2013-2014 - 4

2014-2015 - 3

2015-2016 – 2

2016-2017 – 1

2017-2018 – 1

2018-2019 – 0

2019-2020 – 0

2020-2021 – 0

2021-2022 - 0

**Multiple Exceptionality**

2012-2013 - 14

2013-2014 - 6

2014-2015 - 6

2015-2016 – 3

2016-2017 – 2

2017-2018 – 1

2018-2019 – 0

2019-2020 – 0

2020-2021 – 0

2021-2022 - 1

**Deaf/Hard Hearing - Preschool**

2012-2013 - 14

2013-2014 - 19

2014-2015 - 13

2015-2016 – 21

2016-2017 – 20

2017-2018 – 12

2018-2019 – 26

2019-2020 – 33

2020-2021 – 21

2021-2022 - 22

**Subtotal**

2012-2013 - 12125

2013-2014 - 11831

2014-2015 - 11802

2015-2016 – 11505

2016-2017 – 11542

2017-2018 – 11506

2018-2019 – 11403

2019-2020 – 11093

2020-2021 – 10407

2021-2022 - 9884

**No exceptionalities**

2012-2013 - 17732

2013-2014 - 18814

2014-2015 - 19410

2015-2016 – 20058

2016-2017 – 20544

2017-2018 – 20187

2018-2019 – 21058

2019-2020 – 20831

2020-2021 – 18964

2021-2022 - 16414

**Total**

2012-2013 - 29857

2013-2014 - 30645

2014-2015 - 31212

2015-2016 – 31563

2016-2017 – 32086

2017-2018 – 31693

2018-2019 – 32461

2019-2020 – 31924

2020-2021 – 29371

2021-2022 - 26298

**OnSIS Trend Data – Secondary**

**Developmental Disability**

2012-2013 - 493

2013-2014 - 470

2014-2015 - 447

2015-2016 – 452

2016-2017 – 449

2017-2018 – 454

2018-2019 – 436

2019-2020 – 465

2020-2021 – 471

2021-2022 - 478

**Autism**

2012-2013 - 521

2013-2014 - 562

2014-2015 - 606

2015-2016 – 640

2016-2017 – 688

2017-2018 – 686

2018-2019 – 743

2019-2020 – 807

2020-2021 – 836

2021-2022 - 913

**Giftedness**

2012-2013 - 2673

2013-2014 - 2794

2014-2015 - 2905

2015-2016 – 2884

2016-2017 – 2959

2017-2018 – 2969

2018-2019 – 3123

2019-2020 – 3159

2020-2021 – 3182

2021-2022 - 3124

**Mild Intellectual Disability**

2012-2013 - 1266

2013-2014 - 1154

2014-2015 - 1095

2015-2016 – 1016

2016-2017 – 952

2017-2018 – 892

2018-2019 – 895

2019-2020 – 877

2020-2021 – 882

2021-2022 - 835

**Learning Disability**

2012-2013 - 4819

2013-2014 - 4722

2014-2015 - 4503

2015-2016 – 4363

2016-2017 – 4166

2017-2018 – 3649

2018-2019 – 3706

2019-2020 – 3535

2020-2021 – 3419

2021-2022 - 3197

**Language Impairment**

2012-2013 - 111

2013-2014 - 77

2014-2015 - 61

2015-2016 – 52

2016-2017 – 54

2017-2018 – 44

2018-2019 – 49

2019-2020 – 44

2020-2021 – 45

2021-2022 - 47

**Blind/Low Vision**

2012-2013 - 18

2013-2014 - 17

2014-2015 - 17

2015-2016 – 16

2016-2017 – 16

2017-2018 – 12

2018-2019 – 15

2019-2020 – 12

2020-2021 – 14

2021-2022 - 13

**Deaf/Hard Hearing**

2012-2013 - 90

2013-2014 - 88

2014-2015 - 94

2015-2016 – 96

2016-2017 – 93

2017-2018 – 74

2018-2019 – 85

2019-2020 – 77

2020-2021 – 72

2021-2022 - 69

**Physical Disability**

2012-2013 - 150

2013-2014 - 125

2014-2015 - 117

2015-2016 – 107

2016-2017 – 102

2017-2018 – 105

2018-2019 – 104

2019-2020 – 98

2020-2021 – 90

2021-2022 - 83

**Behaviour**

2012-2013 - 357

2013-2014 - 318

2014-2015 - 290

2015-2016 – 252

2016-2017 – 243

2017-2018 – 172

2018-2019 – 176

2019-2020 – 173

2020-2021 – 174

2021-2022 - 173

**Speech Impairment**

2012-2013 - 0

2013-2014 - 0

2014-2015 - 0

2015-2016 – 0

2016-2017 – 1

2017-2018 – 1

2018-2019 – 1

2019-2020 – 0

2020-2021 – 0

2021-2022 - 0

**Multiple Exceptionality**

2012-2013 - 19

2013-2014 - 11

2014-2015 – 10

2015-2016 – 6

2016-2017 – 4

2017-2018 – 2

2018-2019 – 3

2019-2020 – 1

2020-2021 – 1

2021-2022 - 1

**Deaf/Hard Hearing - Preschool**

2012-2013 - 0

2013-2014 - 0

2014-2015 - 0

2015-2016 – 0

2016-2017 – 0

2017-2018 – 0

2018-2019 – 0

2019-2020 – 0

2020-2021 – 0

2021-2022 - 0

**Subtotal**

2012-2013 - 10157

2013-2014 - 10338

2014-2015 - 10145

2015-2016 – 9884

2016-2017 – 9727

2017-2018 – 9060

2018-2019 – 9336

2019-2020 – 9248

2020-2021 – 9188

2021-2022 - 8935

**No exceptionalities**

2012-2013 - 5422

2013-2014 - 6039

2014-2015 - 6501

2015-2016 – 6780

2016-2017 – 7208

2017-2018 – 7231

2018-2019 – 8205

2019-2020 – 8872

2020-2021 – 9275

2021-2022 - 9976

**Total**

2012-2013 - 15939

2013-2014 - 16377

2014-2015 - 16646

2015-2016 – 16664

2016-2017 – 16935

2017-2018 – 16291

2018-2019 – 17541

2019-2020 – 18120

2020-2021 – 18463

2021-2022 - 18911

**IPRC Data - April 2022**

IPRCs Completed – 162

IPRCs Scheduled – 761

IPRC Cumulative since August 2021 - 1688

**Psychological Assessments - April 2022**

**Completed**

**LC1 – 212**

**LC2 – 227**

**LC3 – 156**

**LC4 – 158**

**Total – 753**

**Referrals**

**LC1 – 126**

**LC2 – 116**

**LC3 – 84**

**LC4 – 58**

**Total – 384**

**Cumulative Assessment stats from September 2021:**

**Completed**

**LC1 – 859**

**LC2 – 1014**

**LC3 – 653**

**LC4 – 1003**

**Total – 3529**

**In Progress**

**LC1 – 157**

**LC2 – 174**

**LC3 – 186**

**LC4 – 213**

**Total – 730**

**Waiting**

**LC1 – 232**

**LC2 – 178**

**LC3 – 246**

**LC4 – 360**

**Total – 1016**

**Removed**

**LC1 – 132**

**LC2 – 213**

**LC3 – 117**

**LC4 – 245**

**Total – 707**

**Total Referrals**

**LC1 – 1380**

**LC2 – 1579**

**LC3 – 1202**

**LC4 – 1821**

**Total – 5982**

From September 2021 to April 30th, 2022, the total number of referrals is **5275** (*5982-707 which were removed*).

Gifted referrals begin in late October after students have completed the CCAT. The total percentage of **Gifted Referrals vs. Comprehensive Referrals at the end of April 2022 is 35% and 65% respectively.**

The chart below indicates the breakdown of the **5598 psychological referrals** received since September 2021-April 2022.

* End of March 2022, 1219 were on the waitlist and at the end of **April 2022, 1016 were on the waitlist (73 Gifted Assessments and 943 Comprehensive Assessments)**. This is a total **reduction of 16.7 %** of the waitlist from last month.
* **3529 Referrals (comprehensive & Gifted) have been completed since September 2021.** This is a **21% increase of completed assessments** since last month.
* **730 Referrals (comprehensive & gifted) are in progress**
* **707 have been removed for some the 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.)*

The chart below showcases total referrals (comprehensive & gifted) for each LC. The waitlists do vary, and part of this variance includes the following (2021 numbers)

**Learning Centre 1**:

Number of Schools: 134

Elementary Student Population: 42430

Secondary Student Population: 20258

TOTAL Student Population: 62688

**Learning Centre 2**:

Number of Schools: 136

Elementary Student Population: 41428

Secondary Student Population: 16877

TOTAL Student Population: 58305

**Learning Centre 3**:

Number of Schools: 133

Elementary Student Population: 40878

Secondary Student Population: 15589

TOTAL Student Population: 56467

**Learning Centre 4**:

Number of Schools: 157

Elementary Student Population: 49445

Secondary Student Population: 17837

TOTAL Student Population: 67277

**Higher referral numbers in LC4 are attributed to:**

* LC4 has 20 plus schools more than the other LCs
* LC4 has 5000-10,000 more students than the other LCs

Psychological staff are working on ensuring comprehensive assessments, over 6 months, are attended to and completed, including any referrals from 2021 that remain on the comprehensive waitlist.

**Comprehensive Assessments**:

Aged Waitlist

September – March

0-3 months: 537

4-6 months: 275

7-9 months: 82

10+ months: 81

Total: 979

Aged Waitlist

September – April

0-3 months: 511

4-6 months: 273

7-9 months: 79

10+ months: 80

Total: 943

**Down 3.7%**

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) Students who enrolled into virtual school in between testing and want to remain on the waitlist.

4) Students 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

September – March

0-3 months: 162

4-6 months: 60

7-9 months: 9

10+ months: 13

Total: 244

Aged Waitlist

September – April

0-3 months: 46

4-6 months: 27

7-9 months: 0

10+ months: 0

Total: 73

**Down 70%**

\*\*Staff will be completing as many compressive and gifted assessments over the summer (*during the summer of 2021* ***234 Gifted and 43 Comprehensive Assessments*** *were completed*).

**Organizational Chart - Special Education and Inclusion Leadership Team**

**Learning Transformation and Equity**

**Associate Director – Audley Salmon**

**Executive Assistant – Maria Valente-De Sa**

**Superintendent, Special Education and Inclusion - Nandy Palmer**

**Administrative Liaison – Alex Tilley**

Centrally Assigned Principal, Science/STEM/Robotics The Arts/Math/Numeracy – Wendy Terro

Centrally Assigned Principal, Assistive Tech, ASD, DHH &  BLV – Janine Small

Centrally Assigned Principal, Education and Community  Partnership Program (ECPP) – Elizabeth Schaeffer

Centrally Assigned Principal, LC1 – Effie Stathopoulos

Centrally Assigned Principal, LC2 – Susan Moulton

Centrally Assigned Principal, LC3 – Jennie Petko

Centrally Assigned Principal, LC4 - Andrea Roach

**Student Well-Being and Innovation**

**Associate Director – Andrew Gold**

**Executive Assistant – Oyin Orekoya**

System Leader, Mental Health and Professional Support Services – Shameen Sandhu