

Special Education Advisory Committee Meeting

April 11, 2023

Leadership Report

Learning Transformation and Equity - Special Education and Inclusion

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Nandy Palmer, System Superintendent of Special Education and Inclusion

Professional Learning to Support Developing Individual Learning Plans (ILPs)

These half-day interactive and engaging sessions brought together over 325 elementary Resource teachers and Assistant Curriculum and Curriculum Leaders and focused on reviewing the Individual Learning Plan (ILP) which is designed as a tool for collaboration among educators, parents and students to coordinate effective instruction for student success. Participants engaged in dialogue and experiences to better understand the Individual Learning Plan (ILP) as an approach to guide planning and delivery of instruction and assessment strategies for students. Through case studies with colleagues and various members of the Special Education and Inclusion team, participants discussed strategies to support personalization and precision in supporting student learning. Resources to support school staff were also shared.

Enhancing Educator Knowledge of Strategies to Support Students with Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)

The TDSB ADHD Committee, which is a multi-disciplinary team consisting of staff from Special Education and Inclusion and Professional Support Services (PSS) and school administrators, has prepared a three-part series to support educators in enhancing their knowledge of strategies to implement when supporting students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD). This series was presented to the Psychology Department to support psychologists in sharing this presentation with the schools they support. All Professional Support Service teams, along with inclusion consultants, coordinators, and Centrally Assigned Principals of Special Education and Inclusion will participate in this series this Spring. The continued roll-out to schools will take place through the Fall. A recorded session of this series will also be made available to staff across the system.

The committee is also working diligently to create an area on our public website for families, students and educators to access resources related to ADHD and ADD.

Supporting Communication Through Technology

The Speech and Language Pathologists (SLPs) on the SEA team have contributed to system-wide training of Intensive Support Program (ISP) teachers and support staff in the following areas:

- Integration of Alternative and Augmentative Communication (AAC) Devices in the classroom
- Full day workshops have been provided to expand the knowledge base and understanding of how the TD Snap and GoTalk Now apps can be used to promote expressive and receptive language development with students attending ISP classrooms
- School-based Clicker 8 and Accessible Literacy Learning (ALL) training
- Tailored lunch and learn workshops on site to support use of AAC devices and troubleshoot school-specific barriers with AAC use.

As a result of the aforementioned training, over 200 educators have working knowledge of AAC apps and specialised literacy programs, with an understanding of how they can be used successfully in an ISP classroom setting. In addition, follow up support has been offered and/or provided to staff working with the 248 students using SEA funded AAC devices to ensure communication skills have been maintained or continued to develop during the academic year.

Special Education and Inclusion Annual Report

The 2022-2023 Annual Report will be going to the Program and School Services Committee (PSSC) on April 12, 2023 for receipt.

In an effort to create coherence and alignment of special education and inclusion practices, programs and structures across the TDSB to foster more inclusive environments for students with special education needs, the Special Education and Inclusion Department has been focusing on the following areas:


- Challenging and Dismantling Oppressive Structures;
- Capacity Building;
- Changing Mindsets; and
- Communication and Engagement.

These focus areas are interconnected and reflect the need for shared responsibility and shared accountability in serving students with special education needs, and indeed all students.



IPRC Data - March 2023

February IPRCs	
Learning Centre 1	158
Learning Centre 2	120
Learning Centre 3	62
Learning Centre 4	143
IPRCs Completed	483
IPRC Cumulative since August 2022	
IPRC Cumulative since August 2022	1616

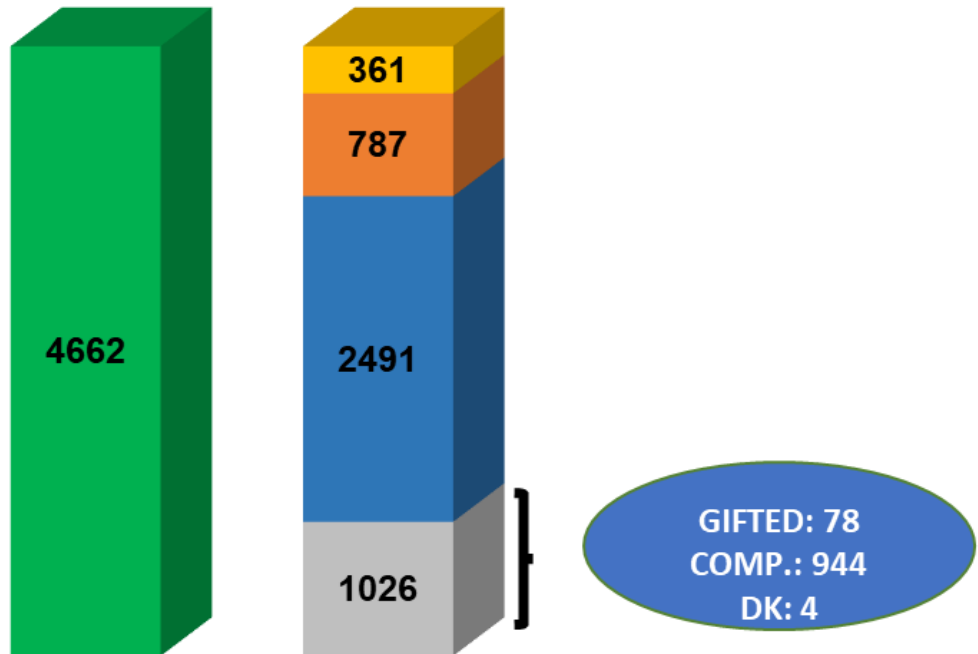
 Psychological Services Assessment Statistics					
March 2023					
Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	189	166	114	241	710
Total Referrals	85	63	77	125	350
Cumulative (since September 2022)					
Completed	665	657	391	778	2491
In Progress	173	186	221	207	787
Waiting*	185	164	315	362	1026
Removed	65	64	62	167	358
Total Referrals**	1088	1071	989	1514	4662

**92% of total waitlist are comprehensive/DK assessments, and 8% are gifted assessments*

***71% of total referrals are for comprehensive/DK assessments, and 29% are gifted assessments*

PSYCHOLOGICAL REFERRALS-BREAKDOWN SEPT.-FEB.

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



For Comprehensive/DK Assessments: October 2022 had 737 Waitlist; November 2022 has 727; December it was 824; January it was 900, February it is 924 and March it is 944. There has been an increase which we expect due to this time of year for comprehensive.

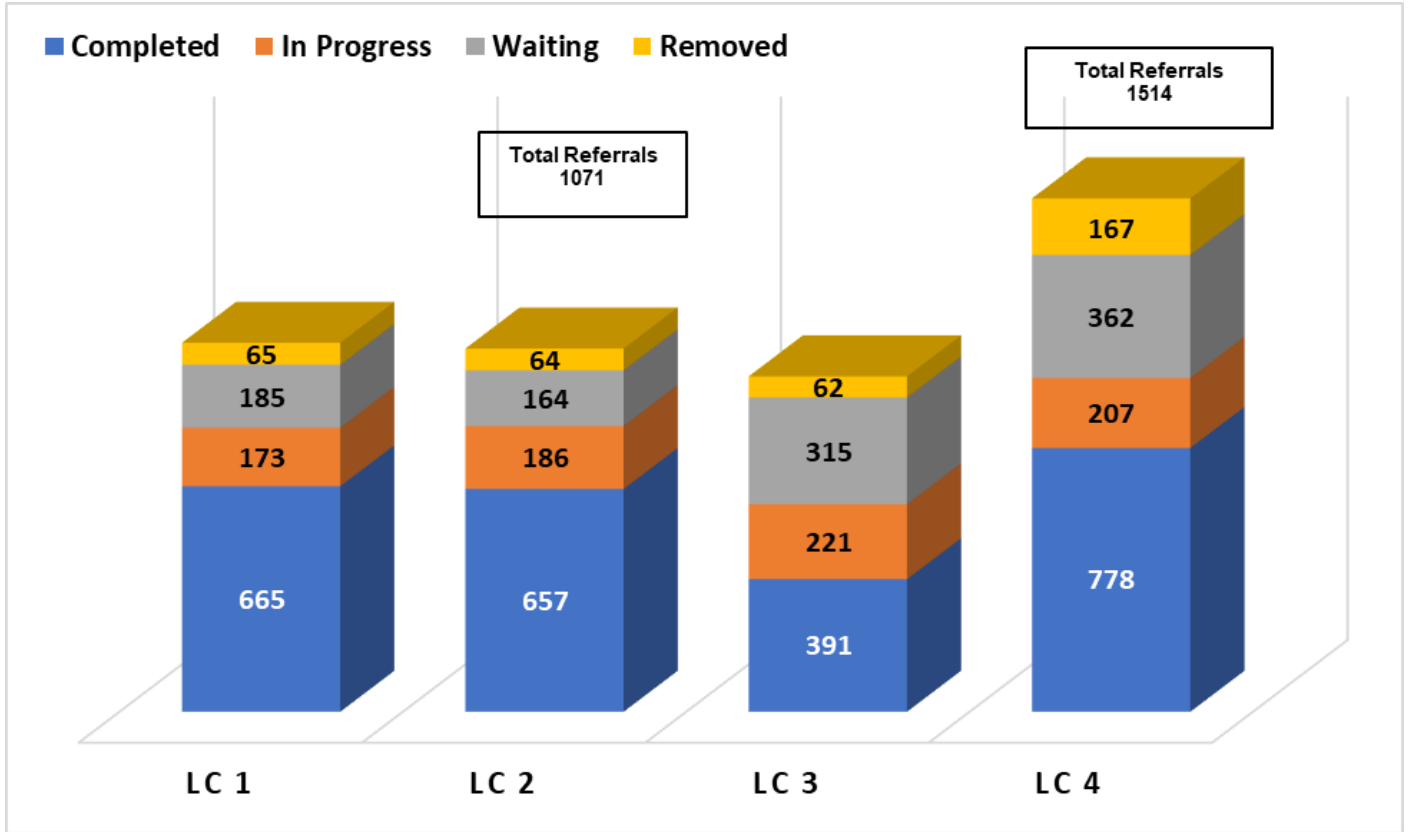
The Comprehensive assessments are continuing, and staff began January 2023 strong with a 5.9% reduction in the comprehensive waitlist from December 2022 and between January and March, there has been a slight increase in the comprehensive/DK assessments by 3% although the overall waitlist is down by 12% (Gifted have been almost completed). The rest of the year will continue with comprehensive.

- As the DK and Gifted get completed, this waitlist for comprehensive will decrease throughout the school year.

This chart indicates the breakdown of the **4662 psychological referrals (Gifted, Comprehensive & DK)** received since September 2022 to March 2023.



- End of March 2023, **948 Compressive & DK Assessments** are on the waitlist (**944 and 4 are Comprehensive & DK Assessments respectively**)
- **2491 Referrals (Comprehensive/DK & Gifted)** have been completed since September 2022.
- **787 Referrals (Comprehensive, DK & Gifted)** are in progress
- **361 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 city/region/providence/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.)*
 4. *The student moved out of the city/region/providence/country*
 5. *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.)*



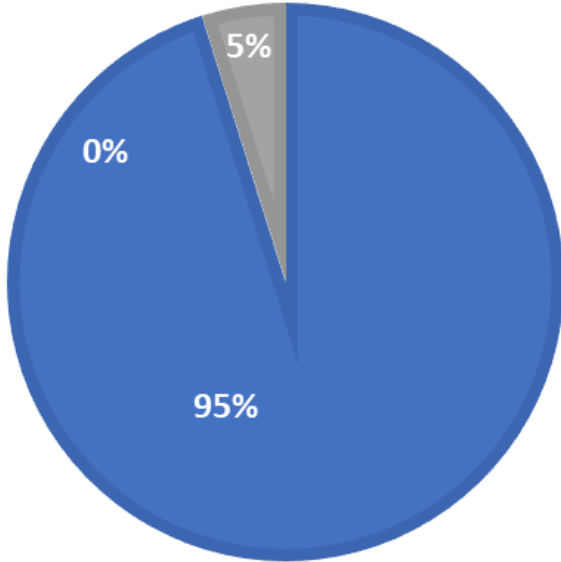
This chart showcases total referrals (Comprehensive, DK & Gifted) for each LC.

The chart below showcases the breakdown of the waitlist per LC for Comprehensive, DK and Gifted.



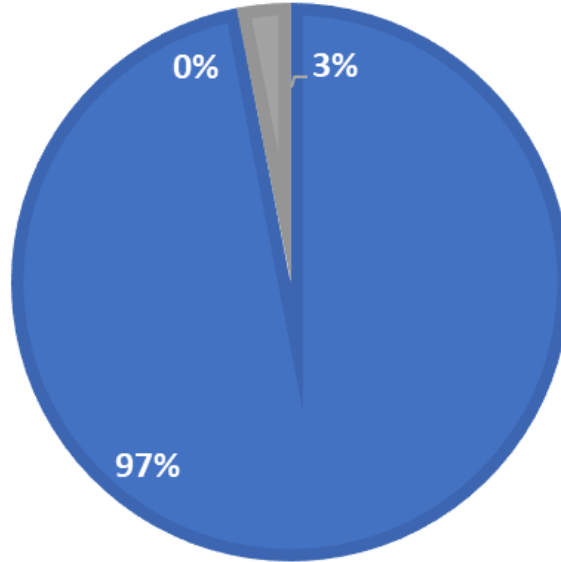
LC1

■ Comprehensive ■ DK ■ Gifted



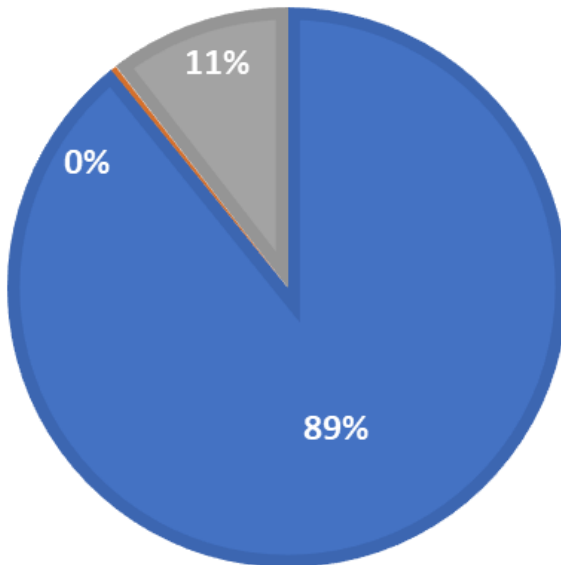
LC2

■ Comprehensive ■ DK ■ Gifted



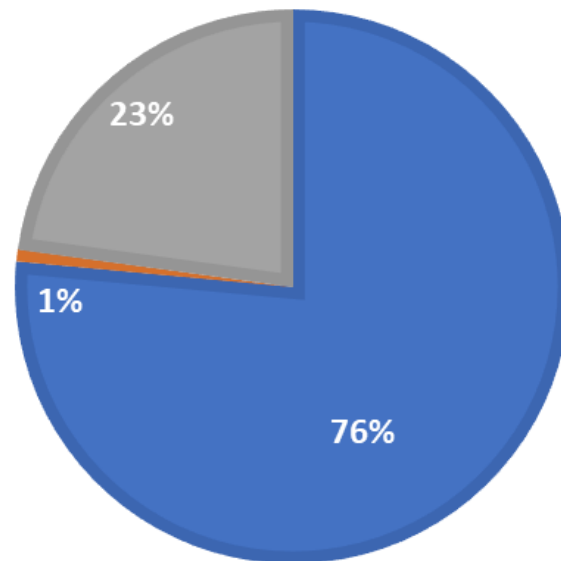
LC3

■ Comprehensive ■ DK ■ Gifted



LC4

■ Comprehensive ■ DK ■ Gifted



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

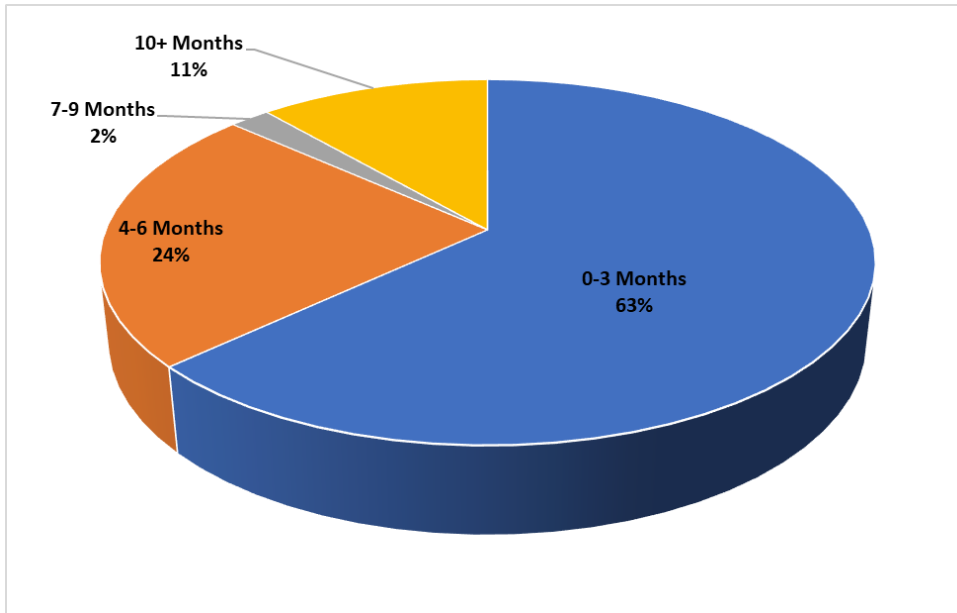
Learning Centre	Number of Schools	*Elementary Student Population	*Secondary Student Population	*TOTAL Student Population
1	134	42, 430	20, 258	62, 688
2	136	41, 428	16, 877	58, 305
3	133	40, 878	15, 589	56, 467
4	157	49, 445	17, 837	67, 277

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

Comprehensive/ DK Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
January 2023	598	223	19	108 <i>(all under 12 months)</i>	948





Psychological staff are continuing to put effort in to comprehensive assessments, that are 6 plus months plus.

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.



Gifted Assessments Aged Waitlist	0-3 Months	4-6 Months	7-9 Months	10+ Months	TOTAL
January 2023	53	25	0	0	78

