



## **Special Education and Inclusion Service Level Data for 2022-2023**

**To:** Finance, Budget and Enrolment Committee

**Date:** 15 May, 2023

**Report No.:** 05-23-4524

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Special Education and Inclusion Service Level Data Report (2022-2023) be received.

### **Context**

This report is in response to the recommendation from the Special Education Advisory Committee (SEAC) to the Finance, Budget and Enrolment Committee (FBEC) on March 29, 2023 that staff provide service-level data directly linked to students with special education needs to the Board of Trustees to help inform the Board's budget decisions.

At the April 26, 2023 meeting of the Board, Trustees decided that the Director:

1. Report to the Finance, Budget and Enrolment Committee, readily available data and provide information on information not available due to privacy or other concerns in May 2023;
2. Present a report in the Fall 2023 on any data that can be eventually accessed, but that is not readily available.

## Action Plan and Associated Timeline

The data requested is listed in the table below and falls within four categories: Academic Indicators, Safety Indicators, Consistency of Support and Current Staffing Allocations.

Data that is readily available has been provided in Appendix A: Special Education and Inclusion Service Level Data (2022-23) and is indicated in the status column in the table below.

REQUEST		STATUS
Academic Indicators	EQAO performance of TDSB special education students which includes making comparisons to other GTA boards (gifted results separate)	May FBEC
	graduation rates for students with special education needs (gifted results separate)	May FBEC
	post-secondary acceptance rates for special education needs (gifted results separate)	May FBEC
Safety Indicators	the number of students who have had safety plans initiated	May FBEC
	the number of students who access “exclusion rooms”	<b>We do not collect this data and the ministry does not require us to collect this data.</b>
	the number of work refusals	May FBEC
	the number of health and safety forms filled in by staff	May FBEC
	number of calls to come and get your kid to clean them or calm them	<b>We do not collect this data and the ministry does not require us to collect this data.</b>
Consistency of Support	the number of times Special Education supports have been pulled to cover other classes	<b>We do not collect this data and the ministry does not require us to collect this data.</b>
	the number of students on full/partial exclusion from schools - reduced day that isn't due to therapy	May FBEC (We do not have data disaggregated based on students attending therapy.)
	the number of students with special education needs whose absences are greater than 10 days	May FBEC

	the number of times students are not allowed to join events due to understaffing	<b>We do not collect this data and the ministry does not require us to collect this data.</b>
	the number of minutes of instruction provided to students who are blind to learn Braille	May FBEC
<b>Current Staffing Allocations</b>	number of Educational Assistants	May FBEC
	number of Special Needs Assistants	May FBEC
	number of special education teachers supporting regular classes	May FBEC
	number of special education teachers supporting Intensive Support Programs	May FBEC
	number of clinical staff by category	May FBEC

### **Board Policy and Procedure Reference(s)**

- TDSB Financial Facts: Revenue and Expenditure Trends 2022-2023
- TDSB Special Education Plan 2022-2023
- TDSB Vision for Learning
- TDSB Multi-Year Strategic Plan

### **Appendices**

- Appendix A: Special Education Inclusion Service Level Data 2022-2023

### **From**

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