

Special Education Data Service Level Data 2022-23

This report is a 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.

| | 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” | We do not collect this data and the ministry does not require us to collect this data. |
| | the number of work refusals | May FBEC |



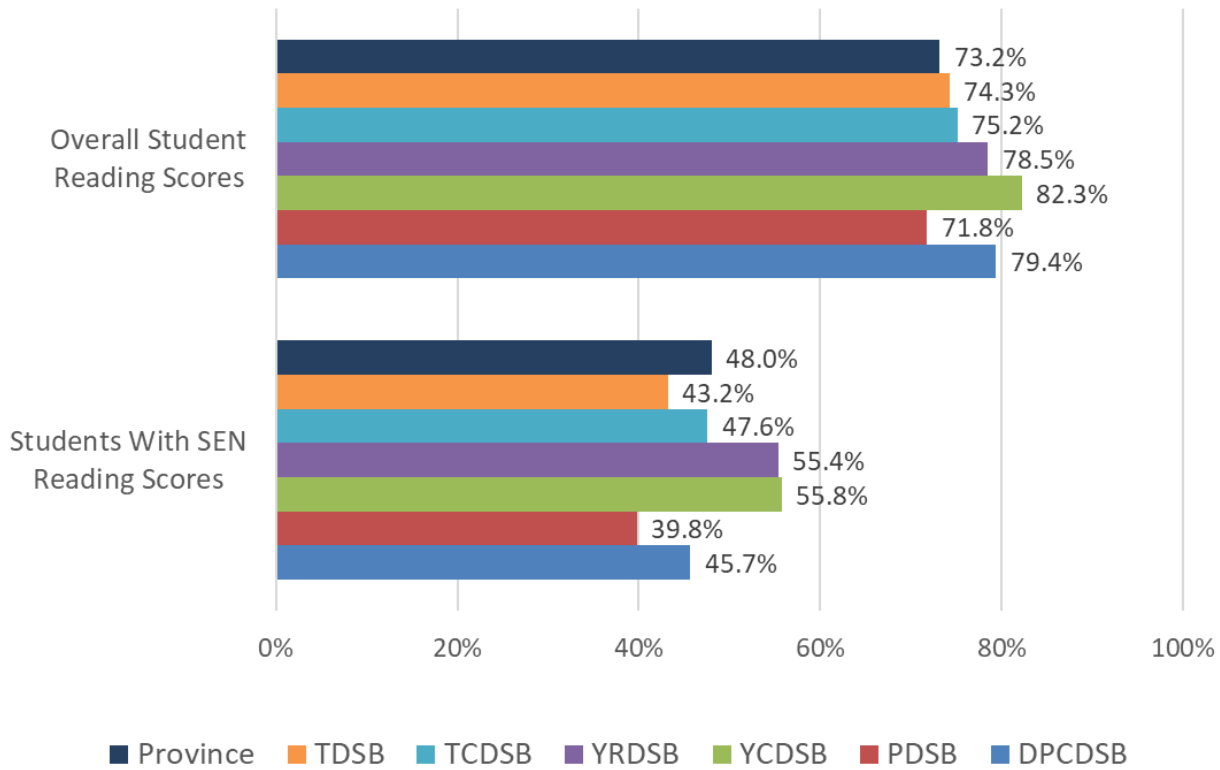
| | | |
|-------------------------------------|---|---|
| | the number of health and safety forms filled in by staff | May FBEC |
| | number of calls to come and get your kid to clean them or calm them | We do not collect this data and the ministry does not require us to collect this data. |
| Consistency of Support | the number of times Special Education supports have been pulled to cover other classes | We do not collect this data and the ministry does not require us to collect this data. |
| | 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 | We do not collect this data and the ministry does not require us to collect this data. |
| | the number of minutes of instruction provided to students who are blind to learn Braille | May FBEC |
| Current Staffing Allocations | number of Educational Assistant | May FBEC |
| | number of Special Needs Asistants | 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 |



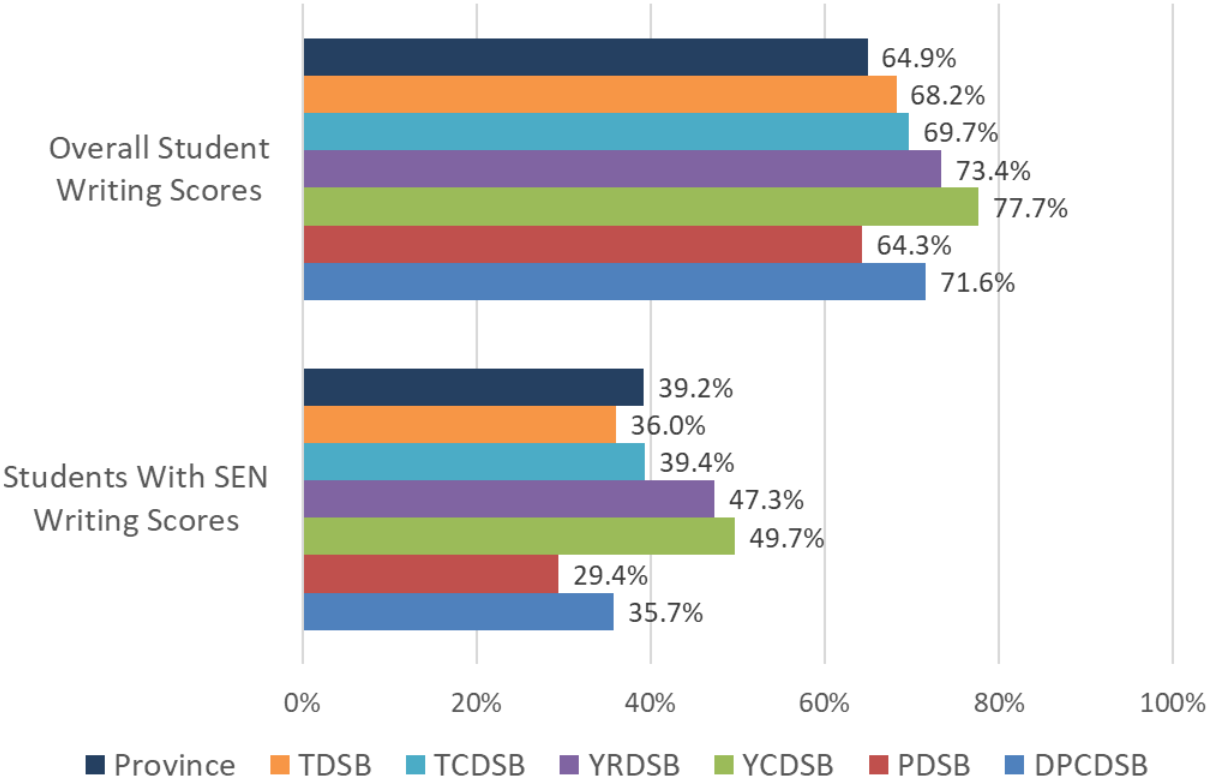
Academic indicators

- o EQAO performance of TDSB special education students which includes making comparisons to other GTA boards (gifted results separate)

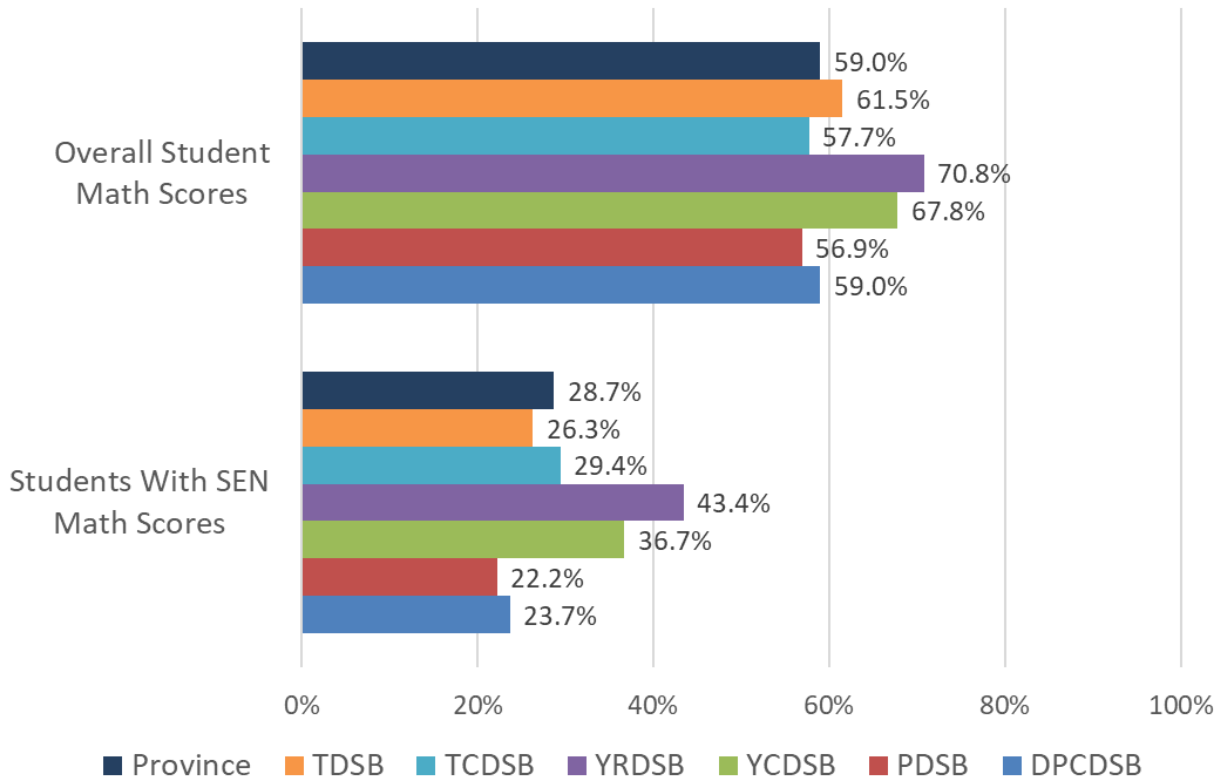
2021-22 EQAO Reading Levels 3 or 4 for Grade 3
Students With SEN (excluding gifted) and Overall



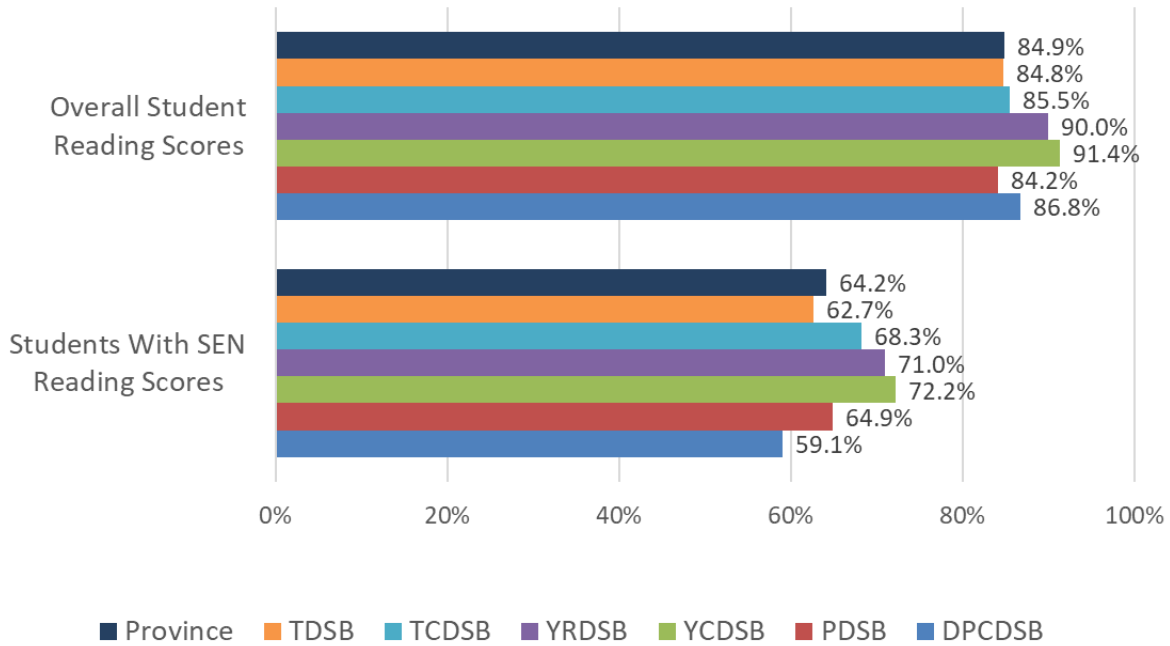
2021-22 EQAO Writing Levels 3 or 4 for Grade 3 Students With SEN (excluding gifted) and Overall



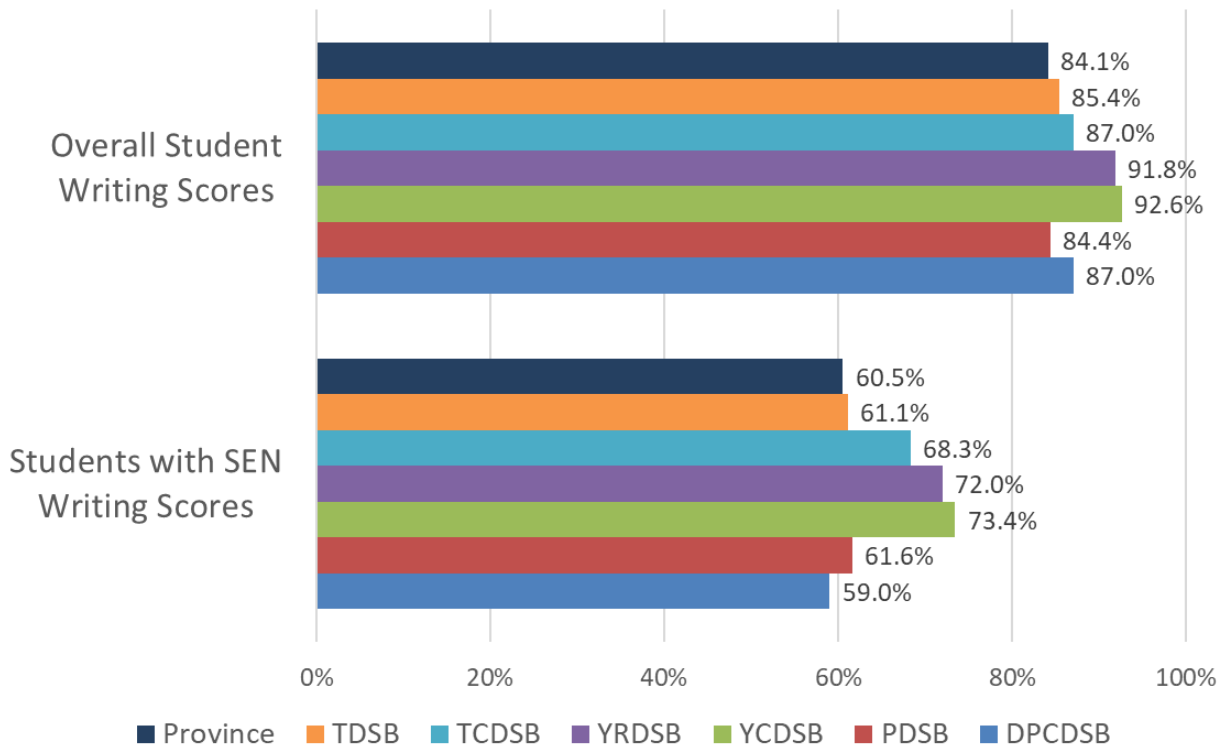
2021-22 EQAO Math Levels 3 or 4 for Grade 3 Students With SEN (excluding gifted) and Overall



2021-22 EQAO Reading Levels 3 or 4 for Grade 6 Students With SEN (excluding gifted) and Overall

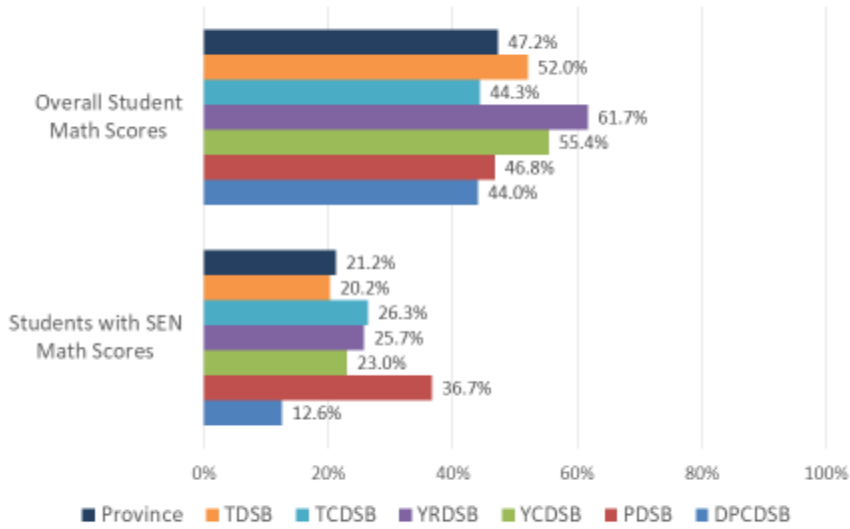


2021-22 EQAO Writing Levels 3 or 4 for Grade 6 Students With SEN (excluding gifted) and Overall

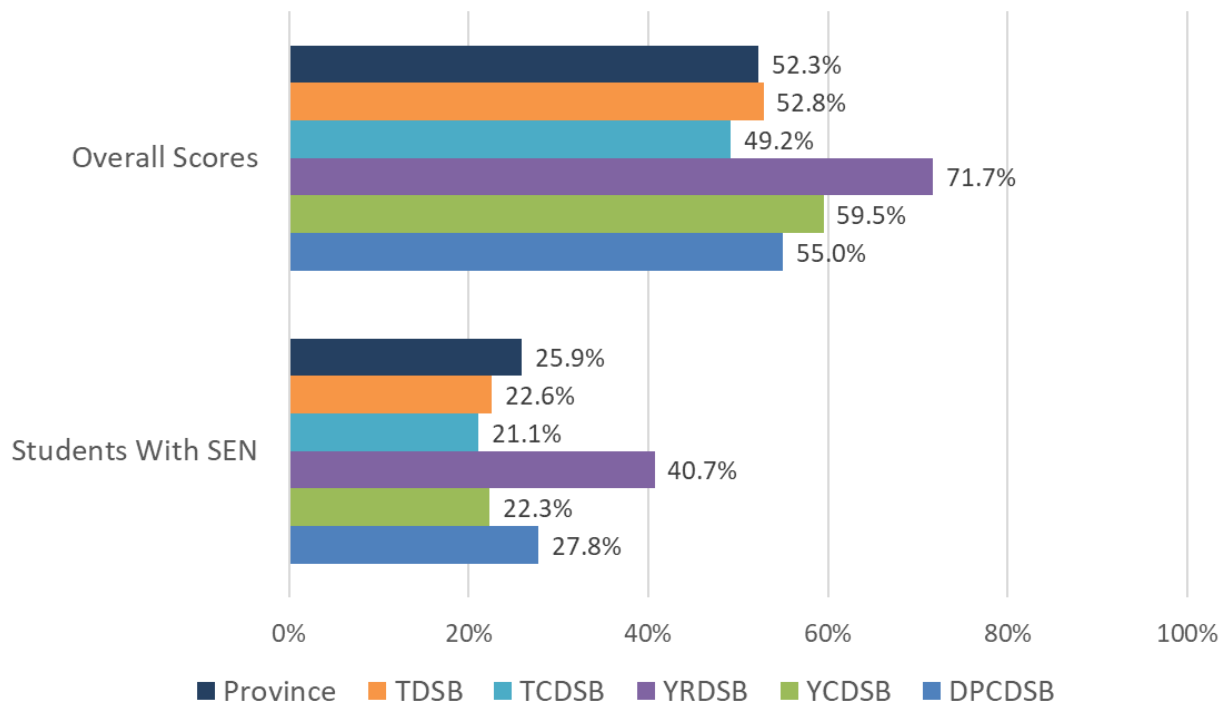




2021-22 EQAO Math Levels 3 or 4 for Grade 6 Students with SEN (excluding gifted) and Overall

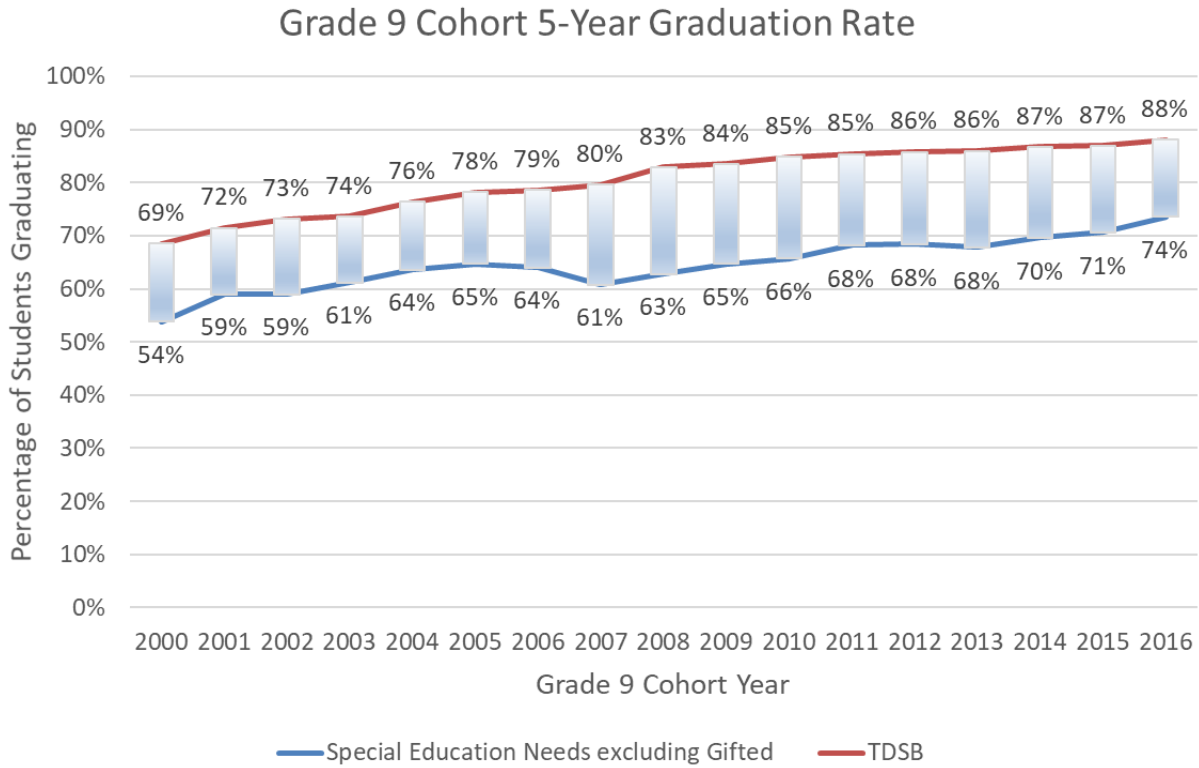


2021-22 EQAO Levels 3 or 4 for Grade 9 Students With SEN (excluding gifted) and Overall



Academic Indicators

- o Graduation rates for students with special education needs (gifted results separate)

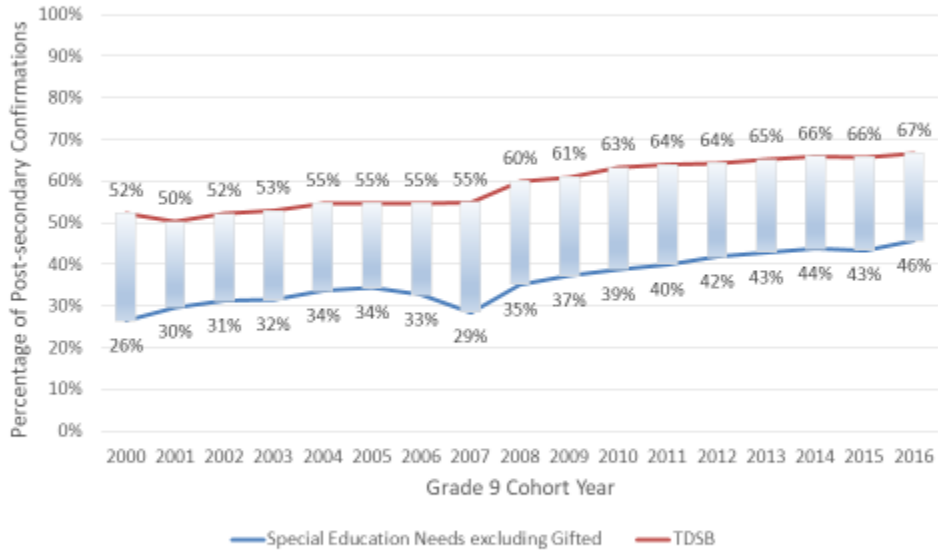


Academic Indicators

- o Post-secondary acceptance rates for special education needs (gifted results separate)



Grade 9 Cohort Post-secondary Confirmations



Safety Indicators

- o the number of students who have had safety plans initiated

| | # of students on a safety plan | Total enrolment | % of safety plans per enrolment | # of students with IEPs | % of safety plans per IEP |
|------------------|--------------------------------|-----------------|---------------------------------|-------------------------|---------------------------|
| 2022-2023 | 1, 349 | 236,182.00 | 0.57% | 46,315.00 | 2.91% |

Safety Indicators

- o the number of students who access “exclusion rooms”

We do not collect this data and the ministry does not require us to collect this data.

Safety Indicators

- o the number of work refusals

The TDSB had 3 work refusals this school year, with only one of them being student-related.

| Work Refusal/Complaint/MOL Audit | Reason for Visit |
|----------------------------------|---------------------|
| Work Refusal | Accommodation (DCA) |
| Work Refusal | Workplace Violence |
| Work Refusal | Workplace Violence |



Safety Indicators

- o the number of health and safety forms filled in by staff

HEALTH AND SAFETY CONCERN/NEAR MISS INCIDENT FORMS SEPTEMBER 2022 TO MARCH 31, 2023

| ETFO | ETFO-OT | OSSTF | OSSTF - OT | OSSTF - PSSP | CUPE 4400 | MCSTC | NON UNION |
|------|---------|-------|---|--------------|-----------|-------|-----------|
| 418 | 14 | 176 | This data was suppressed as the number is less than 10. | 19 | 87 | 12 | 11 |

Safety Indicators

- o number of calls to come and get your kid to clean them or calm them

We do not collect this data, nor is the collection mandated by legislation or the ministry.



Consistency of Support

- o the number of times special education supports have been pulled to cover other classes

We do not collect this data, nor is the collection mandated by legislation or the ministry.

Consistency of Support

- o the number of students on full/partial exclusion from schools - reduced day that isn't due to therapy

The TDSB began collecting data on students on a modified day in March 2023. The data below is for the month of March 2023.

| | # of Schools with Students on a Modified Day | # of Students on a Modified Day | Enrolment Number | % of SMD per Enrolment | Number of IEPs | % of SMDs per IEP |
|-------------------|--|---------------------------------|------------------|------------------------|----------------|-------------------|
| Elementary | 130 | 211 | 163,796.00 | 0.13% | 26,244.00 | 0.80% |
| Secondary | 21 | 68 | 72,386.00 | 0.09% | 20,071.00 | 0.34% |
| Total | 151 | 279 | 236,182.00 | 0.12% | 46,315.00 | 0.60% |



Consistency of Support

- o the number of students with special education needs whose absences are greater than 10 days

| September to March 2023 | | | |
|-------------------------|---|--|---|
| Absence Category | Absences for all students more than 10 days | Absences for students with no exceptionalities more than 10 days | Absences for students with exceptionalities more than 10 days |
| Non-Consecutive | 89, 418 | 11, 337 | 6, 500 |
| Consecutive | 9, 961 | 1, 421 | 950 |

Consistency of Support

- o the number of times students are not allowed to join events due to understaffing

We do not collect this data, nor is the collection mandated by legislation or the ministry.



Consistency of Support

o the number of minutes of instruction provided to students who are blind to learn Braille

Academic Braille Readers - students using braille to access the curriculum at or above grade level receive 600 minutes of Itinerant Blind/Low Vision Teacher (TVI) support per week. This is 10 hours of the 40-hour work week which equals 25% or 4 half-days per week.

Academic Deafblind Braille Readers - students using braille to access the curriculum at or above grade level with the support of a 1:1 Deafblind Intervenor receive 300-600 minutes per week.

MID Academic Braille Readers - students using braille to access the curriculum just below grade level (1-3 grade levels behind, typically in an MID program, but are still accessing curriculum materials at a rigorous pace) receive 480 minutes per week (approximately 3 half-days per week) as they are receiving additional in-class support for their other learning needs.

Dual-Users - Students that read both print and braille at or above grade level due to their level of residual vision also receive 480 minutes per week as they are acquiring braille literacy at a less rigorous pace and can access some materials visually.

Functional Braille Users - students who are more than 3 grade levels behind who have shown signs of readiness for a functional braille program and are accessing curriculum materials through a highly individualized ISP program at a pace that works for their learning needs receive 360 minutes per week (approximately 3 x 2 Hour visits) as they cannot sustain lessons longer than that.

Tactile Literacy Users - Students who are blind with additional needs that would put them 3 or more grade levels behind (typically in DD-ISP's) who use braille for things like calendars or labels - very short functional braille words OR use a tactile symbol communication system (like PECS for blind students) receive 180 minutes per week (typically 2 visits).

Current Staffing Allocations

This data is in the 2022-2023 Special Education Plan as per Ministry of Education requirements.

o number of special education staff as per headings in table below

| Staff | 2022-2023 Allocation |
|-------|----------------------|
|-------|----------------------|



| | |
|---|---|
| Number of Educational Assistants (EAs) | Resource Total: 349 Elementary 301 Secondary 48 ISPs Total: 881 Elementary 565 Secondary 316 |
| Number of Special Needs Assistants (SNAs) | Total: 679 + 40 Unassigned Elementary: 573.5 Secondary: 105.5 |
| Number of Special Education Teachers supporting regular classes | Total: 807.5 Elementary: 665 Secondary: 142.5 |
| Number of Special Education Teachers supporting Intensive Support Programs (ISPs) | Total: 1027 Elementary: 682.5 Secondary: 344.5 |

o number of clinical staff by category

| Staff | 2022-23 Allocation |
|-------------------------------|---------------------------|
| Social Workers | 140 |
| Attendance Counselors | 12 |
| Psychologists | 75.7 |
| Psychometrist | 0 |
| PsychoEducational Consultants | 13.6 |
| Psychological Associates | 27.5 |
| Educational Audiologist | 1 |
| Speech Language Pathologist | 80.5 |
| Occupational Therapist | 24 |
| Physiotherapist | 7 |

