



SEAC Meeting of February 3, 2020

Leadership, Learning and School Improvement

Kathy Witherow, Associate Director
Angela Nardi-Addesa, System Superintendent of Special Education & Inclusion

Janine Small, Centrally Assigned Principal of Special Education & Inclusion

Centrally Assigned Principal

A special acknowledgement is extended to Lucy Gianotta for all her support and leadership in her role as Centrally Assigned Principal in Leadership Learning & School Improvement and Special Education & Inclusion. The position will be filled in the next few weeks.

Congratulations to Effie Stathopoulos who was the successful candidate to backfill for the position of Learning Centre Centrally Assigned Principal of Special Education and Inclusion for LC1 and LC4 with Executive Superintendent Sandy Spyropoulos.

Mid-Year Report Update on the Implementation of th Multi-Year Strategic Action Plans:Inclusion

The Mid-Year Report Update on the Implementation of the Multi-Year Strategic Action Plans was presented at Program and School Services Committee on January 29, 2020. Please see the links for the full report and power point.

- [Mid-Year Report](#)
- [Mid-Year Report Power point](#)

Labour Update

Both OSSTF-PSSP and ETFO continue to be contract negotiations with the Government of Ontario and the Ontario Public School Boards' Association.

ETFO has announced potential strikes on the following dates that will impact all TDSB elementary schools (JK-8):

- Thursday, February 6, 2020 – province-wide strike
- Friday, February 7, 2020 – rotating strike impacting the TDSB

Should the strikes take place, the TDSB would, once again, have no other option but to close all elementary schools to students on Thursday, February 6 and Friday, February 7 as there would not be sufficient supervision to ensure their safety. Parents/guardians should start making alternate arrangements for their children on these dates.



Please see links below for further updates:

[Secondary Update on IEPs, Report Cards ...](#)

[Elementary Update on IEPs, Report Cards, ...](#)

[Labour Update: ETFO Strike Action on Feb. ...](#)

Separate Spaces

In response to the Private Member's Bill 160 calling for a ban on seclusion rooms in schools, as well as a focus on restraint criteria please refer to the TDSB's Operational Procedure PR699 Students with Special Education needs: Management for Risk of Injury Behaviours.

Please note Sections: 3.13 Time Out; 3.14. Separate Spaces in TDSB Schools and 6.14 Physical Intervention Protocol as it relates to Bill 160.

Provided for your convenience are links for easy access to the TDSB Operational Procedure PR699 below and to Bill 160.

Links:

[TDSB PR699](#)

[Bill 160](#)

Secondary Program Review

Ron Felsen, Centrally Assigned Principal of School Operations and Service Excellence, will be sharing a presentation to highlight key aspects of the Review.

Key focus:

What recommendations would SEAC like to put forth regarding special education programming, congregated sites, and intensive support program sites as it relates to the Secondary Program Review?

For further information and if you wish to contribute to the survey please follow the link:

Secondary Program Review Information:

<https://www.tdsb.on.ca/High-School/Secondary-Program-Review>

Secondary Program Review Survey:

<https://surveys.tdsb.on.ca/index.php?r=survey/index&sid=392394&lang=en>

Dedicated Space Pilot Project 2019-2020

As shared previously, TDSB is currently providing a "dedicated space" where students can receive therapy delivered by external Applied Behaviour Analysis (ABA) providers. According to the Ministry of Education guidelines, the ABA therapy delivered in a "dedicated space" is separate from any learning done during school instructional hours, and therapists, privately hired by parents, cannot access classrooms. Therapy goals are determined through clinical

decisions done by a supervising therapist overseeing the client's clinical program. These goals are not related to the student's IEP. It is at parents' discretion that clinical reports are shared with the school and in these situations.

Schools Participating in the ABA Dedicated Space Pilot Project for 2019-2020

School	Agency	# of Students
Roselands Junior Public School (LC1)	I.B.I Toronto	1
Albion Heights Junior Middle School (LC1)	Alpha Bee	1
York Memorial CI/housed at Scarlett Heights (LC1)	ACRIOS Consulting	1
Wellesworth Junior School (LC1)	Nexus Therapy Alpha Bee	1 1
Elizabeth Simcoe Junior Public School (LC3)	Applied Behavioral Interventions	1
Buchanan Public School (LC3)	Beyond the Spectrum	1
Morrish Public School	Alpha Bee 1:1 Therapy	1 1
Anson Park Public School (LC3)	Independent Therapists	2
Whitney Junior Public School (LC4)	Alpha Bee	1
Pape Avenue Junior Public School (LC4)	Kid Mechanix	1
Ryerson Community School (LC4)	Alpha Bee	1
Palmerston Avenue Junior Public School (LC4)	IBI Behavioral Services	1
Sunnylea Junior School (LC4)	1:1 Therapy	1
RH McGregor Elementary School (LC4)	1:1 Therapy	1
Nelson Mandela Park Public School (LC4)	Surrey Place Centre	1
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Learning Center Updates

- Members of the Behaviour Regional Services (BRS) Team, which consists of Teachers and Child and Youth Workers, have been working closely with schools to work with Teachers to develop strategies to support students. For example, at many schools, the team has been co-creating calming areas in classrooms and calming kits with the students and teachers. The team work with the teachers to ensure that they understand the purpose of the calming activities and how all students can use the strategies.
- Eastview PS is hosting a three part session for parents involving the Community Support Worker, Inclusion Consultant and Inclusion Coordinator. The sessions are exploring successful strategies to create student engagement and align both families and school in partnership to support inclusion. The first session welcomed parents coming from five

- different schools in the local community, and there was deep conversation regarding student learning. As parents left the session, they discussed student engagement with each other and thanked Eastview for hosting the opportunity.
- How is your Emotional Literacy? Staff at Regal Road have partnered with the TDSB Speech and Language Department to engage in the Emotional Literacy project. Kindergarten students work through a series of games and activities centred on recognizing emotions in themselves and others. When it comes to managing emotions, you have to name it to tame it. Students are learning language that fully captures the broad range of feelings experienced both at home and at school. They are learning how to read facial expressions and how to take control of strong feelings. Program activities are curriculum linked and integrated into the program over the course of several weeks. Building students skills in self-management benefits students as it relates to social engagement and overall well-being. We look forward to experiencing the benefits of emotionally literate students in the years ahead!

CTCC- Joy Rieter, Special Education & Inclusion CAP

Good News Flash: We have completed yet another successful achievement cycle and have quite a few graduations at TDSS CTCC. It is always a celebration when youth in our classrooms achieve their OSSD!

CTCC Out and About! The students and staff at our Springboard Attendance Program have been enjoying their experiences working at Strides Toronto in their recording studio. Students and even our teacher, Alisha, have laid down some tracks and there are preliminary plans to potentially produce an 'album' of originals! Can't wait for that disc to drop!

Hosting our French Counterparts from Viemonde: In December, after our successful CTCC conference, the Youthdale and Sick Kids CCMH programs at Central Toronto Academy were gracious enough to host a large contingent of teaching and Administrative colleagues from Viemonde. It was an amazing afternoon full of sharing best practises, learning about diverse programs and building relationships. We look forward to visiting their program later in the spring!