

## **Special Education Advisory Committee (SEAC) Meeting**

**September 9, 2024**

### **Leadership Report**

#### **Learning Innovation and Equitable Outcomes**

Louise Sirisko, Associate Director, Student Learning and Equitable Outcomes  
Nandy Palmer, System Superintendent, Special Education and Inclusion

### **Changes to the Special Education and Inclusion Department**

To support achievement of the goals outlined in the 2024-2028 Multi Year Strategic Plan (MYSP), the Learning Centre and Family of Schools configuration has been renewed for the 2024-2025 school year. The renewed configuration consists of two Learning Centres and 22 Families of Schools and will be supported by a Senior Team structure which provides for coherent instructional leadership consistent with the academic strategic directions of the MYSP. The Special Education and Inclusion Department will now have an Executive Superintendent in addition to a System Superintendent.

To better align central school supports with system priorities and enhance educational outcomes for all students, some Professional Support Service teams will now be part of the Special Education and Inclusion department. The Professional Support Services teams joining the Special Education and Inclusion Department effective September 2024 are:

- Psychologists
- Speech-Language Pathologists
- Occupational Therapists
- Physiotherapists.

### **PowerSchool - Special Education and Inclusion Platform (SEIP)**

In September 2024, the TDSB will move all Special Education and Inclusion applications (ILP, IEP, Safety Plan, IPRC, etc.) to PowerSchool Special Education and Inclusion Platform (SEIP). The new platform will be integrated with PowerSchool SIS and provide more modernized functionality and design. The existing processes and forms are similar to those in SAP/CRM.

A Special Education and Inclusion Platform (SEIP) Google Site has been created with a number of resources for staff, and training is available to staff through the Information Technology (IT) Department.

### **Projected Enrolment Data for 2024-2025 (Attachment)**

Projected enrollment data for the 2024-2025 school year for Elementary and Secondary has been included as an attachment to this report.



## **TDSB Accessibility Report (Attachment)**

The TDSB Accessibility Report highlighting key activities of the Accessibility Office from September 2023 to August 2024 has been included as an attachment to this report.

## **Summer Transition for Students with High Special Education Needs**

Students with high special education needs have a range of physical, emotional, social, health, safety, and academic needs that should be considered as they transition back to school. For these students, structure and routine are often critical components to learning. Through ministry funding, 128 elementary and secondary schools offered a program for students with high special education needs to facilitate a smooth transition back to school. Programs focused on building relationships, establishing familiarity with schools and reviewing/practicing routines.

## **Special Education and Inclusion Summer School**

The Toronto District School Board (TDSB) once again offered summer school for students with special education needs. 647 students with physical disabilities and developmental disabilities, and for those with deaf and hard of hearing needs were held at eleven school sites across the TDSB. Of the various sites, six were congregated schools, and seven were schools running additional programs providing an integrated learning experience. Students were supported in working towards the goals in their Individual Education Plans (IEPs) such as independence through programming in the areas of functional literacy and numeracy skills, and activities of daily living, communication and social skills. Creative curriculum planning included the use of technology, physical fitness, art, music and drama.

## **Education and Community Partnership Program (ECPP) Summer Program**

The Education and Community Partnership Program (ECPP) provided summer programming for 93 students in care, treatment and rehabilitation programs at SickKids Hospital, Humber River Hospital, Youthdale Treatment Centre, Lumenus Community Services, Turning Point Youth Services, Springboard Youth Services, Central Toronto Youth Services, Abiona Centre For Young Women and Jessie and June Callwood Centre for Young Women. Teachers worked alongside agency staff to provide academic programming and school readiness while students received care and treatment. 70 students earned a credit in a number of subjects (English, Math, Family Studies, Physical and Health Education).

## **Summer Skills Development Leisure Program for Students with ASD**

This summer, 100 students participated in the Summer Skills Development Leisure Program for Students with ASD. Students were able to develop and enhance their social and communication skills through leisure activities, that included board games, gym and outdoor activities, arts and crafts, neighbourhood excursions, and for some, cooking activities, during the Summer Skills



Development Leisure Program. Many parents attended the program with their children, and were able to observe strategies that help students be more successful in regulating their emotions and behaviour modelled by staff (first / then, visual schedules, timers, 5-minute countdowns, Zones of Regulation, social stories, breathing techniques, etc.). At many sites, parents were able to network and form new friendships providing an opportunity to share experiences and information about community resources. All students were thoroughly engaged and greatly enjoyed the program. Some older students, especially those who have been with the program before, were able to develop leadership skills by leading activities and or helping younger peers.

The program also focused on transitioning back to school in September. Through discussions, social stories, role play and modelling, students learned to identify small and big problems, how to initiate conversations with peers and teachers and how to ask for help when needed. They also learned the skills of turn-taking and listening attentively to each other.

### **International FASD Awareness Day – September 9, 2024**

September is FASD Awareness Month. First celebrated in 1999, FASD day is devoted to raising awareness of Fetal Alcohol Spectrum Disorder (FASD) to improve prevention of FASD and diagnosis and support for individuals with FASD. The Government of Canada officially recognized September as FASD Awareness Month in 2020.

As per the FASD website, the theme for this year's FASD awareness month is *Everyone Plays a Part*. The intention of this theme is to go beyond framing FASD as an individual issue, as the impacts of FASD matter to the whole community.

Everyone is encouraged to participate in Red Shoes Rock - wear red shoes as a symbol of power and strength to bring attention to this disability.

The Special Education and Inclusion Department continues to raise awareness about FASD and frequently includes multiple resources and strategies on how to support students with FASD in its monthly staff newsletters and also during professional learning sessions.

For more information, visit the [FASD Awareness Month website](#).

### **September 23 is International Day of Sign Languages**

International Day of Sign Languages is celebrated annually across the world on Monday, September 23rd. The Day is a unique opportunity to support Deaf individuals and other sign language users.

For more information, visit the [International Day of Sign Languages website](#).



**IPRC Data**

June 2024	
Learning Centre 1	145
Learning Centre 2	71
Learning Centre 3	125
Learning Centre 4	217
IPRCs Completed	558
IPRC Cumulative since August 2023	4052

**Psychological Assessment Data**



**Psychological Services  
Assessment Statistics**

**June 2024**

Month-By-Month	LC1	LC2	LC3	LC4	Total
Completed	127	129	79	229	564
Total Referrals	14	3	23	67	107
<b>Cumulative (since September 2023)</b>					
Completed	1038	922	734	1136	3830
In Progress	49	37	102	74	262
Waiting*	204	103	189	382	878
Removed	88	96	154	139	477
Total Referrals**	1379	1158	1179	1731	5447

\*98% of total waitlist are comprehensive/DK assessments, and 2% are gifted assessments

\*\*75% of total referrals are for comprehensive/DK assessments, and 25% are gifted assessments

--	--	--	--	--	--



