

Special Education Advisory Committee Meeting

February 10, 2025

Leadership Report

Student Learning and Equitable Outcomes

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Learning Opportunities

Learning and engagement sessions continue to be made available for both staff and families, providing valuable opportunities to explore inclusive and anti-ableist practices and implement concrete strategies in the classroom and at home. These sessions are designed to support student achievement and well-being. Please click the link to access the [February Learning Sessions](#) being offered.

Special Education and Inclusion Parent/Guardian/Caregiver Sessions

Special Education and Inclusion is pleased to offer a variety of drop-in and topic-specific sessions for parents, guardians, and caregivers throughout the 2024-2025 school year. These sessions provide valuable information, resources, and support to help families navigate special education programs and services.

Principals were asked to share the links below with families through their regular school communication (email blast, blog, newsletter, etc.), and the information was also shared through TDSB Connects, on the public website, and by some trustees in their newsletters.

[Drop-In Sessions-Families](#)

[Parent Engagement Sessions-Families](#)

On January 22, 2025, 17 parents/guardians/caregivers attended a drop-in session hosted by Special Education and Inclusion. The session aimed to support families in navigating our new Transitions website and address any questions they had about the supports and processes available for their children. A follow-up survey revealed that all respondents (100%) found the session helpful. Additionally, families noted that the Q&A portion of the session was particularly valuable, as it allowed them to both ask questions and learn from the questions and answers shared by others. Based on the survey responses, suggested topics for future sessions included more information on Autism Services support, the IPRC annual review process, and guidance on the various resources and tools available through TDSB for families.



This is How I Roll Pilot Project

In the 2023-24 school year, TDSB received Ministry funding for innovative projects to support students with disabilities. This funding allowed the launch of the “This is How I Roll Pilot Project”. Students with physical disabilities were invited to join Occupational Therapy/Physiotherapy (OT/PT) Services staff members to participate in collaborative engagement sessions that focused on topics about disability pride, strengths discovery, and empowerment. With additional funding, TDSB’s OT/PT Services intends to expand this project to build knowledge and awareness amongst educators to benefit more TDSB students with disabilities. Click [this link](#) to see a video of our fabulous student participants sharing more about their experiences with this project.

Assistive Technology & SEA Team School-based support (TISS) and District wide Professional Learning Communities

The Assistive Technology (AT) and Special Equipment Amount (SEA) Team is facilitating three Professional Learning Communities (PLCs), with the primary objective of enhancing the capacity of educators in relation to assistive technology, Universal Design for Learning (UDL), and promoting positive outcomes for students. The PLCs aim to foster student engagement, cultivate joy, and empower students to actively participate in educational activities.

PLC 1: Supporting Student Learning and Communication in Developmental Disability (DD) and Diagnostic Kindergarten (DK) Classrooms using SEA iPad Bundles & 1:1 SEA iPads: Supporting educators in DD and DK classrooms who have received iPad bundles and 1:1 SEA iPads. This PLC, in collaboration with Apple Canada, provides educators with the opportunity to learn about the selection of paid apps on the SEA iPads focusing on communication, early literacy, academic skills, and ABA supports

PLC 2: Using 1:1 Devices and Assistive Technology to Design Your Classroom Around UDL: Supporting classrooms with accessing 1:1 student devices. These sessions provide collaboration opportunities with other educators to engage students with assistive technology and the principles of Universal Design. Some programs included in the sessions include WeVideo, Mindomo, and Book Creator.

PLC 3: Effective use of AT in the ISP LD, GIF, ASD, MID or DHH) classroom: These sessions provide collaboration opportunities with other educators to engage students with assistive technology. The sessions have been designed to include large group sessions and smaller breakout sessions, to provide time to connect and plan with other educators working in similar ISP classes. This PLC will explore how to use interactive whiteboards, iPads and chromebooks with Lumio and Book Creator, with the potential to explore additional tools.

School-based support: Targeted Inclusion School Support (TISS) nominations are open to all schools looking to explore ways to incorporate assistive technology in meaningful ways through a co-planning and co-teaching model that supports the TDSB’s equity and inclusion goals. Schools will be selected through a nomination process.



Goals:

- to transform student learning through integration of assistive technology
- to increase inclusion opportunities
- to ensure equitable access to devices
- to build relationships

Schools are able to nominate themselves for in-school support from an AT/SEA Teacher. The AT/SEA teacher spends 3 weeks at one school as a home base to build relationships with the staff and students at the school.

Projected Enrolment

Enrolment projections are updated annually to support budget planning, staff allocation, and reporting to the Ministry of Education. The table below outlines the actual Average Daily Enrolment (ADE) of Pupils of the Board for 2023-24 and the projected ADE for 2024-2025 and 2025-2026. ADE is a measure of enrolment that the Ministry of Education uses to allocate funding to school boards. It is based on full-time equivalent (FTE) enrolments of Pupils of the Board counted on the last days of October and March of a school year (full-time equivalent counts students by the amount of time they are registered for instruction). The average of these two counts is the ADE. Pupils of the Board are defined as all students who are eligible for funding from the Ministry of Education. Fee-paying students are not included in the count of Pupils of the Board (e.g., International students).

Projected Average Daily Enrolment (Expressed as Pupils of the Board)

	<i>Actual 2023-2024</i>	<i>Projected 2024-2025</i>	<i>Projected 2025-2026</i>
<i>JK/SK</i>	<i>31,454</i>	<i>30,470</i>	<i>30,107</i>
<i>Grades 1 to 3</i>	<i>49,753</i>	<i>50,108</i>	<i>49,441</i>
<i>Grades 4 to 8</i>	<i>82,993</i>	<i>83,498</i>	<i>83,614</i>
<i>Total Elementary</i>	<i>164,199</i>	<i>164,076</i>	<i>163,163</i>



<i>Secondary</i>	<i>72,013</i>	<i>73,125</i>	<i>72,648</i>
<i>Total Day School</i>	<i>236,213</i>	<i>237,201</i>	<i>235,811</i>

Inclusive Education Month

February is [National Inclusive Education Month](#) in Canada, which promotes and raises awareness about inclusive education. According to Inclusive Education Canada, the purposes of National Inclusive Education Month are:

- To highlight inclusive education – to define what it is and how the development of inclusive schools and inclusive school practices helps provide quality education to an increasingly diverse student population, including students with an intellectual disability.
- To provide educators, students and parents an opportunity to share ideas on strategies to enhance inclusion and successful school experiences for every child.
- To acknowledge and recognize the commitment and effort of teachers, administrators, students, and families who contribute to successful inclusion of students in schools and classrooms throughout Canada.

Please access the following links for more information, learning, and resources:

- [Community Living Ontario Resources](#)
- [The Evolution Toward Inclusive Education In Canada – John Freer.](#)
- [Do Children Have Rights? The Harmful Effect Of Partial School Attendance And Seclusion Rooms Webinar](#)

White Cane Week

White Cane Week, happening this year from February 2 - 8 in Canada, serves as a platform for fostering awareness and deepening understanding of the lived experiences of those living with vision loss.

The white cane is not only a navigation and identification tool, but also represents independence. Serving as an indispensable mobility aid, the white cane empowers individuals who are blind, deafblind, or with low vision to navigate their surroundings safely and autonomously.

Within the TDSB, a small yet significant group of students rely on white canes for navigation. Through meticulous instruction from Orientation & Mobility Specialists, these students become more confident and independent every day.

Students in the TDSB who rely on white canes for navigation become more confident and independent every day through the meticulous instruction from Orientation and Mobility Specialists.



IPRC Data - January 2025

January IPRCs	
Learning Centre 1	198
Learning Centre 2	137
Central	12
IPRCs Completed	347
IPRC Cumulative since August 2023	
IPRC Cumulative since August 2023	737





Psychological Services Assessment Statistics

January 2025

Month-By-Month	Total
Completed	515
Referrals	1796

Cumulative (since September 2024)	
Completed	1184
In Progress	1105
Removed	242
Waiting*	1711
Total Referrals**	4242

**68% of total waitlist are comprehensive/DK assessments, and 31% are gifted assessments*

*** 72.5% of total referrals are for comprehensive/DK assessments, and 27.5% are gifted assessments*

