**Special Education and Section 23 Department Update**

Executive Superintendent Uton Robinson

SEAC Meeting of Monday May 7th, 2018

**Wexford Deaf/Hard of Hearing Co-Enrollment Program**

*An inclusive learning model where all learners thrive*

**Wexford Public School/Hearing Itinerant Department** (Toronto District School Board)

Toronto, Ont.

**HONOURABLE MENTION – $1,000**

Many children who are Deaf/Hard of Hearing (DHH) can experience life-altering delays in language acquisition and development, even when they have access to early identification, hearing amplification and intervention. The Wexford DHH Co-enrollment Program is a unique, inclusive approach to the education of children who are DHH and of their hearing peers in Junior and Senior Kindergarten. For children who are DHH, the Program is a pathway to develop the knowledge, skills and confidence they need to thrive in their home school. The DHH Co-enrollment Program supports individualized student success by offering a tiered approach to education through instruction in classes of various sizes to ensure each student’s academic, social/emotional, speech, language, listening and Kindergarten curriculum needs are met. Using both an integration and reverse integration model, students from mainstream Kindergarten classes work alongside their peers, who are DHH. This provides a myriad of benefits not only for the students themselves, but also for parents and the school community at large. All children in the Co-enrollment Program, along with the teachers who work directly with this cohort, are more engaged with each other and have come to develop empathy, acceptance and understanding of one another.

**ARTS ALIVE AT Hollycrest’s Middle School**

You are cordially invited to attend “Arts Alive – Where Everyone is Able!” on June 12th, 2018 from 9:30 a.m. to 1:45 p.m.

Arts Alive is an Arts Event for students with cognitive disabilities, physical disabilities and autism (e.g., DD ISP, ASD ISP). The location will be at Hollycrest Middle School (630 Renforth Drive, Etobicoke, Ontario).

Students with DD, ASD, MID and Physical Diagnoses are invited to experience hands-on workshops led by professional artists and arts educators that have *experience working with children with special needs*. During their sessions the students will be given the opportunity to express themselves through Dance/Creative Movement, Assistive Technology, Music and Visual Arts!

Some of the artists and arts educators include a session with Hollycrest’s very own **Diane Taylor-Sexton and Jeny Siddiqui.**We will also have musical presentations from **Mark de Domenico** and an interactive drumming session during the lunch hour with **Njacko Backo**, a brilliant percussionist from Cameroon. Please come and join us for this very special day that fosters student creativity and provides responsive experiences for our special needs learners!

**Special Education Plan 2018/19**

Regulation 306, defines the requirement for each school board to maintain a special education plan for the delivery of special education programs and services. We are currently reviewing the special education plan and seek SEAC consultation in the process.

**Policy Memorandum 140 Incorporating Methods of Applied Behaviour Analysis (ABA)**

 As you know, Policy/Program Memorandum 140, Incorporating Methods of Applied Behavior Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), released May 17, 2007, a copy of which is attached, provides direction to school boards to support their use of applied behavior analysis (ABA) as an effective instructional approach in the education of many students with autism spectrum disorders (ASD).

 Over the past ten years the TDSB has been implementing the directives from this PPM.  Resources and professional learning has been delivered focusing on the areas of [ABA Principles](https://drive.google.com/open?id=10GFG78_lbMc8nRCWoy4kdHAlngL5XovG), IEPs and Transitions for students with ASD.  Personalizing instruction, chunking information, collecting observation data, developing IEP goals and transition plans are all examples of ABA methods that are used in our schools.  Professional learning continues to be provided by the Special Education Department  and the ASD Team.  Sessions have been offered through one to one feedback and child specific reports, classroom, school and central sessions.  "Connections, Supporting Seamless Transitions" for students leaving ABA/IBI and entering the TDSB is also based on the successful transfer of ABA methods.

**All Public schools** are required by the Ministry to complete this survey. A copy of the questions are attached for your information:



**Special Education Summer School 2018 Student Application Forms**

We are preparing for the annual summer school program for students in our Developmental Disabilities class, Deaf and Hard of Hearing classes and Physical Disabilities class.

**The Rick Hansen Foundation**

The TDSB has a partnership with The Rick Hansen (“Man in Motion”) Foundation and they offer speakers--free of charge--for your school.  There are also many free resources available for teachers and administrators.  Furthermore, the last week of May (**May 28th-June 4th)** is Disability Awareness Week (<https://www.canada.ca/en/employment-social-development/campaigns/national-accessability-week.html>) and what a great time to have a speaker come to your school.  This also ties in well with Planning for Inclusion and Universal Design of Learning.

The vision of The Rick Hansen is:  “An inclusive world where people with disabilities are living to their full potential.”

HERE is their website: <http://www.rickhansen.com/>

# Rick Hansen Foundation School Program The Rick Hansen Foundation School Program is a comprehensive set of resources for administrators, teachers and students designed to:

* increase disability awareness, accessibility and inclusion; and
* empower young people to make a difference in their school, community and the world.
* Teachers and administrators say that the Program decreases bullying, improves student attitudes and perceptions of people with disabilities, and results in student initiatives to improve classrooms, schools and communities

**Proud of our Graduate: Toronto District Secondary School Celebrates Student Success!**

At Toronto District Elementary and Secondary School, we place students at the centre of all our interactions to facilitate Achievement-through-to-Graduation, holding high expectations for each of our students. We call this ‘person-centred’ planning, working with students and their families to support the self-identification of individualized goals, both academic and therapeutic. We surround our students with a caring and inclusive community of multi-disciplinary advocates, serving the holistic needs of the child or youth. It is challenging work bringing your ‘best game’ every day, and our staff will tell you they love what they do!

Our students come to us from loving families, and often have experienced bias and barriers to success, or life circumstances beyond their control. Our students bring an array of diverse talents and perspectives, and we make every effort to honour their unique beauty. Surveys show us that our students leave us reporting higher levels of engagement and inclusion in school and community, stronger relationships, more skills and credits earned, advancing in post-secondary goals.

We make opportunities to celebrate student successes frequently. Friday, March 2 was just such an occasion. Celebrating the graduation of our student, whose credits were completed mid-semester, we organized a graduation ceremony just for him …and thirty of his close personal friends, family, teachers and community supports. Complete with Graduate Music and Procession, speeches and delicious foods to honour our Grad, we celebrated our student’s journey, against all odds, with his VERY proud mum beaming ear to ear. His post-secondary destination is Social Work and all those present agreed it would be a great honour and pleasure to work alongside him as a colleague. His teacher’s advice: “Do not leave your reputation to chance or gossip, and you must craft it, hone it, and display it with the care of an artist”, **The Power of One**.

To all the students of the TDSB who at some point feel the peak in their climb is insurmountable, or friends and advocates too few, we remind you that you *will* overcome the barriers you face, and you *will* be heard in your goals and aspirations. The time is here for you to shine. You are surrounded by supporters and admirers. Now go out and chase your dreams and let trusted adults around you know when it feels like you are not being heard. We all want very much for you to succeed in ways that are meaningful to you and your family!

**SEA Claim Update**

Below is the number of SEA claims processed for the current and previous school years

**2017-2018:**

63 Interactive White Boards

1200 Individual SEA Laptop Claims (approximate – still in process)

134 Cart Claims (received as of April 30 – still in process)

**2016-2017:**

146 - Interactive White Boards

1220 – Individual SEA Claims

94 – Cart Claims

**School Based Rehabilitation Services**

**Welcome to CTN**

Children’s Treatment Network (CTN) became responsible for School Based Rehabilitation Services funded by the Ministry of Child and Youth Services in the spring of 2018. CTN School Based Rehabilitation Services works with several service provider organizations to provide Occupational Therapy, Physiotherapy and Speech Language Pathology services to eligible students in publicly funded schools in Central Toronto, York Region, Simcoe County and Muskoka. For more information about this program or for questions related to privacy and consent please visit our web site at <http://www.ctnsy.ca/schoolrehabservices>

Your child’s school has sent us a referral for School Based Rehabilitation Services. The following service(s) have been requested:

□ Occupational Therapy

□ Physiotherapy

□ Speech Language Pathology

**Waiting for services-** Your child’s needs are important to us. Each referral we receive is reviewed by our team. Only children who are unable to safely attend school unless services are put into place right away are treated as high need for this service. All other children’s needs will be identified as moderate or low. Children will be placed on the waiting list based on their level of need and in the order that their referral was received. Children with moderate needs will be seen before children with lesser needs. Wait lists vary based on the type of service that is needed. A child may wait one to two years for School Based Rehabilitation Services to begin. We will work hard to have your child seen as quickly as possible. When we are able to begin services for your child, you will be contacted by the assigned Service Provider to let you know that they are ready to start service and they will ask for your consent to begin. Services will take place at the school during regular school hours. The Service Provider will send a letter home with your child after their first visit which will include the Service Provider name and contact information.

**Keeping us informed-** It is important that you keep us up to date with any changes to your contact information. We will not be able to start services if we are unable to contact you. The school will let us know if your child’s needs change and service is needed more urgently.

**Contacting us-** After reviewing our website, if you have additional general questions about the program please email us at SBRS@ctnsy.ca. For questions specific to your child, please call us at 905-773-4779**.** We are available to take your call Monday to Friday from 8:30-4:30.

**Changes to The Home School Program**



**Special Education and Section Programs**

April, 2018

Dear Parents/Guardians:

We want every student in every school to be welcomed and included within the most enabling learning environment. The TDSB is transitioning towards greater inclusion in Special Education programs. Providing children with special education needs with the instructional support and services they need within the regular program in neighbourhood schools will improve achievement and well-being for all students.

As part of this transition, we have reviewed the Home School Program (HSP), which provides many students in Grades 2 to 8 with a half-day of instruction with a special education teacher. In most schools, this support is provided apart from the regular program. During the last few years, some schools have chosen to support these students in the regular classroom with great success.

We believe we can improve the learning environment for all students in the regular class with appropriate resources. Last September, we started phasing out primary grade placements in HSP. Currently, this program is no longer offered to students in Grade 1.

In the 2018-2019 school year, HSP will only support students in Grades 4 to 8. Teachers and educational assistants will continue supporting students in Grades 1, 2 and 3 in their regular classrooms. Please see questions and answers below for more details.

Transitioning towards inclusion requires collaboration and the creation of positive and welcoming classroom environments that enable all students to succeed.

Sincerely,

Uton Robinson, Ed. D.  
Executive Superintendent  
Special Education and Section 23 Programs  
Toronto District School Board

**SPECIAL EDUCATION – HOME SCHOOL PROGRAM**

**Frequently Asked Questions**

***What is the Home School Program (HSP)?***

Students placed in HSP may spend part of their day learning in a regular classroom and part separately with the HSP teacher. Sometimes, they may receive support individually while other times, it may take place in small groups. Some students currently assisted in a withdrawal setting may instead receive support in their regular grade classrooms with the special education teacher. It will vary from student to student, based on their learning needs. This program is currently offered to students in Grades 2 to 8. Starting September 2018, it will only support students in Grades 4 to 8.

***If my child is entering Grade 1, 2 or 3 in September 2018 and has special education needs, what can I expect in terms of support?***

On a regular basis, regular classroom teachers make adjustments to their teaching and assessment methods to meet a wide variety of student learning needs in the classroom. Grades 1, 2 and 3 students, who may have previously been placed in HSP for special education instruction, will instead receive support in their regular classroom. They may also be withdrawn for small group instruction for less than half of the instructional day. Close collaboration between the classroom teacher, school-based special education staff and special education consultants will assist teachers in planning and delivering this “differentiated instruction”. Children who are currently in Grade 1 will continue receiving support in their regular classroom or in a withdrawal setting.

***How will the effectiveness of changes to HSP delivery be evaluated?***

On an on-going basis, teachers are required to evaluate, monitor and report on the success of their students in meeting the Ministry of Education curriculum objectives identified in students’ Individual Education Plans (IEP). Achievement data is also used as part of annual school improvement planning. Each school must address the three pillars of equity, achievement and well-being, using school-based measures and staff feedback to identify what is working well and areas that require attention. School superintendents can review

school achievement data for the schools in their Learning Network and assist their school administrators in addressing identified needs. At the system level, the TDSB follows the progress of all students and of students with special education needs as a subset, through on-going analysis of achievement data in provincial report cards, progress reports and the Education Quality and Accountability Office (EQAO) assessments.

***If I have questions or concerns, who can I contact?***

As we make changes to the delivery of special education programs and services, we continue to value active and meaningful collaboration with parents/guardians and stakeholders. If you have additional questions, we invite you to visit our website at [www.tdsb.on.ca/specialeducation](http://www.tdsb.on.ca/specialeducation). You can also contact your child’s school principal for more information about HSP. If you have additional questions or concerns, the principal can help you connect with the appropriate school superintendent.



# Title: Post-secondary and Employment Goals for Students with Disabilities Report

**To:** Program and School Services Committee

**Date:** Wednesday, May 2, 2018

**Report No.:** 05-18-3404

## Strategic Directions

* Make every school an effective school
* Build leadership within a culture of adaptability, openness and resilience
* Form strong and effective relationships and partnerships
* Build environmentally sustainable schools that inspire teaching and learning
* Identify disadvantage and intervene effectively

## Recommendation

It is recommended that the report regarding Post-secondary and Employment Goals for Students with Disabilities be received.

## Context

The Board of Trustees passed a motion (Appendix A) on February 7, 2018 asking staff to present a report on Post-secondary and Employment Goals for students with disabilities.

[Policy/Program Memorandum (PPM) 156](http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf), Supporting Transitions for Students with Special Education Needs was issued on February 1, 2013, and came into effect September 2, 2014. This was an expansion of existing transition requirements in other regulatory and policy documents. It requires that a transition plan be developed for any student with an Individual Education Plan (IEP). School Principals ensure the transition plan is developed in consultation with parents/guardians, the student (as appropriate), the post-secondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

While there are many areas of transition where students may need support, the focus for this report is on the transition from secondary school to the next appropriate pathway. Secondary school students with IEPs may require accommodations and/or modifications to access the Ontario Curriculum and/or Alternative Education curriculum.

**Current Practices:**

Currently, students following the Ontario Curriculum may choose to participate in different types of Experiential Learning (i.e., Business Studies, Cooperative Education, Technological Education, other forms). Students in this category may have a diagnosis where they require some support through an IEP or have an exceptionality where an IEP is required. As such, these students may have communication disabilities such as Autism or learning disabilities, physical disabilities or intellectual disabilities. All secondary schools offer courses in Business Studies.

**Business Studies** provide opportunities for real-world learning experiences at every grade level through apprenticeship, college, university and workplace programs. The curriculum focuses on the function and operation of businesses, from small businesses to multinational enterprises. Cooperative Education courses can be linked to senior Business Studies subjects for real-world experience, providing valuable career information and connections to future work and business opportunities.

**Cooperative Education** is a credit course that provides the opportunity to use what is learned in the classroom and apply it in the workplace. A new curriculum for Cooperative Education was released on April 20, 2018. All schools are expected to offer Cooperative Education. It is an opportunity to “try out” a career and can help students with making decisions about their future. Students will also develop work habits, attitudes and job skills necessary for a successful transition to post-secondary education or the workplace. These courses have specific requirements including a pre-course interview, pre-placement instruction, and the development of a personalized placement learning plan. The pre-course interview, among other things, is to ensure that barriers to success in the workplace are identified so that appropriate supports can be put in place (i.e., use of assistive technology/devices, support around activities of daily living). The following [link](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/coopSpecialNeeds.pdf) provides you with a Cooperative Education Fact Sheet for students with special needs.

The Cooperative Education opportunities available to a student are determined by the student’s goals and interests and the available placements including:

* Banking and Finance (placements in Toronto financial district)
* Canadian Armed Forces
* Hospitality and Tourism (placements in hotels and restaurants)
* Sunnybrook Health Sciences Centre
* Toronto Police Services
* University Health Network (UHN)

Continuous Intake Coop (CIC) is a Cooperative Education Alternative Program for students 17 years and older with at least one credit. CIC provides opportunities for career exploration and supervised paid or unpaid hands-on work experiences. Currently, programs are located in 5 host sites across the TDSB.

**Technological education** includes both broad-based technology and computer studies. It focuses on developing a student's ability to work creatively and competently with technologies through a combination of theoretical and hands-on learning. A variety of courses are available in technological education, including:

* Integrated Technologies
* Communications Technology
* Computer Engineering Technology
* Construction Technology
* Green Industries
* Hairstyling and Aesthetics
* Health Care
* Hospitality and Tourism
* Manufacturing Technology
* Technological Design
* Transportation Technology

Technological Education is available at all secondary schools where the facility can support the various broad-based technological areas. This will range from school to school, however, most schools offer some sort of technological education.

**The Specialist High Skills Major** (SHSM) program provides secondary students an opportunity to focus on a career path that matches their skills and interests. It also helps with their career development by exposing them to opportunities in the workforce. Currently, the TDSB offers 88 SHSM programs in 46 of its secondary schools. SHSM programs are offered in 17 sectors including ICT, Arts & Culture, Transportation, Sports, Construction, Health & Wellness, and Environment.

**Positive impacts for students:**

Students who participate in Experiential Learning programs (Business, Cooperative Education, Technological Education and SHSM) discover that their learning is closely connected to career-life planning. Experiential learning also plays a valuable role in helping individuals make decisions about future careers and employment pathways.

The TDSB has also been offering a program called Special Education Experiential Learning (SPEEL) as part of the Experiential Learning Department in Teaching and Learning. The mission of the SPEEL team is to enable students with Low Incidence Exceptionalities, primarily with Developmental Disabilities, who may also have additional exceptionalities such as Physical Disability, Autism, Blind/Low Vision, and Deaf/Hard of Hearing, to reach their full potential through successful participation in experiential learning opportunities. These students all have IEPs and would mostly be following an Alternative Curriculum rather than following the Ontario Curriculum.

The SPEEL Team consists of four Job Coaches (one for each Learning Centre), an Occupational Therapist, a Physiotherapist and a Central Lead Teacher working collaboratively to support students in their continued development of employability, life and advocacy skills, and ultimately, greater independence. The SPEEL team works in partnership with employers, community networks, parents, and special education teachers to facilitate experiential learning opportunities, both within the school and in the community.

**Types of Experiential Learning opportunities:**

The opportunities available to a student are determined by his or her place on the SPEEL Continuum, which corresponds to three levels of readiness demonstrated by the student’s social, life and work/employability skills. At Level 1, the student is ready to participate in experiential learning activities within the classroom setting. At Level 2, he or she has the skills necessary to participate in experiential learning tasks beyond the classroom but within the school setting. Finally, at Level 3, the student is ready and has the skills necessary to participate in work opportunities beyond the school at a placement in the community with support of a Job Coach. Community placements may be in a variety of sectors: retail, food service, or social service agencies. Typically, the average length of a placement is 5-6 weeks, 1 morning or afternoon per week, and between 2-4 hours per shift including travel time. There are 5 blocks of placements per school year.

Determination of a student’s readiness is made based on information shared with the SPEEL team by individual classroom teachers at an initial consultation. Input from support staff, parents and caregivers is factored into the discussion. Decisions are made collectively to ensure appropriate supports are in place and the student has the best chance for success.

The SPEEL program has had a positive impact on the students served. In addition to fostering employability, life and social skills, students develop community safety skills as well as an introduction to TTC travel skills, when public transit is involved. Significantly, participating students develop a sense of self-esteem and well-being when they see themselves as independent, productive, contributing members of their family. An annual year-end celebration is held in June to recognize the achievement of all Level 3 students and graduating students. It is also an opportunity to thank employers who have welcomed Level 3 students.

**Looking forward:**

The SPEEL team continues to work with school leadership and liaise with community partners to explore creative ways of increasing the number of students served through this program. The SPEEL team will also continue to seek out opportunities for partnerships with business and various levels of government.

The Special Education Department is currently exploring ways to address the needs of students with Physical Disabilities in co-op placements particularly around support for activities of daily living.

Teaching and Learning and the Special Education Department continue to work in collaboration to expand and improve experiential learning opportunities for students with Developmental Disabilities.

Staff currently collect data on post-secondary pathways for our students, including those with special education needs (i.e., students with an Individual Education Plan) however this would not capture all students with disabilities as in some cases, students/families would not disclose a disability, or, if disclosed, would not warrant the creation of an IEP. The 2017 Student Census did include a question around disability so future research will be able to look at this factor. Once complete, we would then use this research to determine next steps in our action plan.

Staff have reviewed data for students with an exceptionality of Developmental Disability and the amount of time they are spending in TDSB. Most students are still active in their seventh year of secondary school. Their secondary school alternative curriculum is non-credit-bearing so they work towards a Certificate of Accomplishment rather than an Ontario Secondary School Diploma or Ontario Secondary School Certificate. The students complete their secondary schooling and transition out in June of the calendar year in which they turn 21 years of age.

Through the Teaching and Learning Experiential Learning Team, staff is looking at completing a system inventory of Employers identifying those that can accommodate students with various disabilities (e.g., developmental disability, blind/low vision, deaf/hard of hearing, physical disability), and those that are located in accessible sites. Timelines have not been finalized yet.

Through the TDSB Research and Information Services team, a review of the data from the 2017 Student Census and related research when it is available can be used to understand the post-secondary pathways of students with disabilities. This information could then be used to determine next steps to inform future planning for co-op and other pre-employment training programs for TDSB students with disabilities.

## Appendices

* Appendix A: Motion – Post-secondary and Employment Goals for Students with Disabilities
* Appendix B: 2017-2018 Special Education Experiential Learning Data

### From

Manon Gardner, Executive Superintendent, Teaching & Learning, Alternative and International Education. [Manon.gardner@tdsb.on.ca](mailto:Manon.gardner@tdsb.on.ca).

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### Routing

Program and School Services 02/05/18

Board of Trustees 23/05/18

Appendix A

|  |  |  |
| --- | --- | --- |
| Presented in Program and School Services Committee, Report No. 65, January 17, 2018 | Agenda Item 17.2 (11) | Agenda Page 57 |
| **Post-secondary and Employment Goals for Student With Disabilities**  The Board decided:  Whereas, the Enhancing Equity Task Force Report notes that “individuals living with disabilities are more likely to face poverty, un- or under-employment, poor health and exclusion from their communities” (p. 57); and  Whereas, students leave the system and enter a workforce where 79 per-cent of people without disabilities have paid employment, but only 51 per-cent of people with disabilities have paid employment and only 26 percent of people with intellectual disabilities have paid employment\* ; and  Whereas, the Toronto District School Board has a role to play in addressing these inequities of outcomes through its special education services, including its co-op, pre-employment training and student employment programs; and  Whereas, the attached report "Employment for All: An Equity Goal for the TDSB", from the Etobicoke Centre for Special Education Forum, describes opportunities for the TDSB to improve its pre-employment training and thus to increase employment outcomes for students with disabilities;  Therefore, be it resolved:   1. That the Director include in the Integrated Equity Framework, the goal of improving post- secondary preparation for students with dis-abilities through enhanced pre-employment training and greater connections to funding and post-secondary programs; 2. That the Director report back to the Program and School Services Committee in May 2018, and develop an action plan for September 2018 that includes ambitious employment and other post- secondary goals for students with disabilities. The action plan could include:    1. collecting data on post-secondary pathways for each student with disabilities;    2. staff training on the employment potential of people with disabilities;    3. setting a goal of hiring 18% of students with disabilities for TDSB student employment programs to reflect the proportion of students with an IEP;    4. working more closely with employers to expand and improve co-op and other pre- employment training programs for TDSB students with disabilities.  * [Statistics Canada; Ontario Disability Employment Network]. | | |

Appendix B

**2017-2018 Special Education Experiential Learning Data**

|  |  |
| --- | --- |
| **Level 2\* and Level 3\* *Placements* supported by SPEEL Team (Job Coach, OT/PT, SPEEL Teacher)** | |
|  | Level 2 (In-School) |
| Block 1 (Sep 25 - Nov 3) | 8 |
| Block 2 (Nov 13 - Dec 22) | 12 |
| Block 3 (Jan 15 - Feb 23) | 19 |
| Block 4 (Mar 5 - Apr 20) | 11 |
| Block 5 (Apr 30 - Jun 8) | 16 |
| **Total # of placements:** | **66** |
| Please note: some students will have had both a Level 2 and Level 3 placement, and several will have had two Level 3 placements. Priority given to graduating students. | |
| Level 2: Student has the skills necessary to participate in experiential learning tasks beyond the classroom but within the school setting. | |
| Level 3: Student is ready and has the skills necessary to participate in work opportunities beyond the school at a placement in the community with the support of a Job Coach. | |
|  |  |
| **Worksite Visits** | |
| **Worksite** | **Number of students** |
| Old Navy | 9 |
| Days Inn East Beaches | 10 |
| North 49 Books | 10 |
| Somerville | 11 |
| **Total:** | **40** |
|  |  |
| **Post-21 Referrals** | |
| **Agency** | **Number of students** |
| Community Living | 8 |
| Next Steps | 4 |
| **Total:** | **12** |
|  |  |
| **Rotating Level 3 Placements supported by SPEEL Teacher and School Staff.** | |
| **Teacher "rotates" 2 or 3 students at a time, once or twice a week.** | |
| **Employer** | **Number of students** |
| Westway United Food Bank | 17 |
| Air-o-Down Day Care | 1 |
| North 49 Books | 12 |
| North York Harvest Food Bank | 10 |
| Food Share | 6 |
| Dixon Grove Nutrition Program | 9 |
| Thistletown Community Food Bank | 8 |
| Community Share Food Bank | 1 |
| Coffee Shed | 1 |
| Rene Gordon Nutrition Program | 6 |
| M & J Aquarium | 1 |
| **Total** | **72** |