

## DECEMBER HIGHLIGHTS

### PAGE 1

- Important Dates, Special Education and Inclusion Parent/Legal Guardian Guides, Useful Videos

### PAGE 2

- TDSB Speech Language Pathology Services: Let's Read Together

### PAGE 3

- TDSB Occupational Therapy and Physical Therapy Services

### PAGE 4

- TDSB Deaf and Hard of Hearing Services: Supporting students with a hearing difference in the classroom

### PAGE 5

- TDSB Blind and Low Vision Services: The Centre for Equitable Library Access (CELA)
- International Day of Persons with Disabilities

### PAGE 6

- How Working Memory Affects Math

### PAGE 7

- Supporting the Grade 8-9 Transition for Students with Special Education Needs

### PAGE 7 & 8

- TDSB Social Work: Developmental Disabilities Virtual Connect

## Special Education and Inclusion Parent/Legal Guardian Guides

The Toronto District School Board (TDSB) provides many Special Education Guides for Parent/Legal Guardian which contain information about the supports, programs and services available for students with disabilities and special education needs in the TDSB. If, after reading a guide, you require additional information, please reach out to the principal of your child's school/your neighbourhood school. Videos are included within some of the guides.

## Important Dates

### Elementary PD Days:

January 16, 2026  
February 13, 2026  
June 5, 2026  
June 26, 2026

### Secondary PD Days:

January 29, 2026  
February 13, 2026  
June 25, 2026  
June 26, 2026

### School Year Holidays (as per Ministry):

Winter Break: December 22, 2025 – January 2, 2026  
Family Day: February 16, 2026  
Mid-Winter Break: March 16-20, 2026  
Good Friday: April 3, 2026  
Easter Monday: April 6, 2026  
Victoria Day: May 18, 2026

**CHECK IT OUT!** Disability Parenting: How to Build Kids' Independence with Universal Design for Learning



## Handwriting

Handwriting and fine motor skill development is multifaceted. If your child is struggling with handwriting, this [quick video](#) from Occupational Therapy and Physiotherapy Services provides strategies to promote better pencil grasp.

## Resources

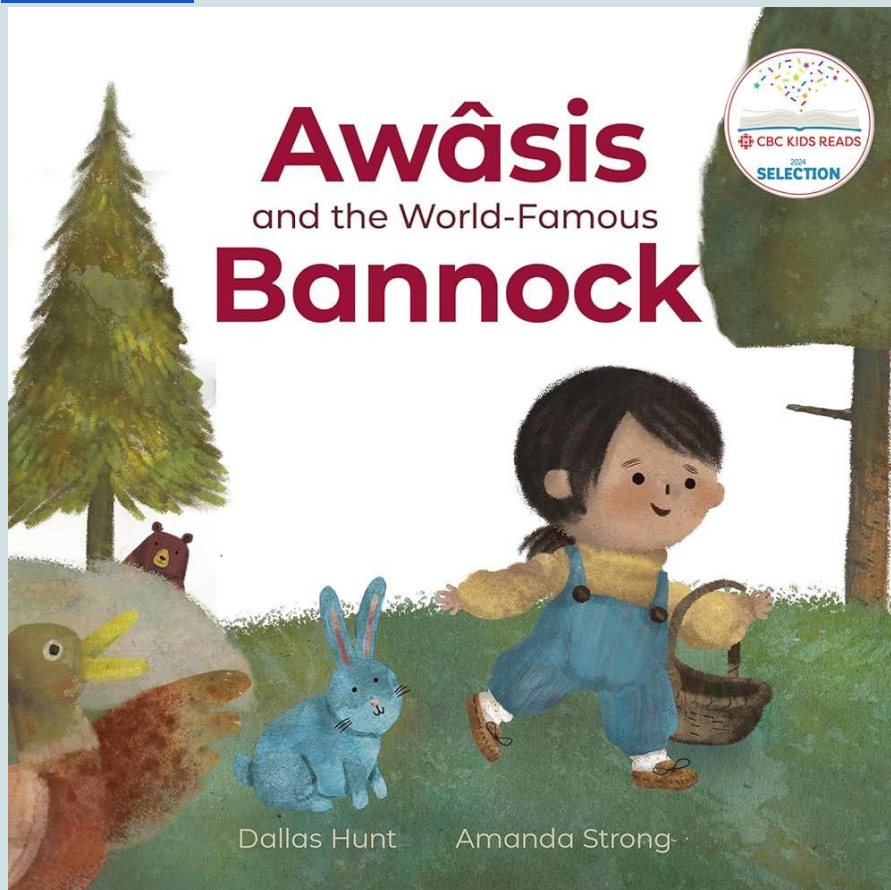
### From Speech Language Pathology (SLP) Services

Let's Read Together! 📖 ✨

This December, our featured lesson is centered on *Awâsis and the World-Famous Bannock* by Dallas Hunt and Amanda Strong. This delightful story follows Awâsis as he navigates a fun and heartwarming adventure in making bannock, highlighting themes of creativity, problem-solving, and cultural pride. Students will explore new vocabulary, storytelling skills, and communication strategies through the lesson.

**At home, you can continue the fun by asking your child to share their own favorite recipes, try making a simple treat together, or talk about a time they felt proud of a personal creation.**

Please view the [lesson here](#).



## Dressing and Toileting Skills at Home

This month, we are focusing on dressing and toileting - two important skills that help build independence and confidence.

Building independence with these tasks takes time and a lot of patience but when the skill is achieved there is so much reward! A new skill is acquired and self-esteem and pride is built. So valuable for their growing minds and spirits.



These activities of daily living skills develop gradually and can be supported through play, practice, and positive reinforcement.

See the links to the right for activity ideas and ways to encourage progress at home.

Build these tips into your day and make sure to have some FUN!

## Dressing Skills

[Click here](#) for a handout on building independence that includes tips to help with dressing skills at home including:

- where to start
- considerations with type of clothing
- addressing sensory needs
- use of visual aids.

[Click here](#) for dressing and toileting visual sequence examples to use at home or try using drawings or words to make your own!

## Toilet training: Timing, Tips, and Troubleshooting

[Click here](#) to watch a video from TDSB OT/PT services for more information on toilet training

### Sensory Tips

- Start where the child is at
- Create a welcoming space
- Coregulation is key
- Supportive sitting position promotes body and balance
- Reduce sensory input that may be distressing
- Add sensory supports that increase comfort



## Resources

### [From Deaf and Hard of Hearing Services](#)

#### Supporting students with a hearing differences in the classroom:

We know every child learns best when they feel supported. Here are some of the ways teachers and staff create a classroom that helps children with hearing differences thrive:

- **Good seating placement:** Your child will be seated where they can best see and hear the teacher and classmates.
- **Reducing background noise:** Teachers close doors, turn off fans or music, and encourage one person speaking at a time.
- **Clear sight lines:** We make sure your child can always see the teacher, support staff and classmates.
- **Face-to-face communication:** Teachers avoid talking while writing on the board so your child doesn't miss important information.
- **Checking understanding:** Teachers pause often to make sure your child has caught the main ideas.
- **Visual supports:** Written instructions, diagrams, or captions are added to reinforce spoken and/or signed information.
- **Flexible timing:** Extra time is provided when listening or processing information takes longer.
- **Written instructions:** Assignments and directions are given in both spoken/ sign and written forms.
- **Re-explaining key ideas:** Teachers repeat or rephrase instructions or questions to support comprehension.
- **Technology support:** Personal hearing technology and Remote Microphone systems, and/or sign language supports are consistently used to give clear access.

Accommodations like these ensure your child has equal access to learning and feels included every day. If you ever have questions or notice something that could make learning easier for your child, please speak with your child's teacher and/or principal.

## Resources

### Blind and Low Vision Services

#### Accessing CELA Library for Students with a Visual Impairment

[The Centre for Equitable Library Access \(CELA\)](#) provides free access to thousands of accessible books and reading materials for students with print disabilities, including those with visual impairments. Formats include audio, braille, e-text, and accessible PDF.

If a student has a qualifying print disability, [families can register directly](#) through CELA or the BLV Team can support with setting up an account. Materials can be borrowed online and downloaded to computers, tablets, Victor Readers, refreshable braille displays and more.

If you would like support accessing CELA or would like help identifying materials for a student with a visual impairment please reach out to the Itinerant Blind/Low Vision Teacher supporting your school.

### International Day of Persons with Disabilities



Each year on December 3, we join the global community in recognising the International Day of Persons with Disabilities (IDPD). The day was proclaimed by

the United Nations in 1992 and serves to raise awareness of the rights, dignity and full participation of persons with disabilities.

We invite you to reflect on how we can support meaningful leadership opportunities in our learning spaces, promote inclusive practices, and ensure that every learner feels valued and empowered.

As a school community, consider hosting a **“Voices of Inclusion” wall or digital board** where students can share ways they make their classroom or school more accessible and welcoming for all learners.

Learn more at the [UN website](#)



# Resources

## Text-only Version

### How Working Memory Affects Math

By TDSB Psychological Services



Working memory is a processing skill that is important in learning. Children with math learning difficulties often show deficits in working memory, especially in visuospatial tasks. Working memory capacity varies widely among students and develops with age. Here are some ways working memory is related to math:



#### Mental Math and Calculations

- Students must hold numbers and intermediate results in mind.
- Limited capacity can lead to errors or incomplete processing.



#### Word Problems and Reasoning

- Requires integrating new information with prior knowledge.
- Students must filter out irrelevant details and build a mental model of the problem



#### Math Fact Fluency

- Automatic recall of basic facts (e.g.,  $6 \times 7 = 42$ ) frees up working memory for higher-order thinking.
- Without fluency, students may get bogged down in basic computations, reducing capacity for complex tasks.



#### Multi-Step Procedures

- Tasks like long division or solving equations demand sustained attention and memory for steps.
- Overload can cause students to forget instructions or lose track of their progress

#### Classroom Implications

- Use manipulatives, visual aids, and step-by-step instructions to reduce cognitive load.
- Encourage repetition, chunking, and memory aids.
- Avoid overloading students with too much information at once.

## Supporting Grade 8-9 Transition for Students with Special Education Needs

[Text Only Version](#)



**tdsb** | Special Education  
and Inclusion  
K-12 Special Education Transitions Navigator



# Supporting the Grade 8 to 9 Transition for Students with Special Education Needs

*A virtual session for Parents/Caregivers*

Please choose **ONE** of the following sessions to attend:

### SESSION 1:

December 11th, 2025 at 11:30 AM - 12:30 PM

Register [HERE](#) or click the QR code.



### SESSION 2:

January 15th, 2026 at 6:30 PM - 7:30 PM

Register [HERE](#) or click the QR code.



## Professional Learning and Resources



Supporting Parents and Caregivers in Navigating Services for their  
Child, Youth, or Young Adult with  
Developmental Disabilities and/or Complex Disabilities

**TDSB Virtual Information Sessions  
Hosted by TDSB Social Workers**

**DATES: December 8th (Morning Session)  
9:30 am - 12:00 noon  
December 15th (Evening Session - A Repeat)  
5:30 pm - 8 pm**

**Topic: Autism Supports in the  
Community**

Join us as we invite community agencies to share information about Autism  
Resources and Supports in the Community for your child, youth or young adult  
with developmental disabilities and/or complex disabilities.

### **PRESENTERS:**

Geneva Centre, Family Services Toronto, Lumenus Community Services,  
Strides Toronto, Autism Ontario, and TDSB Autism Services Team



Microsoft Teams

**Join the meeting now**

**Meeting ID: 266 605 358 806 6  
Passcode: Yn7aj358**



[virtualfairinfo@tdsb.on.ca](mailto:virtualfairinfo@tdsb.on.ca)

**FOR ANY QUESTIONS CALL VANESSA WONG: 647-229-0730 OR LARENA CASE: 416-570-3314**



## Professional Learning and Resources



**Supporting Parents and Caregivers in Navigating Services for their  
Child, Youth, or Young Adult with  
Developmental Disabilities and/or Complex Disabilities**

**TDSB Virtual Information Session Dates 2025/26  
Hosted by TDSB Social Workers**

### **November 17 (AM) & 24 (PM)**

#### **Introducing Key Community Agencies**

Connect with Key Developmental Disabilities and/or Complex  
Disabilities Community Agencies

### **December 8 (AM) & 15 (PM)**

#### **Autism Supports in the Community**

Join Us As We Invite Community Agencies To Talk About  
Autism Supports in the Community.

### **January 19 (AM) & 26 (PM)**

#### **Funding & Camp Resources**

Join Us as We Gain Information About Accessing Funding Resources  
and Registering for Camps.

### **February 9 (AM) & 23 (PM)**

#### **Planning for Adulthood: Part 1**

Learn About Community Supports for Life After High School  
including Financial Supports

### **March 9 (AM) & 30 (PM)**

#### **Planning for Adulthood: Part 2**

Learn About Community Supports for Life After High School including  
Community Day Programs, Employment Programs, and Post-Secondary Options.

### **April 13 (AM) & 20 (PM)**

#### **Future Planning**

Learn How to Set Meaningful Goals for Your Child and Explore Key Resources That  
Support Growth, Independence, Financial Security, and Community Inclusion.



Microsoft Teams

**Join the meeting now**  
**Meeting ID: 266 605 358 806 6**  
**Passcode: Yn7aj358**



**TIMES:**  
**Morning Session: 9:30 am - 12 Noon**  
**Evening Session (A Repeat):**  
**5:30 pm - 8 pm**

[virtualfairinfo@tdsb.on.ca](mailto:virtualfairinfo@tdsb.on.ca)