

TDSB

MYSP Mid-Year Report

Special Education & Inclusion

December 17, 2019

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Leadership, Learning & School Improvement

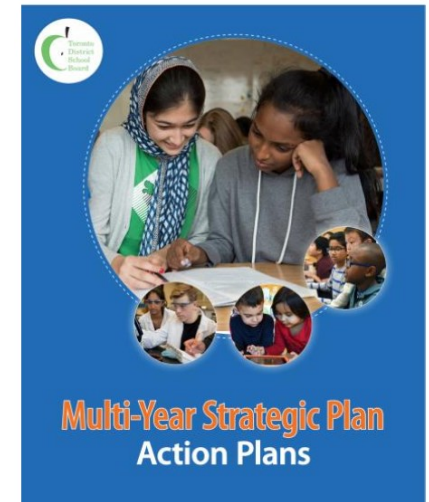
Angela Nardi-Addesa
System Superintendent of Special Education & Inclusion



Inclusion in the TDSB

Multi-Year Strategic Plan

Our commitment is to create more inclusive learning environments for our students with Special Education Needs as outlined in our TDSB Multi-Year Strategic Plans.



Inclusion in the TDSB

Action Plan Goals:

- Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.
- To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.
- To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)

Goal 1

Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.

Goal 1

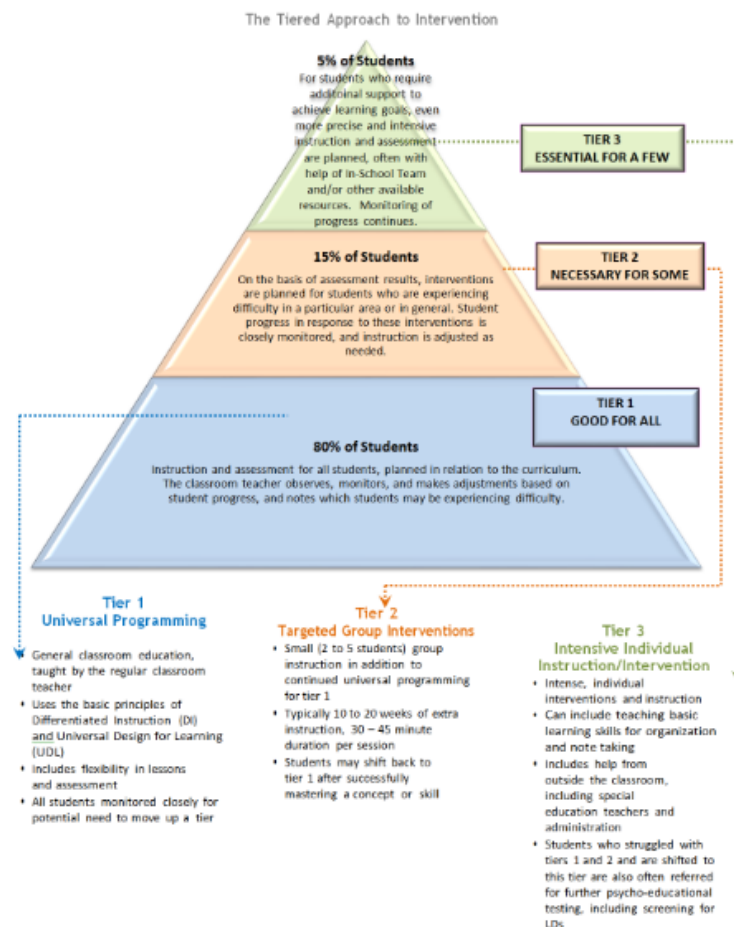
Action Plan

To support MYSP Goal 1 and a shift in practice and mindset we have engaged in:

1. Tiered Approach to Support Inclusion
2. Home School Program (HSP) Review
3. Intensive Support Program (ISP) Review
4. Independence Rubric

Tiered Approach to Support Inclusion

A Tiered approach is based on the understanding that effective instruction, assessment, and appropriate intervention strategies are essential to ensuring all students can succeed.



Home School Program (HSP) Review

Timeline:

2017-18 Grades 1 to 3
phased out

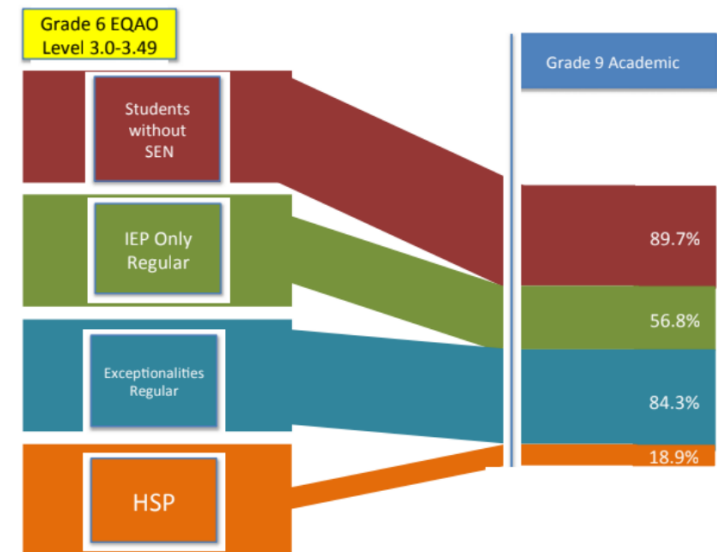
2018-19 Grade 4 to 8

2019 -20 Grade 5 to 8

2020 - 21 Grade 6 to 8

2021-22 Grade 7 & 8
phased out

Figure 2: Home School Program Direct Pathway to Non-Academic Programming



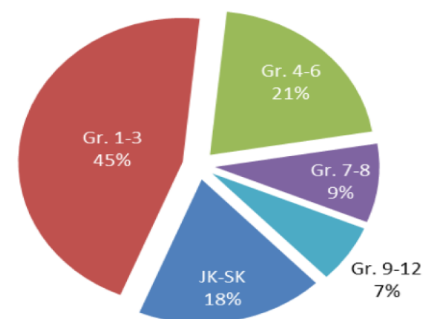
Source: Parekh, Brown & Conley, 2016.

Intensive Support Program (ISP) Review

Kindergarten Intervention Program (current review)

| SES | Count | Percent |
|---------|-------|---------|
| Low | 77 | 62% |
| Average | 34 | 27% |
| High | 13 | 10% |
| Total | 124 | 100% |

Figure 1: Distribution of Suspensions by Division
(Total N=429)



TDSB data shows that, despite the program's goal, reintegrated students from the KIP program were not always successful.

Independence Rubric

The purpose of the Independence Rubric:

- Assist educators in determining a student's level of independence (*how much adult support is required?*)
- Interrupt the norm (*change the conversation away from “more support equals better outcomes” to “developing a student's independence as our long term goal”*)
- Clarity, Consistency, and Transparency (*in the process of evaluation and deployment*)

Goal 2

To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.

Goal 2

Action Plan

To support the MYSP Goal 2 we have engaged in:

1. Special Education Placement Review Committee (SEPRC) Review
2. Parental Communication: TDSB Special Education & Inclusion Website

SEPRC Review

How can we effectively engage parents who are new to TDSB in the decision making process regarding their child's program, placement and well-being?

Parental Communication Review: TDSB Website

How do we ensure communication is accessible for current and new parents with students with Special Education Needs?

How do we make our TDSB Website parent friendly?

Website Outcomes:

- easily accessible
- informative
- connects families to schools and programs
- highlights TDSB priorities
- celebrates students and events

Goal 3

To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)

Goal 3

Action Plan

To support the MYSP Goal 3 we have engaged in:

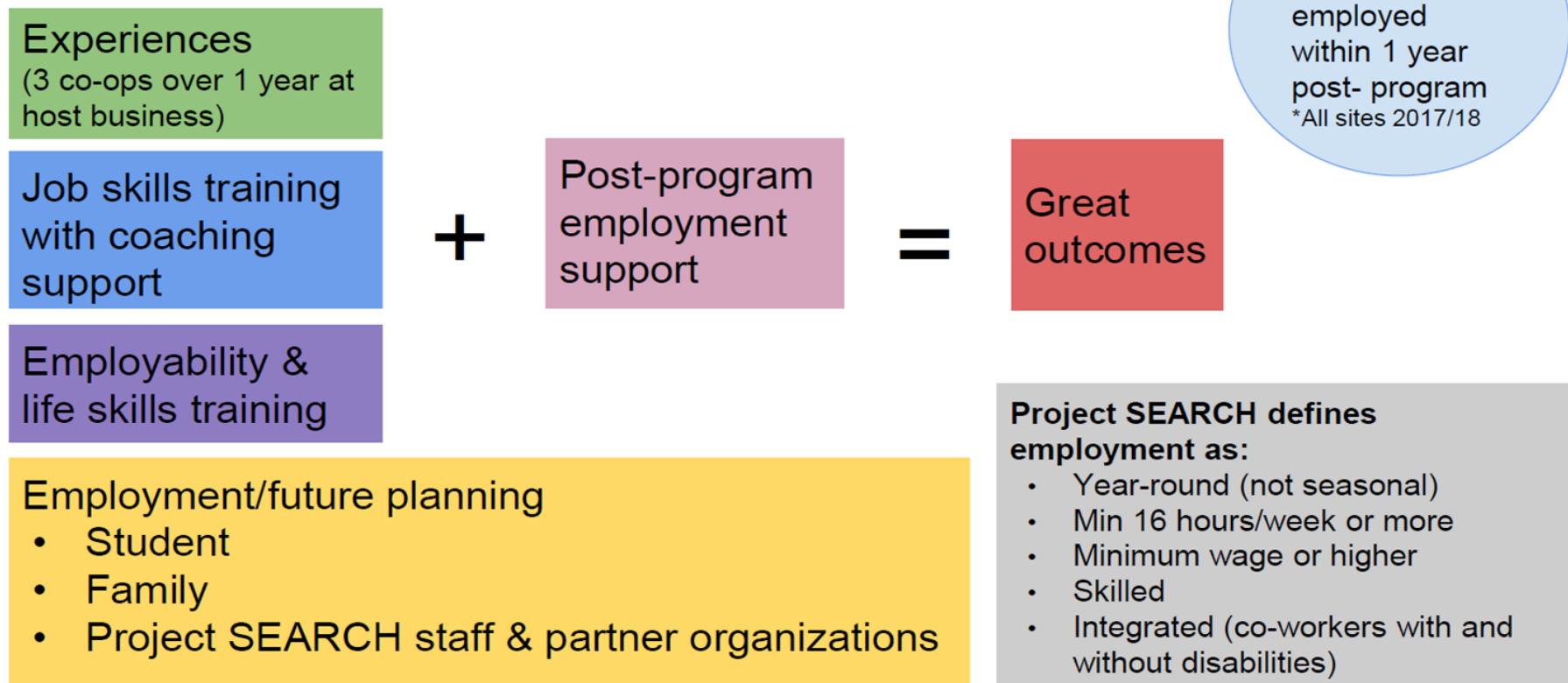
1. Special Education Experiential Learning (SPEEL) Job Coaches
2. Project SEARCH

Special Education Experiential Learning (SPEEL)

- Focuses on employability, life, transition, and advocacy skills
- Supports students with Low Incidence Exceptionalities which include Developmental Disability, Physical Disability, Low Vision and Hearing, and other health concerns
- SPEEL Team consists of two Job Coaches, one Occupational Therapist and one Physiotherapist

Project SEARCH

Project SEARCH model & outcomes



Professional Learning 2019-2020

- Our focus on Inclusion includes supporting capacity building for knowledge creation and sharing with TDSB staff (both in the Regular class setting and in ISP settings)
- Intentionally focussed on developing the skills required to support all students through the lens of Equity, Inclusion and Anti-oppression:
 - Universal Design Learning
 - Differentiated Instruction
 - Applied Behaviour Analysis
 - Literacy & Numeracy
 - Assessment
 - Assistive Technology

Inclusion puts students at the centre

What Every Educator Needs to Know



