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Report No. [03-15-2533]

TORONTO DISTRICT SCHOOL BOARD

PRIMARY INCLUSION – PHASE ONE UPDATE

TO Program and School Services Committee 25 March 2015

RECOMMENDATION **IT IS RECOMMENDED that the report be received.**

**STRATEGIC
DIRECTION**

1. Make every school an effective school;
2. Form strong and effective relationships and partnerships;
3. Identify disadvantage and intervene effectively.

CONTEXT

The Vision of the Toronto District School Board’s Special Education Plan is based on the belief that all students in a community, including those students with special learning needs, should receive their education to the fullest extent possible in the local community. This aligns with Ontario Regulation 181/98 S17 (1) which guides IPRC decision-making around regular class placement for students with special needs.

In accordance with the ‘Years of Action’ goal to decrease by 50% the numbers of students with Special Education needs placed in congregated classes by 2017 and support greater student achievement and well-being, the Special Education department has initiated a strategy for moving to greater Inclusion of students with Special Education needs beginning in the school year of 2015-2016.

It is important to note that an inclusionary model does not ignore the fact that some students have complex needs that may require special consideration for more intensive support. Placements in special education classes or schools must be considered when it is determined that a student’s needs can be best met in a congregated learning environment.

The Inclusion Strategy advocates consideration of changing conditions of learning for our youngest students in Grades 1-3 through an inclusionary delivery of special education services.

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As such, the design of the strategy is a tiered approach of recommending inclusion for a few students, some students and almost all students, where appropriate, specifically for young students with Behaviour Identifications, Mild Intellectual Disabilities and Learning Disabilities.

SUMMARY

To date, the implementation process included the following:

- Research review on the impact of inclusion for students, in particular students ages 6-8 years, with and without special needs;
- Presentations and updates on the Inclusion Strategy and Implementation Actions to Academic Council and Executive Council for approval;
- Working with various TDSB departments including Business Services, Employee Services, Planning, and Legal Services on risk assessment and risk mitigation actions;
- Design actions and supports for the implementation process with staff of Special Education Department, specifically addressing professional learning and an inclusion service delivery to schools;
- Presentations at Staffing Allocation Committee to ensure timelines on staffing are met in the event of staff re-assignments as a result of implementation;
- Consultation with Senior Team, SEAC, TSAA, CUPE, PIAC, OSSTF and ETT;
- Regular and timely updates to all Superintendents of Education;
- Presentations at February Family of Schools' Leadership Team Meetings;
- Updates to Principals through written communication and face-to-face meeting at Area Principals meetings; and
- Revision to the timeline for IPRC Review meetings with all parents of affected Grade 1-3 students to mitigate risk.

As of January 27, 2015, the implementation is in the process of conducting IPRC Reviews for with parents of children with Learning Disabilities, Mild Intellectual Disabilities and Behaviour Identifications. Through this process, parents' decision is key and central to the actual, rather than the targeted, number of students that will be placed in an inclusionary learning environment. The IPRC Review process will also enable us to place appropriately students into their neighbourhood school for the next school year, if it is

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determined that the placement will improve their academic and socio-emotional outcomes.

Appendix A shows three groups of Primary students with Special Education needs. Current IPRC review meetings will provide a forum to best determine how many of the approximately 420 students may be placed in a regular class placement in their neighbourhood schools.

Appendix B shows the IPRC “Script” that is being used by staff involved in this process.

Appendix C shows the IPRC Procedures that will be taking place at the school.

Appendix D shows the final number of Primary students with Special Needs returning to a regular class placement.

APPENDICES

- Appendix A: Primary Students with Learning Disability, Behaviour and Mild Intellectual Disability by Family of Schools
- Appendix B: IPRC Script for Staff
- Appendix C: IPRC Procedures at the School
- Appendix D: Final Primary Inclusion IPRCs

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TDSB BEHAVIOURAL- INCLUSION MODEL

Behavioural	School	Teacher	Support Staff - CYW	Number of Students	Ward	Trustee
WEST						
WR1	Claireville	1	1	4	1	Michael Ford
	Total			4		
WR2	Shoreham	1	1	5	4	Tiffany Ford
	Yorkwoods	1	1	6	4	Tiffany Ford
	Sheppard	1	1	5	5	Howard Kaplan
	Total			16		
WR3	Wilmington	1	1	7	5	Howard Kaplan
	Total			7		
WR4	None					
WR5	Lambton Park	1	1	6	6	Chris Tonks
	Roselands	1	1	6	6	Chris Tonks
	Weston Memorial	1	1	6	6	Chris Tonks
	Total			18		
WR6	John English	1	1	4	3	Pamela Gough
	Total			4		
WR7	None					
WR8	Rawlinson	1	1	8	9	Marit Stiles
	Total			8		
WR 9	Jesse Ketchum	1	1	5	14	Sheila Ward
	Montrose	1	1	6	10	Ausma Malik
	Total			11		
WR10	Chester	1	1	6	15	Jennifer Story
	Dundas	1	1	7	15	Jennifer Story
	Total			13		
Total West		15	14	81		
EAST						
ER 11	Gledhill	1	1	8	16	Sheila Cary-Meagher
	Total			8		
ER12	Norman Cook	1	1	5	18	Parthi Kandavel
	Ellesmere Statton	1	1	7	19	David Smith
	Total			12		
ER13	WM G Miller	1	1	8	22	Jerry Chadwick
	Total			8		
ER14	None					
ER15	O'Connor	1	1	5	17	Ken Lister
	Total			5		
ER16	None					
ER17	Cresthaven	1	1	3	12	Alexander Brown
	Total			3		
ER18	Crestview	1	1	8	17	Ken Lister
	Total			8		
ER19	Alexmuir	1	1	5	21	Shaun Chen
	Total			5		
ER20	Heather Heights	1	1	7	22	Jerry Chadwick
	Total			7		
Total East		9	9	56		
Total TDSB		24	23	137		

LEARNING DISABILITY - INCLUSION MODEL

LD	School	Teacher	Support Staff - EA - J	Number of Students	Ward	Trustee
WEST						
WR1	None					
WR2	Yorkwoods	1	1	8	4	Tiffany Ford
	Total			8		
WR3	John Wanless	1	1	2	8	Jennifer Arp
	Total			2		
WR4	None					
WR5	None					
WR6	None					
WR7	None					
WR8	JR Wilcox	1	1	8	11	Shelley Laskin
	Fairbank Memo	1	1	6	9	Marit Stiles
	General Mercer	1	1	7	9	Marit Stiles
	Total			21		
WR 9	Clinton	1	1	6	10	Ausma Malik
	Total			6		
WR10	Leslieville	1	1	5	15	Jennifer Story
	Total			5		
Total West		8	8	42		
EAST						
ER11	Bowmore	1	1	7	16	Sheila Cary-Meagher
	Total			7		
ER12	General Crerar	1	1	8	19	David Smith
	George Peck	1	1	6	19	David Smith
	Total			14		
ER13	Mason Road	1	1	7	18	Parthi Kandavel
	Elizabeth Simcoe	1	1	6	22	Jerry Chadwick
	Total			13		
ER14	None					
ER15	None					
ER16	None					
ER17	None					
ER18	Muirhead	1	1	5	17	Ken Lister
	Total			5		
ER19	Iroquois	1	1	7	21	Shaun Chen
	Total			7		
ER20	None					
East Total		7	7	46		
Total TDSB		15	15	88		

TDSB MILD INTELLECTUAL DISABILITY - INCLUSION MODEL

MID	School	Teacher	Support Staff - EA - J	Number of Students	Ward	Trustee
WEST						
WR1	Claireville	1	1	11	1	Michael Ford
	Total			11		
WR2	Blaydon	1	1	11	5	Howard Kaplan
	Total			11		
WR3	None					
WR4	Parkfield	1	1	11	2	Chris Glover
	Total			11		
WR5	Gracefield	1	1	11	6	Chris Tonks
	Keeleesdale	1	1	9	6	Chris Tonks
	Total			20		
WR6	Second Street	1	1	7	3	Pamela Gough
	Total			7		
WR7	Queen Vic	1	1	8	7	Robin Pilkey
	Charles G. Fraser	1	1	10	10	Ausma Malik
	Total			18		
WR8	None					
WR 9	Essex	1	1	10	10	Ausma Malik
	Total			10		
WR10	Leslieville	1	1	10	15	Jennifer Story
	Total			10		
Total West		10	10	98		
EAST						
ER11	Secord	1	1	13	16	Sheila Cary-Meagher
	Total			13		
ER12	None					
ER13	Joseph Brant	1	1	12	22	Jerry Chadwick
	Eastview	1	1	6	22	Jerry Chadwick
	Total			18		
ER14	Bendale JPS	1	1	11	19	David Smith
	Knob Hill	1	1	8	19	David Smith
	Total			19		
ER15	Grenoble	1	1	7	13	Gerri Gershon
	Total			7		
ER16	Thornccliffe Park	1	1	5	13	Gerri Gershon
	Total			5		
ER17	Pineway	1	1	6	12	Alexander Brown
	Total			6		
ER18	Muirhead	1	1	7	17	Ken Lister
	North Bridlewood	1	1	7	20	Manna Wong
	Total			14		
ER19	C. D. Farquharson	1	1	7	21	Shaun Chen
	Total			7		
ER20	Malvern	1	1	8	16	Shaun Chen
	Total			8		
East Total		11	11	97		
Total TDSB		21	21	195		

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APPENDIX B

Inclusion IPRC Script

I. Prior to the parents being invited in

- 1) Using the Student Address on the Statement of Decision, determine the local community school of the student - TDSB Find your School - <http://www.tdsb.on.ca/FindYour/School.aspx>
- 2) [Insert name of Home School on Internal Notes](#)
- 3) [Click on the link to the Home School so that the School Brochure link is available in this screen, if needed, after the decision](#)

II. Welcome

- 1) Chair welcomes attendees.
- 2) Committee members introduce themselves (name, position, and state "...and a member of the Committee")
- 3) Chair asks school principal to introduce self, parent(s)/guardian(s)/care-giver(s), teachers, student if in attendance, advocates, student agency representatives or any others. (Coordinator adds these names to the IPRC Statement of Decision under Others in Attendance.)
- 4) Chair shares that the length of the meeting is 40 minutes

III. The Purpose

- 1) Chair states the purpose of the meeting is to review Identification and Placement. Describe differences with the Committee Membership this year and how this relates to Inclusion. Ensure to tell the parent(s)/guardian(s)/care-giver(s) that this review takes place every year.
 - a) Identification: To determine that the student continues to be Exceptional.
 - b) Placement: To identify either Regular Class or Special Education Class. Provide further explanation around the difference between these two and then what they may look like in the various settings, and specifically those available at the local community school.
 - c) Review: As this is an Annual Review, the student's strengths and needs and progress in their current special education program will be discussed.
 - d) Steps of IPRC process: Chair briefly outlines what will take place at the IPRC. See Part IV – The Conversation - below.
 - e) Inclusion: This has always been part of our Special Education Plan. The TDSB through its Special Education Department, is committed to active and meaningful collaboration with students, parent(s)/guardian(s)/care-giver(s), schools and agencies to ensure that learning needs of all students with exceptionalities are met in the most equitable and inclusionary environments possible. Special Education Programs such as this one are meant to be an intervention, not a destination.
- 2) Ask the parent(s)/guardian(s)/care-giver(s) if they have received the Parent Guide (if not, give parent(s)/guardian(s)/care-giver(s) a copy).
- 3) Ask the parent(s)/guardian(s)/care-giver(s) if they have any questions before the meeting proceeds.

IV. The Conversation

- 1) Chair outlines the format of the meeting: "In order to make a decision the committee will hear information from the school, the parent(s)/guardian(s)/care-giver(s), (any other attendees)."

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- 2) The parties listed below should try to engage in a conversation regarding strengths and needs with the parent (i.e., teacher shares information, committee asks parent if this sounds like their child), and then move through the other suggested pieces of information in a similar fashion.
- 3) Below is a suggestion as to information to be discussed.
 - a) The school administration
 - provides a brief overview of the student’s background information
 - has the OSR available at the meeting
 - b) ISP teacher
 - presents student’s areas of strength
 - presents student’s areas of need
 - provides evidence of current academic levels and provides work samples to show evidence of growth
 - discusses achievement in alternative educational programs (e.g., Behaviour Management, Social Skills, Organization)
 - discusses progress made in the Special Education Class
 - shares information around opportunities for integration
 - c) Other supports involved with the student
 - shares any pertinent information
 - summarizes related field reports
 - d) Parent(s)/Guardian(s)/Care-Giver(s)
 - shares any additional information
 - asks any questions
 - IPRC reviews what the Placements of Regular Class or Special Education Class look like, including the information that 4 out of 5 settings are available at the local community school and that the ISP is for the most part a school other than that which may be the case for the student now
 - IPRC asks preference of Regular Class or Special Education Class
 - e) Parent/Guardian/Care-Giver Advocate
 - shares any additional information
 - asks any questions
- 4) Probing/follow-up questions for the Committee
 - a) How is Assistive Technology being used?
 - b) What specific interventions have been successful (could these be applied in a regular class setting)?
 - c) What kinds of activities, teams, clubs, interventions are happening outside of school?
 - d) Any others the committee feels are essential to making the best decision.

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V. The Decision

- 1) Committee discusses the information presented
- 2) Coordinator reads the Strengths and Needs as entered on the Statement of Decision
- 3) Chair or designate states the decision of the Committee regarding:
 - a) The Exceptionality – “The Committee has listened and determined that your child continues to be exceptional. The exceptionality is/are...” (State the full category i.e., Communication: Learning Disability and if there is more than one exceptionality, Communications: Autism/Intellectual: Mild Intellectual Disability.)
 - b) The Placement: “The Committee’s placement decision is (Regular Class or Special Education Class). If the placement is Special Education Class, the reason for this decision is stated and entered under Reason(s) for placement in a Special Education Class.
 - Program/Service Recommendations Page – be sure to include specific recommendations. If student will be going to their local community school, be sure to include statements around Transitional Supports (PPM 156), including a transition meeting at the community school.
 - Note: If the decision is Special Education Class, the setting needs to be partial integration. **Also, if the student will be remaining in the ISP, remember to share the information that as in the past, the locations of ISPs may move based on program need.**
- 4) Chair reviews the Statement of Decision with parent(s)/guardian(s)/care-giver(s): “This Statement of Decision is a record of what has been decided today.”
- 5) Note: There may be reasons why decisions cannot be made at the meeting, e.g., new professional report pending, ISP teacher unable to present information. If this is the case state, “Because _____, the committee is unable to make decisions today about (exceptionality and/or placement). We are deferring our decision until a later date.” Provide some indication of when a subsequent meeting might take place where decisions can be made.

VI. Possible Parent/Guardian/Care-giver Questions

- 1) What supports will my child get in the regular class?
 - a) Transitional Support from ISP to the home school provided by both schools (e.g., visit(s), transition meeting/exchange of information, social stories)
 - b) Special Education will review supports at the home school, including Assistive Technology
 - c) Student will be provided with appropriate Special Education resources/supports
- 2) Can my child stay at this school and go to regular class?
 - a) That may be a possibility through the [TDSB Optional Attendance](#) process. This is a conversation with the school principal and it will be based on the school’s optional attendance status for the 2015-2016 school year. [Applications](#) are due February 13, 2015. All other timelines are on the Application form.
- 3) What if we go back and we don’t like it or it doesn’t work?
 - a) There is an annual review to discuss how your child is doing in the current placement. If you have concerns you may request an IPRC after three months. We encourage you to meet with the school to discuss any concerns.
- 4) I’ve never heard of this Annual Review. Why haven’t I been before?
 - a) Acknowledge that you’re pleased they were able to attend today.

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- b) You may have been provided with the option to waive the review in the past in which case you would have signed a letter to that effect OR perhaps you were not able to attend and the paperwork was just sent home.

VII. Closure

- 1) The Chair makes a closing statement indicating the exceptionality and recommended placement, reviews all parts of the document (including Ministry Definitions page and Program/Service Recommendations page) with the parent(s)/guardian(s)/care-giver(s) and signs the IPRC Statement of Decision and Page 2, then invites parent(s)/guardian(s)/care-giver(s) to sign now or to take a copy of the Statement of Decision away with them and reflect on the decisions prior to signing.
- 2) If the Statement of Decision is not signed by the parent(s)/guardian(s)/care-giver(s) at the IPRC meeting, or if they are not in attendance, the presenting school completes the response section of the Statement of Decision in SAP CRM to reflect the parent(s)/guardian(s)/care-giver(s) decision once the Statement of Decision is returned.
- 3) Copies of the Statement of Decision are made and distributed to the parent(s)/guardian(s)/care-giver(s) and the presenting school.
- 4) The Chair thanks the school and parent(s)/guardian(s)/care-giver(s) for attending the IPRC.

VIII. End of the Meeting

- 1) If the parents sign the Statement of Decision, Program Placements for HSP or Resource should be made on the spot. Prior to making the offer, send a quick e-mail to the principal of the home school regarding the offer and cc your Regional Supervising Principal:
 - a) Dear Principal: An Annual IPRC Review has just been held for (Name of Student). Your school is the designated Elementary school by home address for this student. A Program Placement for (Indicate HSP or Resource) at your school will be sent shortly. We wanted you to know as soon as possible so that you have the appropriate information to welcome the family to your school to register, should they contact you. Sending schools will be asked to make arrangements for transitional/in-take meetings with receiving schools. If you have any questions, please contact your regional Supervising Principal (Lori Moore or Maria LoBianco) by e-mail.
- 2) Put the Program Placement in the status of Program Placement Offer Made. This will generate an e-mail to the home school principal through SAP CRM.
- 3) If the parent doesn't sign or is not in attendance, Coordinator will follow up with the Program Placement once the Statement of Decision is in the status Parent Response Received.

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APPENDIX C

IPRC PROCEDURES AT THE SCHOOL

IX. Prior to the meeting

- 1) Confirm attendance of any interpreters that have been booked in advance
- 2) Ensure the Statement of Decision has been created in SAP and a print copy is available in case of technical difficulties
- 3) Confirm that the Student Address on the Statement of Decision is accurate and up-to-date
- 4) Identify the network name of the most convenient printer for the meeting room so that the Coordinator may install it on their computer
- 5) If parent(s)/guardian(s)/care-giver(s) have returned a response to the meeting indicating they are not able to be in attendance, follow-up with them to see if they can participate by telephone at the scheduled time
- 6) Make sure OSR is ready for the meeting with the most recent copy of the IEP and Progress Report

X. During the Meeting - The Conversation

- 1) Chair outlines the format of the meeting: "In order to make a decision the committee will hear information from the school, the parent(s)/guardian(s)/care-giver(s), (any other attendees)."
- 2) The parties listed below should try to engage in a conversation regarding strengths and needs with the parent (i.e., teacher shares information, committee asks parent if this sounds like their child), and then move through the other suggested pieces of information in a similar fashion.
- 3) Below is a suggestion as to information to be discussed.
 - a) The school administration
 - provides a brief overview of the student's background information
 - has the OSR available at the meeting
 - b) ISP teacher
 - presents student's areas of strength
 - presents student's areas of need
 - provides evidence of current academic levels and provides work samples to show evidence of growth
 - discusses achievement in alternative educational programs (e.g., Behaviour Management, Social Skills, Organization)
 - discusses progress made in the Special Education Class
 - shares information around opportunities for integration
 - c) Other supports involved with the student
 - shares any pertinent information
 - summarizes related field reports

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- d) Parent(s)/Guardian(s)/Care-Giver(s)
 - shares any additional information
 - asks any questions
 - IPRC reviews what the Placements of Regular Class or Special Education Class look like, including the information that 4 out of 5 settings are available at the local community school and that the ISP is for the most part a school other than that which may be the case for the student now
 - IPRC asks preference of Regular Class or Special Education Class
- e) Parent/Guardian/Care-Giver Advocate
 - shares any additional information
 - asks any questions
- 4) Follow-up questions from the Committee
 - a) How is Assistive Technology being used?
 - b) What specific interventions have been successful (could these be applied in a regular class setting)?
 - c) What kinds of activities, teams, clubs, interventions are happening outside of school?
 - d) Any others the committee feels are essential to making the best decision.

XI. After the Meeting

- 1) If the Statement of Decision is not signed by the parent(s)/guardian(s)/care-giver(s) at the IPRC meeting, or if they are not in attendance, complete the response section of the Statement of Decision in SAP CRM to reflect the parent(s)/guardian(s)/care-giver(s) decision once the Statement of Decision is returned. Once that is done, update the status to Parent Response Received. Send the original Statement of Decision to the Coordinator who was at the IPRC, file a copy in the OSR and provide a copy to the parent(s)/guardian(s)/care-giver(s).
- 2) Please follow-up with any parent(s)/guardian(s)/care-giver(s) not in attendance by telephone to review the outcome of the meeting and help them understand what this means and any decisions they need to make.
- 3) For any Statements of Decision returned incomplete or not returned, please contact the parent(s)/guardian(s)/care-giver(s) as to whether they have any further questions and if not, if they are then able to complete, sign and return the document to the school as soon as possible.
- 4) A Program Placement will be created once the Statement of Decision is set in the status of Parent Response Received. Please share this with the parent(s)/guardian(s)/care-giver(s) and offer them the opportunity to set up a visit/initial transition meeting to that school.
- 5) Arrange for parent(s)/guardian(s)/care-giver(s) to sign the Program Placement. Enter the response in SAP CRM and set the status according to the response – Parent Accepted Offer, Parent Declined Offer or Parent Requests New Offer. Send the original Program Placement to the Co-

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ordinator who was at the IPRC, file a copy in the OSR and provide a copy to the parent(s)/guardian(s)/care-giver(s).

- 6) Any questions? Please contact the Coordinator who was in attendance at the IPRC.

APPENDIX D

TDSB BEHAVIOURAL– INCLUSION MODEL

Behavioural	School	Number of Students	Ward	Trustee
WEST				
WR1	Gracedale	1	4	Tiffany Ford
WR7	Howard	1	7	Robin Pilkey
WR8	Humewood	1	11	Shelley Laskin
	Rawlinson	1	9	Marit Stiles
WR10	Blake Street	1	15	Jennifer Story
Total West		5		
EAST				
ER 11	Gledhill	1	16	Sheila Cary-Meagher
	Kimberley	1	16	Sheila Cary-Meagher
ER20	Heather Heights	3	22	Jerry Chadwick
Total East		5		
Total TDSB		10		

TDSB LEARNING DISABILITY – INCLUSION MODEL

LD	School	Number of Students	Ward	Trustee
WEST				
WR2	Driftwood	1	4	Tiffany Ford
	Yorkwoods	1	4	Tiffany Ford
WR5	George Anderson	1	6	Chris Tonks
WR8	McMurrich	1	11	Shelley Laskin
	General Mercer	1	9	Marit Stiles
Total West		5		
EAST				
ER11	Bowmore	2	16	Sheila Cary-Meagher
ER12	Oakridge	1	18	Parthi Kandavel
ER17	Finch	1	12	Alexander Brown
ER20	St. Margaret's	1	22	Jerry Chadwick
East Total		5		
Total TDSB		10		

TDSB MILD INTELLECTUAL DISABILITY – INCLUSION MODEL

MID	School	Number of Students	Ward	Trustee
WEST				
WR1	Highfield	1	1	Michael Ford
WR5	Weston Memorial	1	6	Chris Tonks
WR6	King George	1	7	Robin Pilkey
WR7	Queen Vic	1	7	Robin Pilkey
	Charles G. Fraser	1	10	Ausma Malik
Total West		5		
EAST				
ER12	Danforth Gardens	1	18	Parthi Kandavel
ER13	Charlottetown	1	22	Jerry Chadwick
	William G Miller	1	22	Jerry Chadwick
ER14	Glen Ravine	1	19	David Smith
	Willow Park	1	22	Jerry Chadwick
ER18	Kennedy	1	20	Manna Wong
ER19	Agincourt	2	21	Shaun Chen
ER20	Military Trail	1	22	Jerry Chadwick
	St. Margaret's	1	22	Jerry Chadwick
East Total		10		
Total TDSB		15		