**Toronto
District
School
Board**

Mid-Year Update on the Implementation of the Multi-Year Strategic Action Plans: Inclusion

To: Program and School Services Committee

Date: 16 January, 2020

Report No.:   01-20-3814

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Mid-Year Inclusion Report be received.

Context

Inclusion refers to an educational model in which students' special education needs are met, where appropriate, in the regular classroom comprised of students with and without formally identified special needs. Inclusion recognizes diversity within all educational cohorts and embraces the opportunity to meet individual students' needs as locally as possible in neighbourhood schools. Decisions about student support are based on individual students' specific needs, and embracing our shared responsibility to serve all students. Inclusion also means the continuation of having congregated classrooms to meet the needs of some students with exceptionalities that are beyond the scope and expertise of a regular classroom. We will continue to serve all of our students in the most appropriate learning environments.

Rationale:

Our belief in inclusion is based on research evidence as well as our own system and school data. We continue to challenge streaming as we believe every student deserves equitable access to programs, resources and opportunities in order to improve learning outcomes for students and post-secondary opportunities for students.

Our core commitment is to hold high expectations for our students and support their achievement and well-being as we remove systemic barriers that stand in the way of their success. This includes building capacity with staff to deepen their understanding of how to interrupt perceptions of how students with special education needs learn and where is the most appropriate placement for students to learn. This will require a shift in the learning culture as we continue to interrogate bias, and confront inequitable assumptions and system structures.

Multi-Year Strategic Action Plans:

Evidence of our commitment to creating more inclusive learning environments for our students with Special Education Needs (SEN) can be found throughout the system in alignment with the Vision for Learning and the Multi-Year Strategic Plan.

The following goals relate specifically to Inclusion:

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 2

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

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)

Mid-Year Update on MYSP Goals:

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.

The TDSB has over twice the proportion of self-contained classes than the provincial average. A shift in mindset and practice is required when it comes to perceptions of support for students with special education needs in relation to outcomes, opportunities, and pathways.

	2017-2018	2018-2019	2019-2020
# of Students in HSP	4,397	3,371	2,566
# of Students in ISP	10,987	11,013	11,051
# of ISP Programs	1,056	1,040	1,002.50

To support Goal 1 and this 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

(1) Tiered Approach to Support Inclusion:

Educators support students across a variety of settings, and instruction should respond to the individual strengths and needs of all students. Our inclusion strategy identifies a "Tiered Approach" to support inclusion. It is based on the understanding that effective instruction, assessment, and appropriate intervention strategies are essential to ensuring all students can succeed.

The Tiered Approach ensures appropriate and timely interventions to address student needs and significantly reduces the likelihood that students will develop problems that are more difficult to address in the future. The approach also facilitates early identification of students who may be at risk so that prevention strategies can be implemented.

Tier 1 consists of evidence-based classroom instruction based on the Ontario Curriculum. The principles of Universal Design (UDL) and Differentiated Instruction (DI) are used so that there are a variety of ways students participate in learning and demonstrate their learning.   Teachers choose effective, culturally relevant instructional strategies for all students in a classroom setting. Teachers make adjustments to personalize learning for all students, not just those with special education identifications. Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the class and flagging any student experiencing challenges.

Tier 2 involves more intentional instruction, and short-term interventions, for individual students or for small groups of students, in addition to the Tier 1 programming. Tier 2 requires teachers to identify students who are progressing with difficulty when using Tier 1 instruction and closely monitor through ongoing assessment. Accommodations and/or modifications must be individualized based on a student's strengths, needs, and interests. As part of Tier 2, teachers try a range of strategies and monitor student responses to these interventions to see how effective they are.

When a student's difficulties persist despite intervention efforts, a more comprehensive assessment strategy may be warranted. Teachers may develop a student profile to be presented to the In-School Team (IST) to discuss strategies to better meet the needs of the student. The In-School Team consists of the principal, teacher, resource teacher and parents are welcomed.

Tier 3 is for students who require more intense support to achieve learning goals and who are not responding to instructional efforts and interventions in Tiers 1 and 2. Instruction and assessment become more personalized and continuously monitored.

When the In-School Team has determined that more support/intervention is required, the teacher will bring the student profile to the School Support Team (SST) to get access to Regional Support Services. The SST consists of the principal, teacher,

resource teacher, and support staff as needed (psychologist, speech and language pathologist, social worker, etc.,) and parents are always invited. Regional Support Services include access to social work, the autism team, the behaviour resource team, etc.)

Frequently Used Terms in the Tiered Approach:

Universal Design (UDL)

The core concept of UDL is a teaching strategy that is essential for some, will be beneficial to all. In other words, instruction and assessment strategies, resources, and tools that respond to the special needs of a specific student or group of students can also be useful for *all* students.

The aim of UDL, allows access to the curriculum for *all* students. In this model, teachers design learning opportunities and create learning environments that are inclusive, flexible, and accessible for all students regardless of achievement level. The learning principles of UDL are: Universality and Equity; Appropriately Designed Spaces; Flexibility and Inclusiveness; Simplicity; Safety; and Different Modes of Perception.
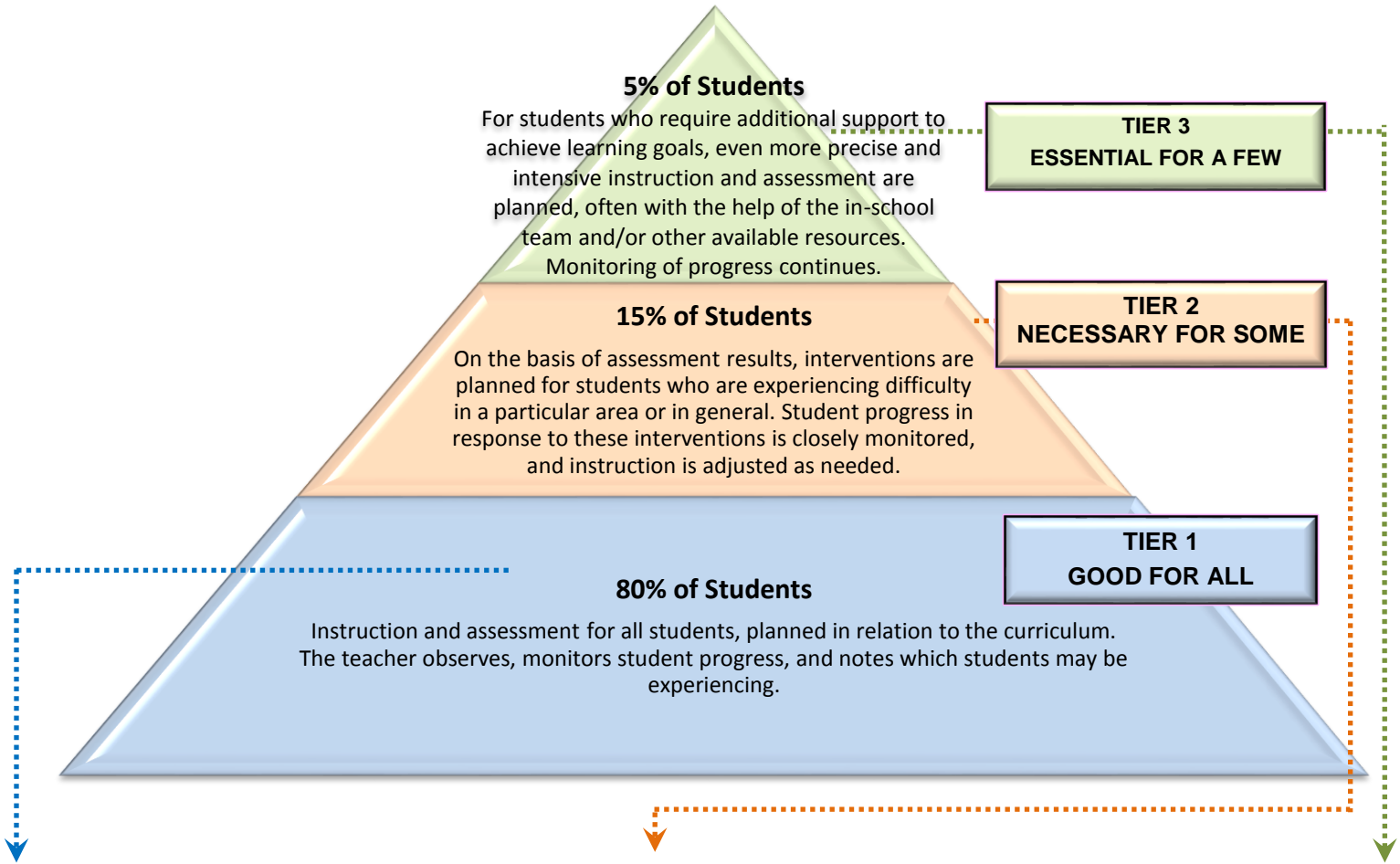
Differentiated Instruction (DI)

Unlike UDL which applies broad based principles for planning, DI focuses on specific strengths, interests, learning styles and needs of the individual student. The instruction is adapted to meet high expectations of achievement and engagement in learning since the planning is suited to meet the characteristics of the individual.

The areas of learning that are differentiated when planning instruction are:

- the *content* of learning (what students are going to learn, and when);

- the *process* of learning (the types of tasks and activities);

- the *products* of learning (the ways in which students demonstrate their learning); and

- the *environment* of learning (the context and environment in which students learn and demonstrate learning).

The Tiered Approach to Support Inclusion

5% of Students

For students who require additional support to achieve learning goals, even more precise and intensive instruction and assessment are planned, often with the help of the in-school team and/or other available resources. Monitoring of progress continues.

15% of Students

On the basis of assessment results, interventions are planned for students who are experiencing difficulty in a particular area or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

80% of Students

Instruction and assessment for all students, planned in relation to the curriculum. The teacher observes, monitors student progress, and notes which students may be experiencing.

TIER 3
ESSENTIAL FOR A FEW

TIER 2
NECESSARY FOR SOME

TIER 1
GOOD FOR ALL

Tier 1
Universal Programming

- General classroom instruction and assessment based on the Ontario curriculum
- Teacher uses principles of Differentiated Instruction (DI) and Universal Design for Learning (UDL)
- Teacher observes and monitors student progress for potential need to move up a tier

Tier 2
Targeted Group Interventions

- Based on assessment data, interventions for students experiencing difficulty
- Small group instruction in addition to continued UDL and DI from Tier 1
- Typically short term interventions
- Students may shift back to Tier 1 after successful demonstration of learning

Tier 3
Intensive Individual Instruction

- Intense, individual interventions based on student needs and instruction
- Includes help from outside the classroom, including special education teachers and administration
- Students who struggled with Tiers 1 and 2 and shifted to Tier 3 are often referred for further psycho-educational testing, including support from In-School Team and other available resources

(2) Home School Program (HSP) Review:

The purpose of the Home School Program (HSP) was to provide intensive support within local school communities. The HSP program essentially created a self-contained placement within the home school.

Placement in HSP is a decision that comes through the IPRC process or the School Support Team. The student is placed in a regular class and receives instruction outside the regular classroom for at least 50% of the school day from a special education teacher. Traditionally, special education models of instruction have included withdrawal of students from regular class programming and/or placement in special education classes to provide more intensive instruction. However, research indicates that removing students from regular class may have unintended consequences on future educational opportunities. Students identified as having special education needs and placed in special education programs have been disproportionality male, racialized, and students living in poverty (Brown & Parekh, 2010/2013). This trend is particularly true for students in the Home School Program.

Furthermore, recent TDSB research (chart below) has shown that placement in the Home School Program is often a direct pathway to non-academic programming in high school, even in cases when students are achieving at or beyond the provincial average.

Figure 2: Home School Program Direct Pathway to Non-Academic Programming
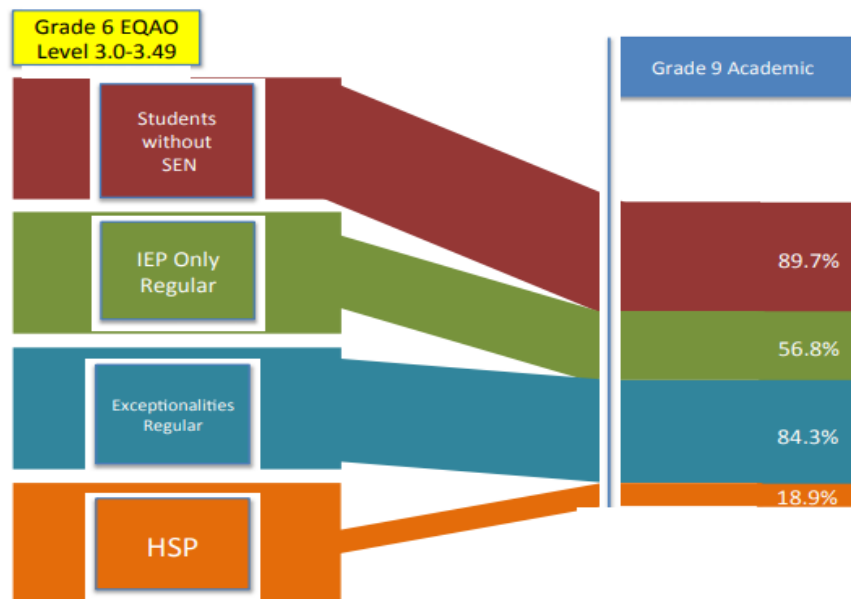
Source: Parekh, Brown & Conley, 2016.

We are working to replace the structure of HSP with the practice of providing accommodations to meet the needs of each student within the regular classroom with the appropriate level of support.

Timeline of Elimination of HSP:

- 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   No HSP Grade 7 & 8 phased out

For 2019-20, with the decreasing numbers of students in HSP, we have identified capacity building of educators as an area of focus. Learning how to implement accommodations for students based on their learning strengths as well as their learning needs is essential.   A focus on Universal Design Learning (UDL), Differentiated Instruction, Applied Behaviour Analysis, Development and Implementation of Individual Education Plans (IEPs), Literacy and Numeracy gap closing are areas that are provided through system, school and class support. Staff consisting of School Improvement Centrally Assigned Principals, K-12 Learning Coaches, Special Education and Inclusion Consultants, Coordinators and Centrally Assigned Principals collaboratively support the capacity building process.

The focus for the professional learning for this school year (2019-20) has been for schools where a withdrawal model is still the primary source of support for students. We are supporting these schools to move toward a more inclusive learning environment.

(3) Intensive Support Program (ISP) Review:

The Intensive Support Programs are special education class placements based on decisions that come through the IPRC process, and are typically located in neighbourhood schools. The number and location of the classes are determined by the profiles and numbers of students requiring this level of support across the system. ISP classrooms are based on Special Education Exceptionalities:

1. Behaviour

2. Communication

   - Autism

- Deaf and Hard of Hearing

- Learning Disability

- Speech and/or Language Impairment

3. Intellectual

- Developmental Disability

- Giftedness

- Mild Intellectual Disability

4. Physical

- Blind and Low Vision

- Physical Disability

5. Multiple Exceptionalities

In some cases, IPRC placement in an ISP special education class full time may be in a "congregated" school setting. These programs support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources.

For the 2019-20 school year, the ISP Review is focussed on assessing and evaluating our Early Years ISP programs. They include Diagnostic Kindergarten (DK), Kindergarten Early Language Intervention (KELI), and the Kindergarten Intervention Program (KIP). We began with the Kindergarten Intervention Program (KIP):

Kindergarten Intervention Program (KIP)

The Kindergarten Intervention Program (KIP) was created prior to the introduction of Full Day Kindergarten in order to support a small number of kindergarten students (from 5-50) annually in 8 school sites in developing self-regulation skills in order that they could successfully reintegrate into regular classrooms in Grade 1 and typically do not have any cognitive disabilities (average to above average IQ).

TDSB data shows that, despite the program's goal, reintegrated students from the KIP program were not always successful. They were suspended at a high rate while in KIP and after leaving the program, were placed in self-contained special education classrooms early in their school careers, and were not meeting EQAO benchmarks in future grades. Our data also shows that the vast majority of students in the KIP were

boys, from low socio-economic backgrounds, and over represented by racialized students.

In relation to suspensions,

- Figure 1 shows the distribution of the suspensions by grade. For the 429 suspensions, 18% were given in the Kindergarten years when the KIP programs were in place, 45% happened in Grade 1-3, right after the KIP program, and 21% happened in Grades 4-6.

- Between the 2007-08 and 2018-19 school years, 119 of the 411 KIP participants, or 29%, were suspended at least once, resulting in a total of 429 suspensions.

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

- Gr. 4-6: 21%
- Gr. 7-8: 9%
- Gr. 9-12: 7%
- JK-SK: 18%
- Gr. 1-3: 45%
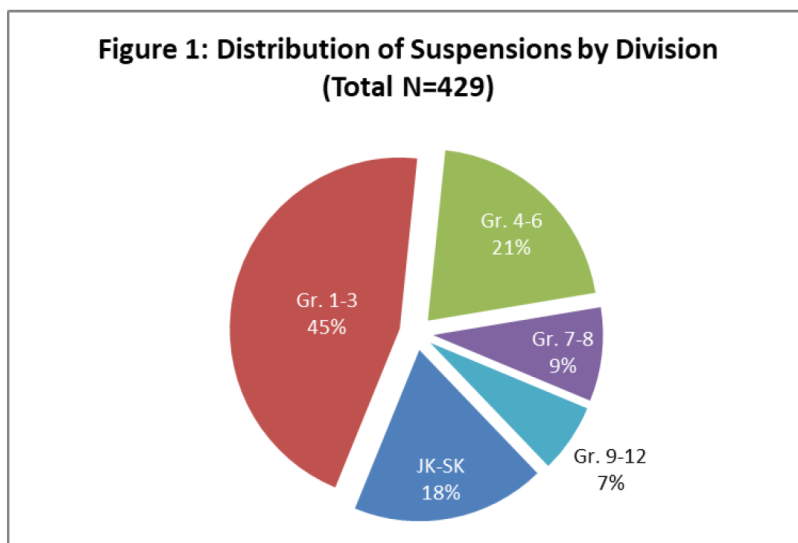
Through careful deliberation, a decision was made to bring the KIP program to an end by June 2020 and shift students to regular classrooms so they can learn alongside their peers in a more inclusive learning environment while also receiving additional support.

Schools will receive capacity building opportunities to ensure a seamless transition for students at both sending and receiving school.

(4) Independence Rubric:

We continue to create a culture shift by challenging the assumptions that more support equals better outcomes. The strategic allocation of human resources; Special Needs Assistants (SNAs) as one example, is one component of a multi-dimensional approach to supporting student achievement and well-being.

We have been engaged in a review of staff allocation procedures and we are currently revising the manner in which support staff is allocated to schools.   This revised process has been developed in consultation with various departments and groups including

Special Education, Employee Services, Information Technology and Research and Development.

The purpose of the Independence Rubric is to:

- 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 is our long term goal")*

- Ensure clarity, consistency, and transparency *in the process of evaluation and deployment of SNA support*

The intent is to engage in a collaborative process at the school that focuses on a conversation about the strengths and needs of each student that requires differentiated support. The long term intended outcome is to work toward greater independence for each student.

Appendix B: [Independence Rubric](#)

Goal 2

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

To support Goal 2 we have engaged in:

1. Special Education Placement Review Committee (SEPRC) Review

2. Parent Communication: TDSB Special Education & Inclusion Website

(1) Special Education Program Review (SEPRC) Review

TDSB continues its commitment to strengthening collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.

SEPRC is a process that allows students with special education needs to be considered for immediate placement in an intensive support special education program.   Usually, these are children who have been receiving intensive, full time special education class support in other school systems/daycares prior to their arrival in the TDSB.

Special Education class placement normally requires an Identification, Placement and Review Committee (IPRC) decision, which cannot take place until the child has been attending for sufficient time to permit school staff to collect the required information and

documentation. To address this delay and avoid the disruption to a student's schooling that would be caused by a program move part way through the year, the TDSB developed a process for expedited (but conditional) placement of students who are newly pre-registered (on paper) but not yet attending a TDSB school.

The SEPRC Review will allow us to assess and evaluate the current SEPRC process by inviting parents to share their input. The goal is to ensure families' first experience with TDSB is welcoming, informative and purposeful and to ensure a seamless transition for students.

We have reached out to SEAC and the Congregated Schools Parent Network (CSPN) to work with us to collect feedback regarding the SEPRC process.

(2) Parent Communication: TDSB Special Education & Inclusion Website

The TDSB Special Education and Inclusion Parent Communication Review is set to begin in Winter 2020. The purpose is to ensure we have easily accessible information for parents to understand the programs, resources, and services offered to students with special education needs in the TDSB. We are committed to improving the methods of communication for parents and will begin with a review of the TDSB Special Education and Inclusion webpages to ensure parents can easily navigate the information provided that describes the many programs and resources available to support their children.

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)

 To support Goal 3 we have engaged in:

1. Special Education Experiential Learning (SPEEL) Job Coaches

2. Project SEARCH

(1) SPEEL:

TDSB provides experiential learning opportunities to students with Low Incidence Exceptionalities which include Developmental Disability, Physical Disability, Low Vision and Hearing, and other health issues. The program supports students in their development of employability, life and advocacy skills. The program works in partnership with educators, parents/guardians, employers, and the community.

Through liaisons with community networks and our work with special education teachers, we facilitate the transitions from secondary school to work experiences such

as co-op placements and appropriate post-secondary opportunities. The SPEEL Team currently consists of two Job Coaches, one Occupational Therapist and one Physiotherapist. The OT/PT also supports students with physical disabilities who are participating in experiential learning in any classroom or school setting. We have increased the two Job Coach allocations to a total of four beginning in second semester.

Below is a list of schools where students are benefiting from SPEEL:

School	Exceptionality	# of students	Job training location
D&M Thomson CI	DD	8	The Childrens Place(Eginton and Warden), Giant Tiger (Kennedy), Freshco
Danforth CTI	DD	3	Earl Haig Nutrition Program,Shoppers Drugmart
Don Mills CI	DD	3	Food Bank, Goodlife Fitness
Downsview SS	DD	4	Burger King, Salvation Army
Drewry SS	DD	4	Toys R Us, Canadian Tire
East York	DD	3	The Dollar Tree, Shoopers Durg Mart
George Vanier SS	DD	3	Toys R Us and The Children Place (Fairview)
Haney	DD	4	North York Harvest Foodbank, Michaels, Salvation Army
Lester B. Pearson	DD	2	Shoppers Drug Mart
Maplewood	DD	3	Canadian Tire, L2 Library
Monarch Park	DD	3	Applegrove Community Complex, The Dollar Tree
Oakwood CI	DD	3	Michaels, Shoppers Drug Mart
Rosdeale	DD	3	Sobey's
West Humber CI	DD	3	Thistletown Foodbank, Giant Tiger, Salvation Army
York Humber HS	DD	4	North York Harvest Foodbank
York Mills CI	DD	2	5050 Resturant

(2) Project SEARCH:

TDSB is partnering with Project SEARCH as another way to fulfill its commitment to increasing employment opportunities for students with low incidence exceptionalities, including physical and intellectual disabilities, low vision and hard of hearing.

The Project SEARCH Transition to Work model is an evidence-based and business focussed, one-year employment preparation program for students with intellectual/developmental disabilities (may be in addition to a physical disability or autism or other health condition) in their final year of high school. Students are between the ages of 18 and 21.

Students are immersed in 10 months of training through co-op placements at Holland Bloorview Kids Rehabilitation Hospital while receiving daily classroom instruction for employment skills and career exploration. The model also provides individualized job development for up to one year post-training.

Project SEARCH Toronto is licensed through Children's Hospital Medical Center in Cincinnati, Ohio. Four organizations partner to be able to offer this opportunity to our students: Holland Bloorview Kids Rehabilitation Hospital, the Ontario Disability Employment Network (ODEN), UHN Toronto Rehab and United Way Greater Toronto (UWGT).

The collaborating partners agreed to work toward a goal of 100% of the students attaining employment within 1 year of completing the Project SEARCH Toronto program.

Below is a list of schools of students participating in Project SEARCH:

Project SEARCH Year 1 cohort info

Student's Home School	Which ISP class? (MID/DD/other)	# of students in this school involved in Project SEARCH	Location of Coop – all placements for 1st (Sept-Dec 2019) and 2nd (Jan-Mar 2020) rotation are located at Holland Bloorview Kids Rehabilitation Hospital. All 3rd rotation placements (Apr-June 2020) are located at UHN Rumsey Rehabilitation
Eastdale CI	MID	1	Quality and Safety
Bloor CI - from St. Mary Catholic	DD/ASD/ADHD	1	Sodexo Housekeeping
Drewry SS	MID	1	Quality and Safety, Housekeeping
David and Mary Thompson - from Blessed Cardinal Newman Catholic	DD	1	Outpatient Therapy
Drewry SS	MID	1	Materials Management
Drewry SS	MID	1	Foundation
Drewry SS	MID/Deaf	1	Health Data Records, Bloorview Research Institute, Human Resources
Monarch Park	DD	1	Inpatient
Heydon Park	MID	1	Sodexo Kitchen/Cash
Drewry	DD/ASD	1	Sodexo Housekeeping

Our students attend school in a classroom setting at Holland Bloorview and are placed in authentic work experiences for part of their day. Many of our students in the program are also learning life skills by using public transportation to get to this new location for work and school. Below are student testimonials from 2019-2020 as they reflect on the experiential employment opportunities they have been engaged in since September:

"I really like the staff because they are really helpful and they really care about you. They are patient, and they want the best for you. They challenge me alot, and I enjoy the challenge." -Congxiao

"Being at Holland Bloorview, because I love it there and I can see myself being there for a long time. Also, my supervisor is amazing. She really understands me." -Andrew

"I like working as an admin assistant, my supervisor is so nice." -Saria

"I like the checklists. I like going on TTC by myself." -Stefan

Summary

Our commitment to providing inclusive and equitable access to learning opportunities for all students requires that we continue to engage in reviews to better understand the impact of current structures. Decisions grounded in research, that remove barriers for students and dismantle assumptions need to continue in order to positively impact student's academic trajectories.

The transformational actions that support Inclusion are interconnected with several TDSB departments and teams. The three MYSP Inclusion goals require a strategic and coordinated approach to lead to the intentional systemic changes and the cultural shifts necessary to make a difference in schools and classrooms.

Building capacity for staff is the underpinning of moving toward inclusion and we will continue to collaborate with Learning Centres, Learning Networks, the Research and the Leadership, Learning, and School Improvement (LLSI) teams to work innovatively to ensure that each student is thriving in an accessible, inclusive and engaging environment.

Action Plan and Associated Timeline

Please refer to the Multi-Year Strategic Plan

Board Policy and Procedure Reference(s)

TDSB Special Education Plan, 2019: Available at this link:
https://www.tdsb.on.ca/Leadership-Learning-and-School-Improvement/Special-Education/Special-Education-Plan

Policy P037 - Equity Policy

Policy P031 - Human Rights

Policy P022 – Early Learning and Care Policy

Procedure PR548 - Promotion, Transfer and Retention: Grades 1 to 8

Procedure PR699 – Students with Special Needs: Management for Risk of Inquiry Behaviours

Ministry Documents:

Special Education in Ontario, Available at this link:
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Appendices

- Appendix A: [Inclusion in TDSB Powerpoint](#)
- Appendix B: [Independence Rubric](#)

From

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System Superintendent, Angela Nardi-Addesa, angela.nardi-addesa@tdsb.on.ca

TDSB
MYSP Mid-Year Report
Special Education & Inclusion

December 17, 2019

Dr. Kathy Witherow, Associate Director
Leadership, Learning & School Improvement

Angela Nardi-Addesa
System Superintendent of Special Education & Inclusion

Toronto
District
School
Board

MYSP 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.

Multi-Year Strategic Plan
Action Plans

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MYSP Special Education & Inclusion
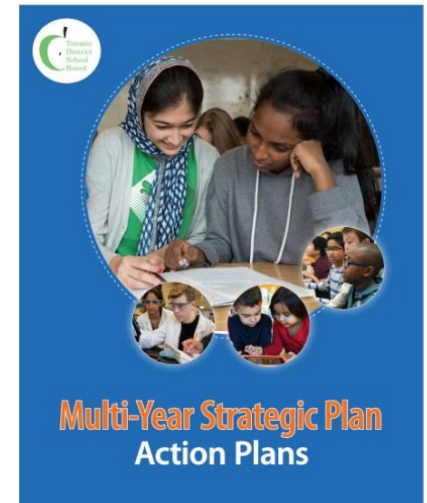
Inclusion in the TDSB

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)

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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.

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Goal 1

Action Plan

To support MYSP Goal 1 and a shift in practice and mindset we have engaged in:
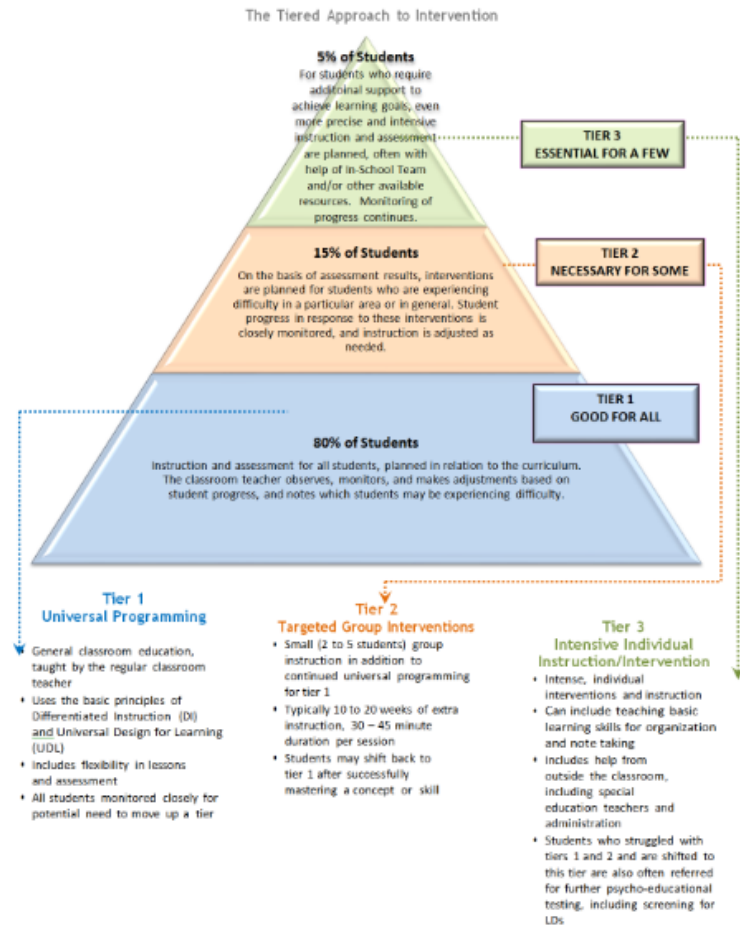
1. Tiered Approach to Support Inclusion
2. Home School Program (HSP) Review
3. Intensive Support Program (ISP) Review
4. Independence Rubric

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MYSP Special Education & Inclusion Goal 1

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.
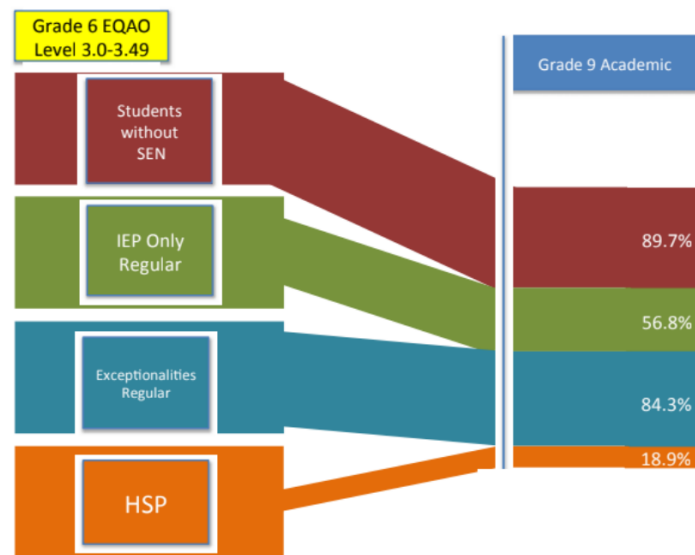
The Tiered Approach to Intervention

5% of Students
For students who require additional support to achieve learning goals, even more precise and intensive instruction and assessment are planned, often with help of In-School Team and/or other available resources. Monitoring of progress continues.

TIER 3 ESSENTIAL FOR A FEW

15% of Students
On the basis of assessment results, interventions are planned for students who are experiencing difficulty in a particular area or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

TIER 2 NECESSARY FOR SOME

TIER 1 GOOD FOR ALL

80% of Students
Instruction and assessment for all students, planned in relation to the curriculum. The classroom teacher observes, monitors, and makes adjustments based on student progress, and notes which students may be experiencing difficulty.

Tier 1 Universal Programming
- General classroom education, taught by the regular classroom teacher
- Uses the basic principles of Differentiated Instruction (DI) and Universal Design for Learning (UDL)
- Includes flexibility in lessons and assessment
- All students monitored closely for potential need to move up a tier

Tier 2 Targeted Group Interventions
- Small (2 to 5 students) group instruction in addition to continued universal programming for tier 1
- Typically 10 to 20 weeks of extra instruction, 30 – 45 minute duration per session
- Students may shift back to tier 1 after successfully mastering a concept or skill

Tier 3 Intensive Individual Instruction/Intervention
- Intense, individual interventions and instruction
- Can include teaching basic learning skills for organization and note taking
- Includes help from outside the classroom, including special education teachers and administration
- Students who struggled with tiers 1 and 2 and are shifted to this tier are also often referred for further psycho-educational testing, including screening for LDs

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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

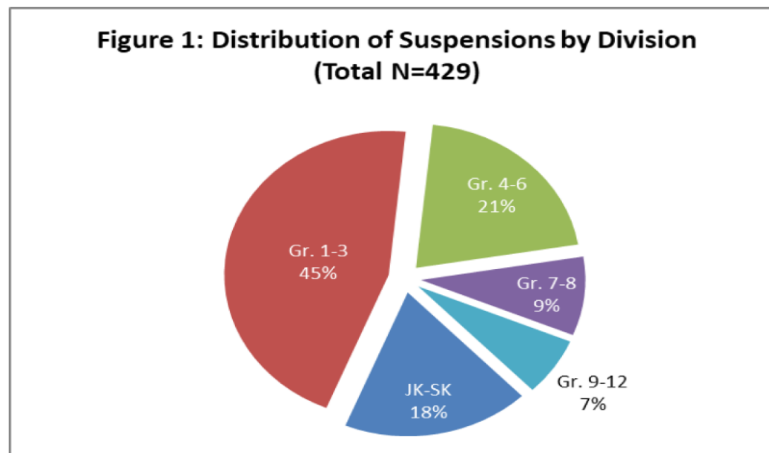**Figure 2: Home School Program Direct Pathway to Non-Academic Programming**

Grade 6 EQAO Level 3.0-3.49

Grade 9 Academic

Students without SEN

IEP Only Regular — 89.7%

Exceptionalities Regular — 56.8%

HSP — 84.3%

18.9%

Source: Parekh, Brown & Conley, 2016.

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MYSP Special Education & Inclusion Goal 1

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)

Gr. 1-3 45%
Gr. 4-6 21%
Gr. 7-8 9%
Gr. 9-12 7%
JK-SK 18%

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

8

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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)*

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MYSP Special Education & Inclusion Goal 2

Goal 2

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

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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

MYSP Special Education & Inclusion Goal 2

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?

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MYSP Special Education & Inclusion Goal 2

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

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MYSP Special Education & Inclusion Goal 3

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)

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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

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MYSP Special Education & Inclusion Goal 3

Project SEARCH

Project SEARCH model & outcomes

Experiences
(3 co-ops over 1 year at host business)

Job skills training with coaching support

+

Post-program employment support

=

Great outcomes

Employability & life skills training

Employment/future planning
- Student
- Family
- Project SEARCH staff & partner organizations

~70% graduates employed within 1 year post- program
*All sites 2017/18

Project SEARCH defines employment as:
- Year-round (not seasonal)
- Min 16 hours/week or more
- Minimum wage or higher
- Skilled
- Integrated (co-workers with and without disabilities)

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MYSP Special Education & Inclusion

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

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Shifting Culture & Mindsets

Inclusion puts students at the centre

What Every Educator Needs to Know

Toronto District School Board
Student Independence Rubric

Student Name:	School:	Grade:
Exceptionality(ies):	Placement:	SIP: ☐No ☐Yes TDSB
Completed By:		☐Yes Ministry

HEALTH/MEDICAL					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Lifting/Transferring/ Positioning	Limited Independence/ Significant Assistance; Two adults required to lift and transfer	Some Independence/Some Assistance; One adult required to lift and transfer	Considerable Independence; Independent but requires 1 adult to support to ensure stability and safety	High Degree of Independence; Requires physical supports to ensure stability and safety	
Catheterization	Limited Independence/ Significant Assistance; adult performs catheterization (Clean Intermittent)	Some Independence/ Some Assistance; Self-catheterizes with periodic adult supervision	Considerable Independence; Self-catheterizes, adult monitoring required	High Degree of Independence; Self-catheterizes, no monitoring required	
Nursing Care	Daily LHIN Nursing Care	Weekly LHIN Nursing Care	Monthly LHIN Nursing Care	No Nursing Care	
Seizures	1 or more times daily	5 or more times per week	4 times or less per month	Rarely to Never	
Health Medical: Overall Level*	Limited Independence/ Significant Assistance; Almost always requires support for medical needs	Some Independence/ Some Assistance; Regularly requires support for medical needs as indicated	Considerable Independence; Sometimes requires support for medical needs	High Degree of Independence; Rarely/ Never requires support for medical needs	

*Review each of the criteria in the Health/Medical Section and determine most consistent level; Only reference the areas wherein the student was assigned a level to calculate the most consistent level.

SAFETY					
				Safety Plan: ☐Yes	☐ No
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Self- Injurious *Exhibits behaviours such as, but not limited to, running or wandering outside of supervised areas, unaware of danger, picking, scratching skin, hitting self, pulling hair, banging*	Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of self; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of self; up to 4 times per month; verbal and/or gestural assistance	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety	

head, hitting fist into objects, throwing self onto floor or onto objects.					
Behaviour Injurious To Others *Exhibits behaviours such as, but not limited to, biting, hitting, punching, kicking, scratching, throwing items, making personal threats, as a clear response to antecedent.*	Behaviour almost always impacts on safety of others; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of others; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of others; up to 4 times per month; verbal and/or gestural assistance/prompts	Behaviour rarely impacts on the safety of others; 1 time per month; independently accesses visual support systems/cues or other strategies to ensure safety	
Support to Self-Regulate *With prompts (verbal, gestural, or visual) from an adult, student is able to de-escalate, establish composure, and re-establish rapport*	Almost always requires full physical prompts; 1 or more times daily to de-escalate, to establish composure, to re-establish rapport and/or re-engage in task	Usually requires partial physical prompts up to 4 times weekly to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Sometimes requires verbal and/or gestural prompts up to 4 times per month to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Rarely requires prompts to de-escalate, independently accesses visual prompts and/or uses learned strategies to establish composure, to re-establish rapport and/or to re-engage in task	
Use of Alternative Learning Environment *Alternative work space (an instructional/work location outside of the regular classroom), may or may not be a component of reverse integration*	Exclusively in Alternative Learning Environment	One or more times per day in Alternative Learning Environment	Up to 4 (0-4) times per week	Up to 4 (0-4) times per month	
Safety: **Overall Level***	Limited Independence/ Significant Assistance; Behaviour almost always impacts safety of self and/or others; Full physical assistance	Some Independence/ Some Assistance; Behaviour often impacts the safety of self and/or others; Partial physical assistance	Considerable Independence; Behaviour seldom impacts the safety of self and/or others; Verbal and/or visual and/or gestural prompt assistance	High Degree of Independence; Behaviour rarely impacts the safety of self and/or others; Independently accesses visual support systems or other strategies to ensure safety	

*Review each of the criteria in safety and determine the most consistent level.

ADAPTIVE FUNCTIONING					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Toileting	Limited Independence/ Significant Assistance; Two adults required to lift, toilet, clean and change; Full physical assistance	Some Independence/Some Assistance; One adult required to toilet, clean and change; Partial physical assistance	Considerable Independence; Requires adult prompting and occasional assistance toilet, clean and change (if required);Verbal and/or gestural assistance	High Degree of Independence; Toilets independently; Independently accesses visual support systems or other strategies	

Feeding	Limited Independence/ Significant Assistance; Fully dependent on adult for all feeding and drinking; May require bolus hydration; LHIN Nursing support for Tube Feeding; Full physical assistance	Some Independence/Some Assistance; Requires hand over hand assistance and/or adult prompting when feeding; Partial physical assistance	Considerable Independence; Feeds independently with some occasional adult prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
Mobility	Limited Independence/ Significant Assistance; Fully dependent for all mobility	Some Independence/Some Assistance; Requires support to ensure safe access/pathways; developing some independence with mobility with some supervision	Considerable Independence; Mobility independent with some monitoring;	High Degree of Independence; Independently mobile; able to maneuver wheelchair/walker; able to navigate independently in familiar and unfamiliar environments	
Dressing	Limited Independence/ Significant Assistance; Fully dependent on adult for dressing; Full physical assistance.	Some Independence/ Some Assistance; Requires hand over hand assistance and adult assistance for dressing; Partial physical assistance	Considerable Independence; Requires adult prompting with some hand over hand assistance to dress; Verbal and/or gestural assistance	High Degree of Independence; Independently dresses; May require adult prompting to select clothing; Independently accesses visual support systems or other strategies	
Personal Hygiene	Fully dependent on others for maintaining personal hygiene; Full physical assistance	Requires hand over hand assistance, partial physical assistance, to maintain personal hygiene	Requires prompting, verbal and/or gestural assistance to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
Adaptive Functioning: Overall Level*	Limited Independence/ Significant Assistance; Fully dependent on adult support; Full physical assistance	Some Independence/ Some Assistance; Requires hand over hand assistance and prompting; Partial physical assistance	Considerable Independence; Requires some adult prompting; Verbal and/or gestural assistance	High Degree of Independence; Independently accesses visual support systems or other strategies.	
*Review each of the applicable criteria in Adaptive Functioning and determine the most consistent level.					
COMMUNICATION					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Communication: Overall Level *Communication could include: sign language, braille, other augmentative or alternative*	Non-verbal/minimally verbal; Full physical prompts in the introduction of a communication system	Communication skills are developing; Learning to use communication system to label and request with single words	Learning to use communication system to express personal needs and wants; with prompting, can engage in some reciprocal conversation, though not	Learning to use communication system to comment and engage in conversation; engages in spontaneous, reciprocal, relevant conversations; independently	

| | | | necessarily spontaneous, engages in scripted conversations, often converses about topics of interest | initiates conversations | |

SOCIAL/EMOTIONAL					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Social/Emotional: Overall Level *Could include: Play and Leisure Skills, Socially Appropriate Behaviour*	Modelling and full prompting; Rarely interacts appropriately in the learning community; Little or no initiation of social interaction	Modeling and partial prompting; Seldom interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Some guidance to access opportunities and demonstrate skills; Often interacts appropriately with others in the learning community	Demonstrates skills across a variety of environments and people; Almost always interacts appropriately with others in the learning environment	

ACADEMICS					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Academics: Overall Level	IEP includes only alternative curriculum expectations; In Kindergarten, IEP pending, performing significantly below developmental expectations; global developmental delay;	IEP includes mainly alternative curriculum expectations and some modified curriculum expectations; Primary – a modified IEP or approaching Ministry Level 1 on grade level expectations	IEP includes mostly modified curriculum expectations and some alternative curriculum expectations	IEP includes modified curriculum expectations exclusively OR IEP includes modified and accommodated OR accommodated only with alternative curriculum (e.g., transitions, learning skills)	

Academic Program – Accommodated Only; Accommodated with Alternative Curriculum in the Learning Skills; Modified Curriculum, Modified & Alternative Curriculum Expectations; Exclusively Alternative Curriculum Expectations; Learning Skills (Ministry Report Card) are primarily the responsibility of the classroom teacher.

COMMUNITY/LEISURE/WORK					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**N/A**
Community/Leisure/ Work: Overall Level	Fully dependent on adult to access the community (school community/community at large)	Requires support for access to local community; Requires adult monitoring and some prompting to participate in leisure/co-op activities (school community/ community at large)	Requires support for access to local community; Independently participates in leisure/co-op activities (school community/community at large)	Independently accesses local community; Independently participates in leisure and/or co-op activities (school community/community at large)	

School Community: Within the School; Sensory Room; Library; Places and/or participate in "Jobs" in the school building.
Community At Large: Outside the school in the greater community; Leisure Centre; Transit; Job/Co-op Placement.

POST SECONDARY DESTINATION					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Other**
Post- Secondary Destination	Residential/ Home Care (24 hour Support)	Supported Independent Care (1:5 to 1:8 Support)	Day Program Care (1:8 to 1:16 Support)	– Employment Support/Sheltered Employment (1:8 – 1:16 Support; 4 – 12 hours per week support to maintain employment)	OSSD OSSC Certificate of Accomplishment Workplace

Based on the student's current level of independence, predict the student's pathway at this point in time.

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