Draft dated January 10, 2017

# Motion #5 Improving the Effective Inclusion of Students with Special Education Needs at TDSB

## Background

**1. Introduction**

The Special Education Advisory Committee of the Toronto District School Board here calls for TDSB to take specific actions to significantly strengthen its efforts at providing opportunities for students with special education needs to be provided education wherever possible, based on full inclusion in the regular classroom setting. SEAC commends TDSB for making improvement in the area of inclusion for students with special education needs a priority in its new 2016 Integrated Equity Plan. SEAC's recommendations here aim to make that effort strong and effective.

SEAC's earlier four motions, passed on June 13, 2016 include important recommendations that would reinforce TDSB's efforts at improving inclusion of students with special education needs. For example, it will help improve inclusion if TDSB does a substantially better job at fulfilling the right of parents/guardians to know what educational options, accommodations, services and supports are available for their child (Motion #1), if TDSB improves its process for including parents/guardians in decisions regarding their child (Motion #2), and if TDSB ensures the accessibility of the built environment at TDSB (Motion #3) and the digital environment in its classes and programs (Motion #4).

This fifth motion identifies other important ways to reinforce TDSB's inclusion strategy. An effective expanded TDSB inclusion strategy must go far beyond the four motions TDSB's SEAC passed on June 13, 2016. It must aim to ensure that the regular classroom is designed and operated in a fully disability-accessible and barrier-free way. Inclusion will be easier when accessibility barriers are removed from all educational settings, including the regular educational setting.

**2. Important to Tailor an Inclusion Strategy to the Two Populations of Students to Whom It Pertains**

Ontario's education laws combine two populations together in the group called "students with special education needs":

* many though not all students with disabilities.
* gifted students. Some gifted students also have disabilities. Other gifted students have no disabilities.

From the inclusion perspective, challenges can arise because Ontario's 37-year-old special education laws combine both students with disabilities and gifted students. Their needs are not always the same. An effective inclusion strategy should respect their distinctive needs, rather than painting them all with the same broad brush. An inclusion strategy regarding students with disabilities should be tailored to the needs and rights of students with disabilities. An inclusion strategy for gifted students should be tailored to the needs and rights of gifted students.

a) The large majority of students with special education needs have one or more of a wide range of different physical, mental, sensory, intellectual, learning communication, neurological, mental health and/or other disabilities. TDSB owes specific duties to students with disabilities, whether or not their disability falls within the meaning of "students with special education needs" in Ontario's special education laws.

According to the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, TDSB has a duty to accommodate these students' disability-related learning needs, and to remove and prevent accessibility barriers impeding them, up to the point of undue hardship to TDSB. Where the student with a disability and their family/guardian wish the student educated in an inclusion setting, TDSB cannot justify segregating that student outside the regular classroom, absent its proving that it is impossible for TDSB to effectively accommodate that child in the regular classroom setting, without undue hardship to TDSB. This of course includes students with disabilities who are also gifted.

As well, without limiting TDSB's duties under the Charter of Rights and the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (AODA) requires TDSB to become a fully-accessible provider of education services to students with disabilities, and to do so no later than 2025, less than eight years from now. This requires much more than fulfilling the limited AODA accessibility standards that the Ontario Government has enacted to date. The UN Convention on the Rights of Persons with Disabilities also imposes international obligations regarding the right of students with disabilities to inclusive educational opportunities.

SEAC members and member organizations they represent have heard of problems that families too often report when trying to get these rights respected.

b) In the case of gifted students, their families often aim to ensure that these students receive an enriched educational program from which they can benefit, suited to their abilities. Families of gifted students and their advocacy organizations have advocated for opportunities for their children to learn in classes dedicated to gifted students, on the basis that this is a better learning environment for their children.

The inclusion issue can relate to all students with special education needs. However, it can raise some different considerations for students with disabilities as contrasted with those gifted students who have no disabilities.

An expanded inclusion strategy is aimed at expanding properly inclusive educational opportunities for students with disabilities. It should not impact on the distinctive needs and concerns raised on behalf of gifted students.

This motion uses the term "students with special education needs" where it refers to both students with disabilities and gifted students. This motion uses the term "students with disabilities" where it specifically addresses students with any kind of disability, whether that disability falls within the term "exceptionality" in Ontario's special education laws. It includes gifted students who also have a disability.

### 3. Commitment to Inclusion

The Ontario Government and school boards in Ontario, including TDSB, have set a major goal to provide students with special education needs with optimal opportunities to receive their education in an inclusion-based context. There remains a debate among some over some specifics, e.g. when it is better to provide some or all education to students with disabilities in a segregated setting, and whether a school board should make such a decision over the objection of the student or his or her parent/guardian. That debate concerns the application of an inclusion policy in certain cases, and not whether expanding opportunities for inclusion is a good overall goal.

### 4. TDSB Has an Unexplained Excessively High Percentage of Students with Special Education Needs Placed in Segregated Classes

TDSB and some others in Ontario use the euphemistic term "congregated class" to describe a class, outside the regular classroom, made up of students with some kind of special education needs. This motion uses the term "segregated class."

According to the Ontario Government, of the students with special education needs in publicly-funded schools across Ontario, 85% spend more than half of each day in a regular class setting. Only 15% of them spend more than half of each day in a segregated setting.

In sharp contrast, of the students with special education needs at TDSB, fully 50% spend more than half of each day in a segregated setting. This is more than three times the 15% of the provincial average. TDSB has not given SEAC an evidence-based explanation for TDSB's substantially higher rate of segregating students with special education needs. It is important to find out why TDSB segregates students with special education needs at a far higher rate than the provincial average.

The mere placement of a student with special education needs in a regular classroom, as reported in these statistics, is not, of itself, sufficient to constitute "inclusion." "Inclusion" in education does not simply mean dumping all students with disabilities in the current regular classroom settings "as is," without the supports and accommodations they need, leaving them to sink or swim. Meaningful "inclusion" requires that they be given the accommodations, services and supports they need to succeed.

These statistics do not show how many of the students with disabilities across Ontario, or at TDSB, who are placed in regular class settings for more than half of the day, were given all the accommodations, services and supports they need.

For students with disabilities, an effective inclusion policy does not mean that segregated educational settings for some students with disabilities is never permitted, even on a time-limited basis. However, inclusion should be available except where demonstrably counterproductive, and where the student or family agrees to an exception to inclusion. That placement must be accompanied by any needed accommodations, services and supports to enable that student to fully benefit and effectively learn in that setting.

TDSB's 2013-2017 Years of Action Plan established as a goal a "50% reduction of students placed in congregated special education classes" by June 2017. It appears that TDSB is nowhere near reaching that goal.

### 5. Major Transition Plan Toward More Inclusion Is Required

The Inclusion Strategy which TDSB needs to adopt must be much more than minor tinkering. It requires major systematic changes at all levels at TDSB. It bears on the treatment of over 23,000 students at TDSB, those who are currently educated in segregated settings for more than half of each day.

This policy should be based on a strong presumption in favour of students with disabilities receiving their education in a regular class setting. Due to the enormity of the changes that can be expected across TDSB, the Inclusion Strategy must include important safeguards to ensure that no students with special education needs are put in a worse position as a result of the new Inclusion Strategy:

a) A concern has been expressed that to save money, segregated programs may be scaled back or eliminated, with students with disabilities transferred from them to regular classes, but without ensuring all the accommodations, services and supports they need;

b) A concern has been expressed that in a school board as large as TDSB, there is a risk that any such large changes risk TDSB failing to take into account the individual needs of each child;

c) A concern has been expressed that changes in favour of inclusion in the regular classroom for students with disabilities should not adversely affect gifted students who seek and would benefit from enriched programming offered in classes for gifted students;

d) A concern has been expressed that some principals or teachers at times tell a family that if their child were to move from a segregated class to a regular class, fewer accommodations, services or supports can be afforded and will be available for them. That would deter families from moving away from segregation;

e) A concern has been expressed that TDSB does not systematically tell families about the research that shows the significant benefit that often accrues to students with disabilities when educated in a regular class setting, with proper accommodations, services and supports.

### 6. Inclusion of Students with Disabilities Is Impeded by Recurring Disability Accessibility Barriers in Schools and Regular Classes

There are many recurring disability accessibility barriers in Ontario's education system, including at TDSB. These go beyond the built environment accessibility barriers and digital accessibility barriers addressed in SEAC's June 13, 2016 motions. It appears often to be left to each school to address recurring accessibility barriers that can impede full inclusion, e.g., when deciding on acquiring school playground equipment. An effective inclusion strategy must address these recurring accessibility barriers. Students with disabilities and their families should not have to battle these accessibility barriers one at a time, one school at a time, in order to secure a place in a regular classroom setting.

TDSB must remove these accessibility barriers and must ensure that no new accessibility barriers are created in the future. This includes, for example:

a) Requirements to ensure that classroom curriculum, lesson plans and all other educational programming are designed based on principles of "Universal Design in Learning (UDL), to be accessible for students with disabilities, and, where appropriate, gifted students.

b) Measures to eliminate attitudinal barriers among students without disabilities, among TDSB employees such as teachers, principals, and administrative staff, and among some families of TDSB students, that can impede the full inclusion of students with disabilities, in TDSB classes and programs.

c) Requirements to ensure that instructional materials used at TDSB are fully accessible to students with disabilities who need to use them, and are promptly available when needed.

d) Measures to ensure that any student testing is conducted in a way that fairly and accurately assesses students with disabilities.

e) Measures aimed at ensuring that students with disabilities can fully participate in experiential learning at all levels of TDSB.

f) Measures to ensure that students with disabilities can fully participate in specialized TDSB programs such as French language immersion.

g) Measures to ensure that teaching staff who teach students with disabilities, whether in regular classes or segregated classes, have the training they need to meet these students' learning needs, since as all regular classrooms can expect to have some students with disabilities in them.

h) Measures enabling students with disabilities to bring a trained service animal to school if needed.

i) Measures to ensure that gym equipment, playground equipment and other like equipment and facilities are accessible for students with disabilities.

It will eventually help TDSB that on December 5, 2016, Premier Wynne announced that the Ontario Government will create an Education Accessibility Standard under the AODA so that each school board and each school won't have to re-invent the wheel when addressing these recurring needs. TDSB cannot wait for that accessibility standard to be developed. It will take many months before this new accessibility standard is developed and enacted. TDSB needs to adopt concerted strategies to address these needs. Its efforts can provide a model for broader provincial action.

Action in these areas will help teachers and school staff better serve students with special education needs across TDSB, while ultimately being more cost effective for TDSB.

### 7. TDSB Needs to Develop Capacity to Teach Students with Disabilities in the Regular Classroom

Expanding on the above, for students with disabilities to be able to succeed in the regular classroom setting, it is essential that teachers in the regular classroom know how to teach students with disabilities. Historically, regular classroom teachers were not trained on how to teach students with disabilities. Only special education teachers were trained to teach students with disabilities.

Key to success would be the ability of TDSB teachers and other staff to be trained in and equipped to use principles of Universal Design in Learning (UDL). UDL involves designing and implementing the curriculum, lesson plans, and other classroom learning activities in a way that addresses the learning needs of students with disabilities, and not just students without disabilities. For example, to play "charades" in a drama class would fail to use principles of UDL, if a blind student were in the class.

In 2016, SEAC asked TDSB staff for information on how well-equipped regular TDSB teachers are to teach students with disabilities. From three detailed staff presentations, SEAC learned that senior TDSB officials speak of UDL principles at a very high level. However, there is no indication that UDL principles are now effectively and consistently deployed in TDSB classrooms. In the words of the TDSB Executive Superintendent of Teaching and Learning, "We're not there yet." SEAC was told that TDSB has a lot to do in this area.

TDSB does not ask job applicants about UDL at job interviews. From what SEAC was told, it does not appear that TDSB teachers are monitored or evaluated on practicing UDL.

TDSB told SEAC that most TDSB teachers likely do not know the term "Universal Design in Learning" Teachers' colleges do not provide extensive training, if at all, on UDL, and on how to effectively teach students with disabilities. Some TDSB teachers may have evolved teaching practices that happen to echo some UDL principles, even if they do not know the term. However, TDSB is not in a position to know how many, or how extensively it is practiced on the front lines in TDSB regular classrooms.

TDSB is starting to offer some content on this at teacher PD days in 2017. However, TDSB has no comprehensive plan to ensure that regular classroom teachers become sufficiently skilled in and effectively practice UDL in their teaching. No end date has been targeted to reach this goal.

It is SEAC's view that more is needed than voluntary training offerings and raising awareness. A plan is needed, involving performance expectations and performance management.

### 8. Need to Remove Attitudinal Barriers Impeding Students with Disabilities at TDSB

To increase the effective inclusion of students with disabilities in the regular classroom setting at TDSB, it is necessary to eliminate any attitudinal barriers that may be harboured by some TDSB students, some TDSB staff and some families of TDSB students. Attitudinal barriers regarding people with disabilities still pervade in our society. TDSB's students and staff are not exempt from these.

TDSB has expanded its curriculum content regarding some other disadvantaged groups in society. To include mandatory multi-year curriculum content on full inclusion for people with disabilities in school and in society would help improve this situation, both for students and teaching staff. If teachers are required to teach about this, they would in the process themselves learn about this. It would have the added benefit of helping ensure that future generations in our community don't grow up with the same attitudes on disability that have persisted in the past.

TDSB staff have told SEAC that TDSB does not require students to receive any specific curriculum content on inclusion of people with disabilities in society. Some schools or individual teachers may opt on their own to provide some content to their students on this topic. TDSB does not know how often or extensively any of its students receive any instruction on this topic.

### 9. Smoothing the Path from Segregation to Full Participation in the Regular Classroom

For students with disabilities who are now being served in whole or in part in segregated programs at TDSB, which TDSB calls Intensive Support Programs (ISP), TDSB needs to develop a concerted strategy to maximize the opportunity for and smooth the path for those students to interact with and learn with students without disabilities. TDSB also needs to reform the way it handles its ISP programs. SEAC has raised these problems with SEAC staff several times over several months:

1) TDSB has maintained some segregated programs in schools which are entirely segregated. This creates a counterproductive special education ghetto. There is no reason why such segregated classes cannot be situated in schools that also have some regular classes. Students attending an entirely segregated school have no chance to formally or informally interact at school with any students who have no special education needs. Even if a school is to have several segregated classes, in a city as large as Toronto there is no need for there to be any a school with no regular classes.

2. Two TDSB Intensive Support Programs are misnamed and have been mis-described in TDSB's earlier Special Education Plans. The "Developmental Disabilities (DD) (ISP) is not in fact limited to students with developmental or intellectual disabilities, despite its name. The Mild Intellectual Disabilities (MID) ISP is not limited to students with a mild intellectual disability, or indeed to students with any degree of intellectual disability.

These inaccurate names mislabel their students in the eyes of staff, of other students in the school, and their families. For almost two years, SEAC has asked TDSB staff to rename these programs and to make public descriptions of them which more accurately describe them. This has not yet happened. It should not take this long to take such a simple step.

3. TDSB does not appear to systematically situate its ISP programs, such as its DD and MID ISP classes in the same school. Students in those programs would benefit from being able to move along the ISP spectrum, from one level to the other, e.g. on the road towards more inclusion in regular classes, without having to suffer the substantial disruption of moving to a new school. This makes it hard for a student to experiment with a different ISP setting that is closer to the regular classroom environment. Moving to a new school requires the student to learn a whole new environment and new line-up of teachers, principal and other staff. Families can understandably resist such a move, fearing that they will jump out of the frying pan into the fire.

Shuffling students with disabilities from school to school, when moving from one type of segregated placement to another, or into their neighbourhood school from a segregated placement, is disorienting and disruptive. TDSB ought to be able to improve upon this, among its 550 schools.

**Recommendations**

To supplement the four motions it passed on June 13, 2016, the TDSB Special Education Advisory Committee therefore recommends as follows:

### 1. Adopt an Effective Definition of "Inclusion"

TDSB should adopt a clear definition of "inclusive education" for students with special education needs by using either or a combination of these definitions:

a) (from the Canadian Association for Community Living) Inclusive education occurs when ALL students attend and are welcomed into their neighbourhood schools in age appropriate regular classes and are supported to learn, contribute to and participate in all aspects of the life of the school. As well, all students are challenged to meet their unique intellectual, social, physical and career development goals.

b) (from Disability is Natural): Inclusion is children with disabilities being educated in the school they would attend if they didn’t have disabilities, in age-appropriate regular education classrooms, where services and supports are provided in those classrooms for both the students and their teachers, and where students with disabilities are fully participating members of their school communities in academic and extracurricular activities.

### 2. Comprehensive Inclusion Strategy Should Include Students with Any Kind of Disability

TDSB should adopt a comprehensive Inclusion Strategy, that includes students with any kind of disability whether or not that disability is identified as an "exceptionality" under Ontario's special education laws. For example, it should include students with any mental health condition, whether or not that condition constitutes a behaviour exceptionality under Ontario's special education laws.

### 3. Comprehensive Inclusion Strategy Should Make Segregation a Last Resort, And Should Include Effective Transition Safeguards

The Inclusion Strategy should include:

a) Students with disabilities should be educated in the least restrictive environment with needed educational accommodations in place. Segregation of a student with a disability should be the last resort. It should only occur after all less restrictive alternatives have been considered and rejected.

b) Where TDSB proposes to refuse to provide a student with a disability in a regular class setting with needed accommodations, supports or services, over the objections of the student or their family, on the grounds that TDSB cannot serve that student in a regular classroom setting, the principal should be required to give written notice of this to the family and to tell the family has the right to request the principal to give his or her reasons in writing.

c) The Inclusion Strategy should include effective and monitored transition safeguards to ensure that no students with special education needs are put in a worse position as a result of the new Inclusion Strategy. This should include, among other things, TDSB officials who are independent of the student's school, checking with the family during the transition period to monitor that the transition is working effectively.

### 4. Identify TDSB Accessibility Barriers and Develop Comprehensive Action Plan and Timelines

TDSB should systematically review its educational programming and facilities to identify recurring accessibility barriers that can impede the effective inclusion of students with disabilities. A comprehensive plan for removing and preventing these accessibility barriers should be developed with clear time lines and clear assignment of responsibilities for action within TDSB.

### 5. Rename and Re-define Misnamed Intensive Support Programs

TDSB should promptly rename and update its descriptions of its "Developmental Disabilities" and "Mild Intellectual Disabilities" Intensive Programs, assigning names that are more neutral and accurate.

### 6. Phase Out Schools that Are Entirely Segregated

TDSB should develop and implement a long-term plan to ensure that none of its schools is entirely segregated exclusively for students with disabilities. This should be done over a reasonable time, without displacing any students now situated in one of those schools absent the consent of the student or their family.

**7. Situate Multiple Intensive Support Programs in Same Regular School to Facilitate Gradual Progression to Regular Classroom**

Where possible, TDSB should locate in the same school a combination of two Intensive Support Program classes that involve different levels of support, in order to enable a student to progress towards a regular class setting in that school, without having to switch schools in order to switch to a different level of Intensive Support Program. For example, TDSB should aim to locate one more intensive program (such as the one now called a Developmental disability class) at the same school as one involving less intense support (such as the program now called a Mild Intellectual Disabilities class).

### 8. Ensure Universal Design in Learning Is Used in Regular Classrooms

TDSB should develop and implement a plan to ensure that all teachers and teaching staff effectively and consistently use principles of Universal Design in Learning (UDL) when preparing and implementing lesson plans and other educational programming. For example,

a) TDSB should survey its front-line teachers to find out how much they know about UDL, how much they incorporate UDL into their lesson plans, and what more they would benefit from learning about practicing UDL.

b) TDSB should develop a comprehensive plan to train its teachers on using UDL principles when preparing lesson plans.

c) TDSB should include knowledge of UDL principles in recruitment of teachers, other teaching staff and principals.

d) TDSB should develop strategies for monitoring and assessing how effectively UDL is incorporated into lesson plans and other teaching activities.

e) TDSB should develop a specific strategy for monitoring and reinforcing the use of UDL in situations where a teacher in a regular classroom setting has very limited exposure to their students with disabilities e.g. where a student, placed in a segregated class, only spends an hour per day in a regular class setting.

f) TDSB should review the curriculum, text books and other instructional materials and learning resources used in its schools to ensure that they incorporate principles of UDL.

g) TDSB should ensure that teachers in the areas of science, technology, engineer and math (STEM) have resources and expertise to ensure the accessibility of STEM courses and learning resources. This should include ensuring that any math coaches hired under the new Ontario Government math strategy have the expertise to effectively assist teachers in meeting the needs of students with disabilities.

### 9. Tearing Down Counterproductive TDSB Senior Management Silos

TDSB should subsume its Special Education Department in the Teaching and Learning department, so it will become an integral part of oversight of teaching and learning, not as at present, as a separate organizational silo.

### 10. Tearing Down Attitudinal Barriers Against Students with Disabilities

To remove attitudinal barriers among students, TDSB staff and some families of TDSB students, TDSB should:

a) Develop and implement a multi-year program/curriculum for teaching students and staff about inclusion and full participation of students with disabilities, tailored to age levels. Where possible, this should include TDSB students meeting and interacting with people with disabilities.

b) Send information to all families of TDSB students on TDSB's commitment to inclusion of students with disabilities, and the benefits this brings to all students.

c) Provide targeted training to all TDSB staff that deal with parents or students, on the importance of inclusion.

### 11. Removing Barriers to Participation in Experiential Learning

To ensure that students with disabilities can fully participate in TDSB's experiential learning programs, TDSB should:

a) Review its experiential learning programs to identify and remove any accessibility barriers.

b) Ensure that its partners who accept TDSB students for experiential learning placements are effectively informed of their duty to accommodate the learning needs of students with disabilities.

c) Create supports for placement organizations who need assistance to ensure that students with disabilities can fully participate in their experiential learning opportunities.

d) Survey students with disabilities and experiential learning placement organizations at the end of any experiential learning placements to see if disability-related needs were effectively accommodated.

### 12. Ensuring French Immersion and Other Specialized Programs Are Barrier-Free for Students with Disabilities

TDSB should develop and implement a strategy to ensure that French Immersion and other specialized programs are accessible to and barrier-free for students with disabilities, including:

a) Identifying what percentage of the students in these programs are students with disabilities, to document any under-participation;

b) Review the admission process for gaining entry to these programs, for accessibility barriers;

c) Identify what efforts TDSB now makes to ensure that students with disabilities are accommodated in these programs, and the extent to which UDL principles are used in the teaching in these programs;

d) Develop an action plan to address any shortfalls;

e) Actively publicize to students with disabilities and their families about the opportunities to take part in these programs, and TDSB's willingness to ensure that their accommodation needs will be met.

### 13. Ensuring Student Testing/Assessment is Free of Disability Barriers

To ensure that TDSB fairly assesses the performance of students with disabilities, TDSB should:

a) Provide its teachers and principals with training resources on how to ensure a test is a fair, accurate and barrier-free assessment for disabilities in their class, and where needed, how to provide an alternative evaluation method.

b) Set guidelines for proper approaches to ensuring tests provide a fair, accurate and barrier-free assessment of students with disabilities, and on when and how to provide an alternative evaluation method.

c) Monitor implementation of these guidelines.

### 14. Ensuring Students with Disabilities Can Bring Service Animals to School

Because students on the autism spectrum have reported difficulties at some school boards with being allowed to bring a service animal to school, TDSB should ensure it has a fair protocol to ensure that students with disabilities who need a trained service animal are able to bring them to school. TDSB should also ensure that principals, teachers, school office staff and families of students with disabilities know about this policy.

### 15. Ensuring Accessibility of Instructional Materials that Students with Disabilities Use

To ensure that instructional materials used at TDSB are fully accessible on a timely basis to students with disabilities such as dyslexia and vision loss, TDSB should:

a) Survey students with disabilities who need accessible instructional materials, and their teachers and families, to get their front-line experiences on whether they get timely access to accessible instructional materials, and

b) Establish a dedicated resource to convert instructional materials to an accessible format, where needed, on a timely basis. It is insufficient to place this workload on TDSB's staff that work with students with vision loss.

### 16. Ensuring Accessibility of Gym, Playground and Like Equipment

To ensure that gym equipment, playground equipment and other like equipment and facilities are accessible for students with disabilities, TDSB should:

a) Take an inventory of the accessibility of its existing gym and playground equipment.

b) Adopt a policy on specific requirements for accessibility requirements for new gym or playground equipment;

c) Implement measures to ensure this procurement policy is followed and enforced.

### 17. Implement Human Resources Policies and Practices Emphasizing Knowledge and Skills Regarding Inclusion

TDSB should develop and implement human resources policies targeting at inclusion, such as:

a) Making knowledge and experience on implementing inclusion an important hiring and promotions criterion especially for principals, vice-principals and teaching staff;

b) Emphasizing inclusion performance in any performance management and performance reviews at TDSB.

### 18. Finding Out What Has Worked on Inclusion Elsewhere

TDSB should investigate effective practices in all the areas addressed in this motion, at other school boards in Canada, the U.S. and elsewhere. Where feasible, TDSB should make its research public, and available to trustees and SEAC.

### 19. Establishing a TDSB Chief Accessibility Officer

TDSB should establish the position of Chief Accessibility/Inclusion Officer, reporting to the Director of Education, with a mandate and responsibility to ensure proper leadership on the matters in this motion, as well as the four motions which SEAC passed on June 13, 2016, and to help ensure that TDSB ensures that it provides a fully accessible workplace for employees with disabilities.

### 20. Reporting to the TDSB Board and SEAC on Plans and Progress

TDSB should establish a time line for action on these motions. It should establish a schedule for regularly reporting to the TDSB Board, to SEAC and to any other related governance bodies, on its plans to implement this motion, and for periodically reporting on progress, with this reporting to begin no later than six months after the date of this motion.