**SEAC Questions for Staff Response for June 13, 2016 SEAC Meeting**

1. ***What is TDSB doing to include principles of universal design in learning UDL in curriculum in mainstream classes, to enable students with special education needs to be able to be mainstreamed as much as possible? How is this measured or monitored?***

We have arranged for Bernadette Shaw, Central Coordinating Principal, Teaching and Learning to talk about Universal Design for Learning (UDL). In preparation, Margo has included in the June meeting mail out a copy of a slide presentation (and associated Word document) addressing UDL.

1. ***For students with special education needs to be able to fully participate in our schools, especially in the mainstream classroom or recess, students without disabilities need to be given curriculum on disability and inclusion. What is TDSB doing to educate students without disabilities about people with disabilities, students with special education needs and inclusion?***

Instruction is guided by Ontario Ministry Curriculum Policy documents. While there is not a specific curriculum assigned to addressing disabilities as a topic of study, teachers consciously work within mandated curriculum with educational partners to increase student empathy for all differences and to help students develop deeper understanding of issues around disability and inclusion. A good example was the recent Hillcrest letter-writing carried out by Grade 3 students on accessibility. The curriculum being addressed was Literacy – persuasive letter writing, but the teacher chose the topic. An assortment of examples provided below reflect only some of the many kinds of programs/activities offered through different TDSB departments including Special Education, Guidance, Early Years, Physical and Health Education and Equity.

**Examples of Programs with Empathy Building Activities**

* **Best Buddies** – a board wide initiative pairing neuro-typical students with those in Developmental Disability programs
* **Spinclusion** – (a Community Living activity) that comes to schools to engage with students
* **Roots of Empathy** – an overall initiative to build acceptance and understanding of all students
* **CNIB - Shades of Fun Awareness** as well as other fund raising activities around disabilities and diagnoses
* **Airplane Game** – A Mental Health & Well-Being Student Leadership focus around stigma, which helps students reflect on stigma/negative responses to difference.

**Examples of High Interest Special Events**

* Attendance/collaboration in spectacular arts-based events hosted by organizations that integrate people with disabilities, such as FAMOUS PEOPLE PLAYERS, with a focus on what people CAN do rather than what people can't do.
* Young People’s Theatre School Presentations - funded centrally per FOS each year
* System recognition of special awareness days/months related to specific exceptionalities/disabilities (Autism Community Living, Epilepsy)
* Targeted fund-raising endeavours that broaden student perspectives, engage empathy and incorporate educational activities to learn about special needs (MS Read-a-thon, Terry Fox Day)
* System Physical and Health Education Initiatives offer accommodations to enable broad participation, such as the recently publicized information about the “TDSB Healthy Schools 5k Run/Walk Event Day”, where the distance can be shortened to 2 K and participation of Service dogs and use of assistive devices, such as wheelchairs, are permitted to facilitate involvement of persons with disabilities.

**System-Wide School-Based Practices**

* Monarch Park SS has co-op students complete their placement with their Physical and Developmental Disability programs
* Active citizenship projects focused on marginalized communities
* School-wide anti-bullying assemblies with resources from the PACER Centre
* Peer Mentoring
* Class reps for Student Leadership Council
* Leadership opportunities to build self-esteem and respect for different abilities (classroom helpers, etc.)
* Reading buddies affiliated with special programs and senior citizens

**Instructional Practices**

* Differentiated instruction and DI activities that demonstrates how each individual student learns best
* Multiple intelligences, and affording opportunities for students to shine in a variety of ways/settings, through differentiation/subjects, such as the arts.
* Discussions/Projects on famous people who have disabilities (especially those known to students such as Tom Cruz, Jay Leno)
* Read-a-louds/Discussions in primary/junior grades - Leo the Late Bloomer, Thank you Mr. Faulker
* Discussions on Growth Mind set - how the brain works, how to develop a growth mind set
* Direct teaching of language specific conversations/dialogues – i.e. “the student has autism” and not “the autistic student”
* Emphasis on "people first" language at all times

**Professional Learning**

* Educating teachers/school staff (SST, Case Conference, IPRC, 699), who then, in turn share appropriate information
* System/FOS PL - Highlighting different exceptionalities - MARTs, ISP teachers, who then, in turn share appropriate information
* Zones of Regulation PD

***3. Update on the implementation of Learning Centres and on how special education is being dealt with.***

On the TDSB website at:  <http://www.tdsb.on.ca/aboutus/directorofeducation/learningcentres.aspx>, information is provided about the Learning Centres. There is a map that shows the boundaries for the Learning Centres, Senior Team assignments, trustee locations and lists of associated schools. Information about the rationale for moving to ‎learning centres is in the linked document: “Improving School Effectiveness and Student Achievement and Well-Being – Learning Centres”. (This booklet has been converted into a Word document, included in the June SEAC Meeting Mail-out.) On page 5 of this document under Enhanced Service Delivery, a brief outline is provided of how special education service delivery is improved. All central staff have been assigned. As an example of service enhancement, special education consultants have been allocated fewer schools than had existed in their former Families of Schools and the intention is for them to be more involved in classrooms and coaching than in meetings.

***4. Requested update on the outcome of the review IPRCs and statistics on the inclusion initiative.***

Available data (as of June 3) regarding the Inclusion IPRC Reviews follows:

**INCLUSION REVIEWS BY GRADE**

**Grades 1 to 7**

A total of 1515 held and 1378 reported to date:

* 1273 (92%) in ISP,
* 86 (6%) in HSP
* 19 (1%) in regular program

**Grade 8**

A total of 365 held and 321 reported to date:

* 263 (82%) in ISP
* 3 (1%) in HSP
* 55 (17%) in regular program

**All Grades**

A total of 1880 and 1699 reported to date

* 1536 (90%) in ISP
* 89 (5%) in HSP
* 74 (4%) in regular program

**INCLUSION REVIEWS BY EXCEPTIONALITY**

**Learning Disability (LD)**

Grade 1 to 7

A total of 513 and 484 reported to date

* 441 (91%) in ISP
* 39 (8%) in HSP
* 2 (0%) in regular program

**Behaviour**

Grade 1 to 7

A total of 365 and 329 reported to date

* 286 (87%) in ISP
* 27 (8%) in HSP
* 16 (5%) in regular program

**Mild Intellectual Disability (MID)**

Grades 1 to 7

A total of 637 and 567 reported to date

* 546 (96%) in ISP
* 20 (4%) in HSP
* 1 (0%) in regular program