

Slide 1:
Special Education
Inclusive Education in the TDSB
SEAC
February 1, 2016

Slide 2:
Creating a Culture of Inclusivity
Vision and Beliefs

Fairness, equity and inclusion are essential principles of our school system and these principles are integrated into all our policies, programs operations and practices.

Inclusion provides all students with an environment that supports both academic and social success. All students are diverse learners, each with his or her own strengths, needs and learning style.

Slide 3:
How Many Students with Special Needs are in the TDSB?

In 2013-14, 43,580 students out of 248,343 (**17.5% of the TDSB**) were classified as students with Special Needs (see Figure 1):

Gifted – Special Education Classes: 4,078 students (**1.6%**) (taking 50% or more of their classes in Special Education).

Gifted – Regular Classes: 2,315 students (**0.9%**) (taking 50% or more of their classes in the TDSB regular day classrooms).

Slide 4:
How Many Students with Special Needs are in the TDSB? Con't

Exceptionalities without Gifted – Special Education Classes: 9,173 students (**3.7%**) (IPRC'd as one of the 13 Exceptionalities without Gifted, and taking 50% or more of their classes in Special Education).

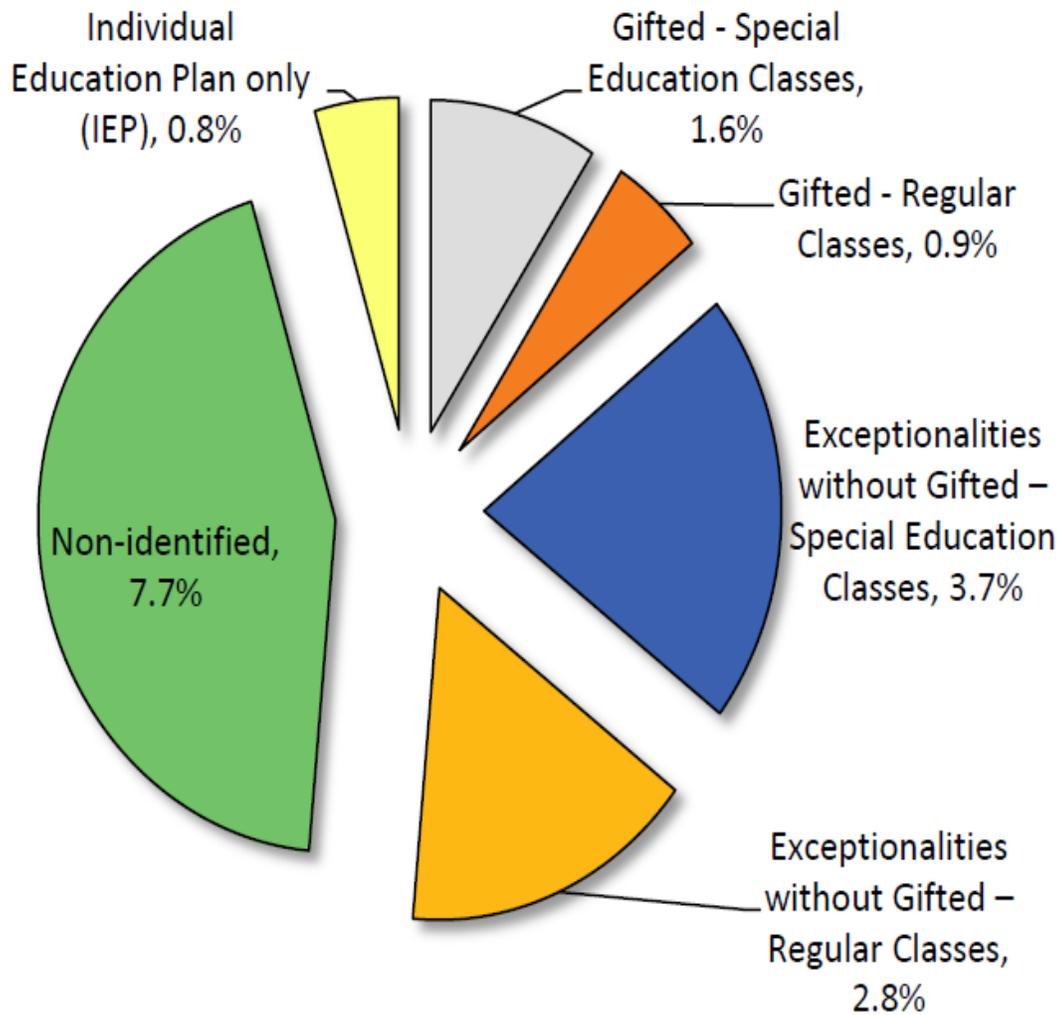
Exceptionalities without Gifted – Regular Classes: 6,845 students (**2.8%**) (IPRC'd as one of the 13 Exceptionalities without Gifted, and taking 50% or more of their classes in the TDSB regular day classrooms).

Non-identified: 19,239 students (**7.7%**) (i.e., no IPRC but receiving Special Education programming during the 2013-14 school year).

Individual Education Plan only (IEP): 1,930 students (**0.8%**) (i.e., had an IEP and were receiving direct assistance in the classroom, rather than programming in Special Education).

Slide 5:

Figure 1: TDSB Special Needs, 2013-14



Slide 6:

Selected Key Findings

There are **14 Ministry Special Education exceptionalities**. The **majority of the TDSB IPRC students** are in **these five categories**: Learning Disability (LD), Giftedness, Mild Intellectual Disability (MID), Autism, and Developmental Disability (DD).

Males (49%) and females (51%) are nearly equally represented in students without Special Needs. However, nearly **two thirds** of students **with Special Needs (64%) are male**.

Students with Special Needs are **less likely to be born outside of Canada** (16%), compared to students without Special Needs (25%).

Slide 7: Selected Key Findings Con't

Looking at a variety of achievement results, Gifted students achieve at a much *higher level* than the TDSB average. On the other hand, **all students with Special Needs excluding Gifted** (Exceptionalities without Gifted, Non-identified, IEP only) **achieve at a much lower level than the TDSB average**. To illustrate, Figure 2 shows the outcomes for the EQAO Grade 6 Mathematics assessment administered in May 2014 along with the outcomes for the EQAO Grade 6 Mathematics assessment administered in May 2006.

Many students who received full-time Special Education programming in Grade 8 are **integrated into regular secondary classes** when they enter **Grade 9**. Many of these students however *remain highly at-risk* and **their progress should be monitored over time** to determine their long-term outcomes.

Slide 8: Websites

TDSB Special Education

- <http://www.tdsb.on.ca/EarlyYears/SpecialEducation.aspx>
- <http://www.tdsb.on.ca/ElementarySchool/SpecialEducation.aspx>
- <http://www.tdsb.on.ca/HighSchool/SpecialEducation.aspx>

Regulation 181/98

- http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_980181_e.htm

Special Education Guide for Educators

- <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html>

The IEP – A Resource Guide

- <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguide.pdf>

Slide 9: Enabling all Students Three Effective Approaches

Instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- Universal Design for Learning (UDL),
- Differentiated instruction, and
- Tiered approach to prevention and intervention.

Slide 10:
Enabling all Students
Universal Design for Learning
(Essential for Some;
Beneficial for All)

- Universality and equity
- Flexibility and inclusion
- An appropriately designed space
- Simplicity and focus

Slide 11:
Enabling all Students
Differentiated Learning

Differentiated instruction includes:

- providing alternative instructional and assessment activities;
- challenging students at an appropriate level;
- using a variety of groupings to meet student needs.

Slide 12:
Focused and Intentional Work

Inclusion – Phase 2

- Belief that all students in a community, including those with students with special needs, should receive their education to the fullest extent possible in the local community

Secondary Gifted Boundaries

- To provide an equitable distribution and access to secondary gifted intensive support programs across the District

Gifted Screening

- To introduce an equitable process for identifying students with a gifted profile