In 2013, a report entitled, *A Case for Inclusive Education* was released by the Toronto District School Board (TDSB). “This report detailed international, national, and provincial principles, policies and research on the merits of adopting an inclusive education model, particularly for students who have been identified as exceptional, as having special education needs and/or disabilities” (Parekh & Underwood, 2016, 3).

The TDSB aims to ensure that every student, every day, in every school is welcomed and included within the regular classroom or learning space.  It is understood that inclusive education is a continual state of becoming. It is a project that requires continuous review, assessment and revision (Artiles, Kovleski, & Waitoller, 2011). Students are successfully included, supported, and empowered when:

* all students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power and value (Parekh,2014)
* the learning environment is modified to fit the student, not the student to fit the environment (Parekh & Underwood, 2016)
* all identities and cultures are celebrated within the learning environment (Parekh & Underwood, 2016)
* the right to participation and establishing a positive climate where social engagement and friendships can be promoted is prioritized (Underwood, 2013)
* deficit thinking is rejected and students are not organized within and outside the classroom by perceived ability (Parekh & Underwood, 2016)

**Proposed Actions from Staff for SEAC’s Consideration:**

**Year 1**

1. Provide parents/guardians and students with effective information resources about special education programs, services and supports. This includes outlining a consultation process for participating in the board’s annual review of its Special Education Plan.

Notes:

1. Develop and conduct ongoing training sessions that focus on Regulation 181/98. The specific focus will be on developing and implementing Individual Educational Plans (IEPs) as well as the Identification, Placement and Review Committee (IPRC) process. This will be done throughout the 2016-2017 school year.

Notes:

1. Provide an effective process for parents/guardians and students to raise concerns about the programming needs of students with special education needs. This will be done throughout the 2016-2017 school year.

Notes:

1. Design training sessions on PPM156 and implement such training throughout the 2016-2017 school year. (The PPM states a Transition Plan is required for students with Individual Education Plans, from K to 12. A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the bases of giftedness.)

Notes:

1. Other

**Year 2**

1. Revise the Home School Program (HSP) to ensure support is provided in the regular classroom throughout the 2017-2018 school year. Professional learning opportunities will be provided to shift beliefs, attitudes and practices during the 2016/17 school year. This work will be supported through the equity focus on identifying barriers and bias as we move students towards greater achievement.

Notes:

1. Other

**Year 3**

1. Build consistency among all educators in areas of tracking and communicating evidence of accommodation modification/differentiated approaches they have employed to date that substantiates the move from a regular classroom (Elementary) or academic program of study (Secondary) to a specialized or streamed program throughout the 2018-2019 school year

Notes:

1. Other