

For each section of the TCDSB Special Education Plan we have commented with 3 sections:

1. "Required" refers to what is required by the ministry guidelines.
2. "Findings" are what the working group observed in the TCDSB Spec Education Plan currently on the website.
3. "Recommendations" are what we think needs to change, and in some areas, our suggested changes.

Roles and Responsibilities

1. Required by Ministry guidelines

i. Information on the Roles and Responsibilities at the board in the area of special education covering the following roles

1. the Ministry of Education
2. the school boards
3. the board's SEAC
4. principals and teachers of the board
5. parents or guardians
6. students

ii. A reference is provided to the Roles and Responsibilities in Part A of the "Special Education in Ontario, Kindergarten to Grade 12" starting on page A-10.

2. Findings

- i. Many points are copied verbatim from the Guidelines.
- ii. Additional points have been added
- iii. Wording has been altered unnecessarily in some places
- iv. Some points are missing such as a section on ECE's
- v. The student sections ("vision" and "in addition") are not required in the guidelines. The current wording about students is very extensive and applies to special education students age 4-21. Many of the expectations are stated in adult terms and are not realistic standards for many special education students to achieve, especially younger students and students with disabilities.

3. Recommendations

i. The opening sentence in our plan says "The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas"... change "has begun to define" to "defines"

ii. Delete subsequent points and sentences up to where the roles and responsibilities of the Ministry of Education starts.

iii. A detailed word for word comparison is required between our plan and the Ministry guidelines. A copy and paste of the guidelines for this section should be considered.

iv. Where appropriate add wording supporting Catholic values but once per role.

v. Where appropriate keep helpful additional information such as the languages in which the Parents Guide is provided.

vi. Note when changes in wording diminishes or limits the scope of our plan vs the guidelines. Change the wording to what is found in the guidelines.

vii. Remove points that are not required by the guidelines unless they provide valuable additional information.

viii. Reword several bullets under "TCDSB Roles & Responsibilities" to state "The TCDSB

- *prepares, updates and distributes to parents a parent guide about special education programs, services and procedures prior to any Identification, Placement & Review Committee (IPRC) meetings (Parent guide to be available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print.);*
- *establishes a Special Education Advisory Committee and*
 1. *provides an opportunity for SEAC to be heard prior to making decisions which impact on special education,*
 2. *takes SEAC recommendations into account before making decisions which impact on special education;*
- *responds to SEAC recommendations advising the Board of Trustees of the feasibility and viability of the implementation of the recommendations.*

ix. Reorder the bullets under “SEAC Roles& Responsibilities” to present them in logical sequence. Reword several bullets under “SEAC Roles& Responsibilities” to state “The Special Education Advisory Committee (SEAC):

- *provides opportunities for discussion and dialogue regarding improvements to special education services;*
- *makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;*
- *receives regular updates on new initiatives.*

x. Following the section on the special education teacher, add a section for the early childhood educator (ECE) and describe ECE roles & responsibilities (see Ministry guidelines, page A-10).

xi. Rewrite the section on student roles and responsibilities using language such as “Students, to the best of their ability/potential, are...”

- a. Change title for this subsection to “The Students With Special Needs:”
- b. Remove the student “vision” and “in addition” sections
- c. Shorten this list significantly, consolidate where possible and remove unrealistic expectations.
- d. Include an initial statement that says students “will strive to fulfill their role and responsibilities with the skills they possess”
- e. Include one statement supporting catholic values (instead of the current 3) such as “apply Christian values to life's opportunities, challenges and choices”
- f. Add the 3 points required by the Ministry Guidelines that students will:
 - i. Strive to achieve academically and socially.
 - ii. Contribute in a constructive way to their class, school and community.
 - iii. Communicate with staff and fellow students in an acceptable way considering their level of development.