

Report from the Informal Working Group to TCDSB Special Education Advisory Committee (SEAC) Meeting on April 6, 2022

## **INTRODUCTORY Remarks**

Special Education Plan Review (Spec Ed Plan Review)

This report contains feedback on

1. The Individual Education Plan
2. Roles and Responsibilities

For each section of the TCDSB Special Education Plan (Spec Ed Plan) we have commented with three sections:

1. “Required” refers to what is required by the Ministry guidelines found in Special Education in Ontario (Draft Version, 2017) PART B: Standards for School Boards' Special Education Plans)  
[http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec\\_ed\\_3.html#intro](http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_3.html#intro)
2. “Findings” are what the working group observed in the TCDSB Special Education Plan currently on the TCDSB website.
3. “Recommendations” are what we think needs to be changed in the TCDSB plan, and in some instances, our suggested changes.

**1.The Individual Education Plan (IEP) located at TAB 12 of the Blue Book, July 2021, and TAB ? of the Red Book (2020-2021 Report form the informal Working Group).**

### **a. Ministry Requirements:**

The Ministry requirements for Individual Education Plan (IEP) is located under [Part B on page B11](#) of the [Special Education in Ontario - Kindergarten to Grade 12](#). IEPs are also mentioned in [Part C on page C35](#) in reference to integrating the IEP and the required Transition Plan prepared for a student. The IEP is an important Special Education element and has its own 54-page section, [Part E: The Individual Education Plan \(IEP\)](#) which primarily describes the Who, What, Where, When, Why, and How of an IEP.

The school board's Special Education Plan **must** describe the following:

- the school board's plan for implementing the ministry's standards for IEPs,
- the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP, and,
- the school board's results of the ministry's review for the previous year, along with the school board's plans for a response to these results (when available).

The school board **must** also include a copy of its IEP form in the Special Education Plan the Ministry has more information on the IEP Form in Appendix E. [IEP Standards](#); [IEP Sample form](#); [IEP Checklist](#); and, [Educators and Other Professionals Roles in IEP process](#).

The Ministry Checklist contains the list of items that **must** be on an IEP Form.

We suggest that it will assist the reader if you review the [TCDSB IEP Parent Brochure](#) and the [TCDSB Parent Guide](#) for a short background on the IEP purpose.

The Ministry will look at the way a school board communicates to the public and the Ministry information about the role of an IEP and the process used to establish an IEP for a student.

The Ministry will review the school board's Special Education Plan to ensure that all the above information is included and that the board's procedures are consistent with Ministry policy on the IEP.

**b. Findings:**

The [TCDSB Special Education Plan](#) mentions IEP on page 2 of the [TCDSB Parent Guide](#) and also contains two sections specifically about the IEP – [IEP Parent Brochure](#) and the [IEP sample blank form](#). Located in the Blue Book at TAB 12.

1. *The school board's Special Education Plan **must** describe the school board's plan for implementing the Ministry's standards for IEPs.*

The IEP Parent Brochure did not contain the Ministry-required information on implementation however, we did locate this required information starting on page 2 of the Parent Guide.

2. *The school board's Special Education Plan **must** provide the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP.*

Neither the IEP Parent Brochure nor the Parent Guide contain any information on the IEP dispute resolution process. However, on page 5 of the Parent Guide is a similar dispute resolution for the IPRC.

3. *The school board's Special Education Plan **must** show the school board's results of the Ministry's review for the previous year, along with the school board's plans for a response to these results (when available).*

This requirement cannot be located anywhere within the TCDSB Special Education Plan.

4. *The school board **must** also include a copy of its IEP form in the Special Education Plan.*  
An almost blank copy of the TCDSB IEP form does form part of the TCDSB Special Education Plan.

5. *The Ministry Checklist contains the list of items that **must** be on an IEP Form.*  
The TCDSB sample form contains all the 17 items that must be on an IEP. However, the Ministry requirement that 'reporting dates for evaluations and an indication of the way in which student progress will be reported to parents' is only implied.

**c. Recommendations:**

1. *The school board's Special Education Plan **must** describe the school board's plan for implementing the Ministry's standards for IEPs.*

We recommend that the Parent Guide be listed in the IEP Brochure as a resource.

2. *The school board's Special Education Plan **must** provide the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP.*

We recommend that this information be included in the Parent Guide with a short reference on the IEP Brochure.

3. *The school board's Special Education Plan **must** show the school board's results of the Ministry's review for the previous year, along with the school board's plans for a response to these results (when available).*

We recommend that an additional section be created in the Special Education Plan to respond to this Ministry requirement as it is required in other sections of a Spec Ed Plan.

4. *The school board **must** also include a copy of its IEP form in the Special Education Plan.*

We checked the TCDSB blank form with the Ministry sample and the Ministry-provided IEP checklist. We recommend that the words on the blank form “St Anne Catholic Academy (Jr)” be replaced by the word “school”.

5. *The Ministry Checklist contains the list of items that **must** be on an IEP Form.*

We recommend that the Ministry requirement that ‘reporting dates for evaluations and an indication of the way in which student progress will be reported to parents’ be clarified as follows: that an IEP review is an annual event and that a progress report is to be provided to the parents/student at the end of each semester on the Provincial Reporting Card.

## **2. Roles and Responsibilities Located at TAB 3 of the Blue Book July, 2021 and TAB 4 of the Red Book (2020-2021 Report form the informal Working Group)**

### **a. Required by the Ministry**

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education

Requirements of the Standard

The board's special education plan must provide information on the roles and responsibilities of the following in the area of special education in Ontario (for a summary of roles and responsibilities, see the [Roles and Responsibilities in Special Education section](#) in Part A<sup>1</sup> of this guide):

- the Ministry of Education
- the school boards
- the board's SEAC
- principals and teachers of the board
- parents or guardians
- students

### Compliance with the Standard

The ministry will review the school board's special education plan to ensure that the roles and responsibilities given in the board's plan are consistent with ministry policy.

### **b. Findings**

1. a section has been added to the July 2021 Spec Ed Plan on Early Childhood Educators as requested in the 2020-2021 review
2. the section on “the student” continues to describe the overarching ideal characteristics for all students
3. Recommendation 3.i. from the 2020-2021 review has been implemented
4. Recommendation 3.ii. has been implemented
5. Recommendation 3.viii has not been implemented
6. Recommendation 3.ix has not been implemented.

### **c. Recommendations**

1. The Recommendations from the 2020-2021 review that have not been implemented, especially in the sections on “The school board” and “The Special Education Advisory Committee (SEAC)”, are still seen to have considerable merit and are therefore recommended again in this 2021-2022 review.
2. The Recommendations from the 2020-2021 review on the section “the student” have not been implemented and are still seen to have considerably merit and are recommended again in this 2021-2022 review.
3. The informal Working Group recommends an in-person meeting to facilitate the discussion.