

## SEAC Special Education Plan Review for 2022/2023

### 1. IEPs

#### a. Required:

- i. Information for the ministry and public about the ways the board is complying with ministry requirements for implementing IEPs.
  - ii. A description of the plan for implementing ministry standards for IEPs. As explained in Part E of the Policy and Resource Guide (pages E1 to E76).
  - iii. Any dispute resolution process where board staff and parents disagree on significant aspects of the IEP.
  - iv. The board's results of the ministry's review of the previous year
  - v. The board's response to the ministry's review.
  - vi. A copy of the IEP form. (Sample in Appendix E-2 in the Policy and Resource Guide.)
  - vii. From the Ministry Guidelines
- 

### ► Individual Education Plans (IEPs)

#### Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs

#### Requirements of the Standard

The school board's special education plan must describe the following:

- the board's plan for implementing the ministry's standards for IEPs (see [Part E](#) of this guide for more information on the IEP)
- any processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP
- the board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available)

The school board must include a copy of its IEP form (see [Appendix E-2](#) in Part E of this guide for a sample IEP template) in the plan.

B11

#### Compliance with the Standard

The ministry will review the school board's special education plan to ensure that all of the above information is included and that the board's procedures are consistent with ministry policy on the IEP.

b. Findings:

- i. The "...ways in which the board is complying with ministry requirements for implementing IEPs" is not contained in this section.
- ii. The board's plan for implementing the ministry's standards for IEPs is not contained in this section.
- iii. There is no IEP "dispute resolution process explained" in this section.
- iv. The ministry review of last year's plan is not included in this section.
- v. The board's response to the ministry review is not included in this section.
- vi. There is a link to a "The Parent Guide to the Individual Education Plan IEP". (not to be confused with the "Parents Guide" in the IPRC section).
- vii. The sample IEP document on the Special Education is for the elementary grades only. The secondary version is not provided.
- viii. Substantial omissions exist with the IEP section of the Special iEEducation plan when compared to the Ministry Guidelines that have not been addressed by staff.

c. Recommendations:

Committee note: It is important to remember with these recommendations that a well written and implemented IEP is key to mitigating the need for further accommodations for most special needs students. It fosters a more Inclusive school and school board and often avoids disciplinary situations and other issues than can affect the special needs student and other students. As such the committee feels it is critical that a high importance by staff be placed with updating this section. Compliance with the Ministry Guidelines is an important step to make this happen.

- i. The required ways the board is complying with ministry requirements for implementing IEPs" be added.
- ii. The required plan for implementing compliance with ministry requirements for implementing IEPs" be added.
- iii. The required IEP dispute mechanism needs to be added.
- iv. The required ministry review of last year's plan to be added.
- v. The required board response to the ministry review be added.
- vi. The link to the "The Parent Guide to the Individual Education Plan IEP" although not required be kept.
- vii. An additional link to a sample Secondary version of the IEP be added after the elementary link
- viii. Both the sample elementary and secondary versions of the IEP for be filled in with explanatory or sample complete information as appropriate. Examples: Under school say "Your child's school name" and for Instructional accommodations put "strategies are tailored to the student's readiness to learn and to the student's strengths and needs, learning style, and interests are placed here", then may an example of two.
- ix. A "Relevant medical conditions" section is not listed as a separate section on the Sample IEP form. It should be as it can be unrelated to "Assessment data".
- x. When referring to levels of achievement it should always be in terms that parents would be familiar with. I.e. Referring to "Reading at level J"

means little to a parent and will require further explanation by staff. If the IEP referred to it as 'reading at a Grade 5 level' would make it clear to parents where their child is at or what the goal is for the student.

Review of "APPENDIX A – Feedback on the SEAC Informal Working Group's Special Education Plan Recommendations – October 12, 2022" document as it applies to the IEP section. Agenda pages 28 to 30 (Copy below)

**APPENDIX A – Feedback on the SEAC Informal Working Group's Special Education Plan Recommendations – October 12, 2022**

Section	Informal Working Group Feedback	Reviewed and Considered	Adopted	Comments
4. The Individual Education Plan	<p><b>Recommendations:</b></p> <p>1. <i>The school board's Special Education Plan <b>must</b> describe the school board's plan for implementing the Ministry's standards for IEPs.</i></p> <p>We recommend that the Parent Guide be listed in the IEP Brochure as a resource.</p>	v	v	<ul style="list-style-type: none"> <li>Parent Guide link is included in the IEP brochure</li> </ul>

Feedback from the committee:

- We were unable to locate any statement within Special Education plan which “describes the school board’s plan for implementing the Ministry’s standards for IEPs as outlined in Part E of the Ministry’s “Special Education in Ontario Kindergarten to Grade 12: Policy and Resource Guide (2017)” or in the “Individual Education Plans: Standards Development, Program Planning and Implementation (2000)”.
- Although the Parent Brochure for IEPs is helpful for parents and this was the reason why it was previously recommended to remain. The IEP Parent Brochure alone does not meet the Ministry standards for the IEP section of the Special Education plan. It should only be considered an appendix to an IEP section of the Special Education Plan that meets the Ministry standards.

APPENDIX A – Feedback on the SEAC Informal Working Group’s Special Education Plan Recommendations – October 12, 2022

Section	Informal Working Group Feedback	Reviewed and Considered	Adopted	Comments
	<p>2. The school board's Special Education Plan <b>must</b> provide the process for dispute resolution where parents and school board staff disagree on significant aspects of the IEP.</p> <p>We recommend that this information be included in the Parent Guide with a short reference on the IEP Brochure.</p>	✓	✓	<ul style="list-style-type: none"> <li>Information regarding who to contact if there are questions or concerns is included in the IEP Parent Brochure</li> </ul>

Feedback from the committee:

- The information regarding a “dispute resolution process” within the IEP Parent Brochure is not explicitly mentioned and what is there is difficult to interpret as the explanation of a “dispute resolution process”. See below:
- This information should be part of the actual Special Education Plan under its own section for Dispute Resolution as per the Ministry Guidelines.

**Parent/Guardian/Student Role**

- actively participate by sharing information about the student’s approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal, parent/guardian and/or student over age of 16
- “The IEP is an accountability tool for the student, the student’s parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario Curriculum.” (The Ontario Curriculum: Framework for Learning, Assessment and Reporting, 2017, p. 10)
- Resource Guide, 2017, p. E6) Parents may request a meeting with the school principal to discuss any concerns or questions related to the IEP. The principal may schedule a school-based team meeting, as required.

**Ministry of Education Resources**



[http://www.edu.gov.on.ca/eng/document/policy/schools\\_schools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/schools_schools_2017e.pdf)

<http://www.edu.gov.on.ca/eng/general/elemsec/spec-ed/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>



<https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Pages/default.aspx>



**The Parent Guide to**

**THE INDIVIDUAL EDUCATION PLAN**  
**IEP**

Parents • Guardians • Students

**Resources to Support IEP Development**

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

**Supports for IEP Development**

**In-School Supports:**

Classroom/Subject Teacher  
Special Education Teacher  
School Based Support Teacher  
School Principal/Vice-Principal

**Special Services Supports:**

Assessment and Programming Teacher  
Support Teacher/Team  
Behaviour Team  
DHH Itinerant Teacher  
Programming and Assessment Teacher  
Psycho-Educational Consultant/Social Worker  
Speech/Language Pathologist  
Curriculum Resource Teachers

**Maria Meehan**  
Superintendent of Special Services

SEAC  
Special Education Advisory Committee

**Dr. Brendan Browne**  
Director of Education  
**Angela Kennedy**  
Chair of the Board

© Toronto Catholic District School Board  
80 Sheppard Avenue East, Toronto, Ontario M2N 6E8  
Phone: 416-222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

Prepared by: TCDSB  
Assessment and Programming Teachers  
Programming and Assessment Teachers



APPENDIX A – Feedback on the SEAC Informal Working Group’s Special Education Plan Recommendations – October 12, 2022

Section	Informal Working Group Feedback	Reviewed and Considered	Adopted	Comments
	<p>3. <i>The school board’s Special Education Plan <b>must</b> 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).</i></p> <p>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.</p>	v	v	
		v	v	

Feedback from the Committee:

- Although point 3 indicates it has been adopted there is no corresponding addition in the Special Education plan.
- It is recommended that in the absence of review feedback from the Ministry the plan should have a statement to the effect of “No review feedback has been received from the Ministry on the IEP section of the Special Education Plan.” This should be updated should feedback be received at a future date.

APPENDIX A – Feedback on the SEAC Informal Working Group’s Special Education Plan Recommendations – October 12, 2022

Section	Informal Working Group Feedback	Reviewed and Considered	Adopted	Comments
	<p>4. <i>The school board <b>must</b> 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.</i></p> <p>We recommend that the words on the blank form “St Anne Catholic Academy (Jr)” be replaced by the word “school”.</p>	v	v	

Feedback from the Committee:

- Although adopted the current sample of the board website does not reference any school or an indicator that the “school” name would be populated in a specific location on the form. Wording such as “School”, “Your school”, “Your Child’s school”, or “Student’s school” should be used on the sample form where the school’s name normally appears.
- The committee has subsequently learned that the board uses 2 versions for IEPs. One for the Elementary grades and one for the Secondary grades. A sample of both should be included.

APPENDIX A – Feedback on the SEAC Informal Working Group’s Special Education Plan Recommendations – October 12, 2022

Section	Informal Working Group Feedback	Reviewed and Considered	Adopted	Comments
	<p>5. The Ministry Checklist contains the list of items that <b>must</b> be on an IEP Form.</p> <p>We recommend that the Ministry requirement that 'reporting dates</p>	√	√	<ul style="list-style-type: none"> <li>Assessment information is included in the IEP Parent Brochure</li> </ul>

Page 29 of 31

APPENDIX A – Feedback on the SEAC Informal Working Group’s Special Education Plan Recommendations – October 12, 2022

	<p>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.</p>			<ul style="list-style-type: none"> <li>Development of IEP information included in the IEP Parent Brochure</li> </ul>
--	---	--	--	--

Feedback from the committee:

- We again state that the Parent Brochure is not a substitute for the IEP section of the Special Education Plan. It is an appendix to the plan to advise the reader what is routinely hand out to parents.
- The IEP Brochure under it’s current designed has limited space and cannot adequately list the items on the Ministry checklist without becoming cluttered and difficult to read.