

Section B: MINISTRY OF EDUCATION & SCHOOL BOARD ROLES & RESPONSIBILITIES

Special Education Plan 2020

Ministry of Education Directive

Board Roles and Responsibilities

Special Education Advisory Committee (SEAC)

Accessibility Standard for Education

Ministry of Education Directive

The Toronto District School Board Special Education Plan is developed within the legal framework as set out in The Education Act and the appropriate Regulations. The Plan has been designed with recognition of the provisions included in the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code and the Ontarians with Disabilities Act.

Our core commitment is to hold high expectations for our students and support their achievement and well-being as we remove systemic barriers that stand in the way of their success. This includes building capacity with staff to deepen their understanding of how to interrupt perceptions of how students with special education need to learn and to assist in determining the most appropriate placement for students to learn. The Toronto District School Board is committed to creating more inclusive learning environments for our students with Special Education Needs (SEN).

The TDSB will continue to work innovatively to ensure that each student is thriving in an accessible, inclusive and engaging environment. Provision of these options is accomplished by:

- following appropriate identification, placement and review procedures with full and appropriate parent/

guardian(s) involvement, School Improvement Centrally Assigned Principal;

- assigning teachers with appropriate educational qualifications;
- developing Individual Education Plans (IEPs) which focus on improved student learning; and ongoing review of expectations and services set out in the IEP;
- equitable practices in the development of all aspects of learning for the exceptional student (i.e. academic, social, cultural, physical, intellectual, behavioural and emotional);
- recognizing all transitional processes (i.e. preschool, elementary, secondary, post-secondary, work, community, class-class, activity-activity);
- ongoing student, parent/guardian(s) involvement;
- planning and ongoing evaluation of special education services; and
- on-going professional development of staff in current teaching strategies and methodologies designed to respond to the needs of exceptional students.

Special Education Roles and Responsibilities

The Ministry of Education has defined the roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework, through the Education Act, associated Regulations and Policy/ Program Memoranda (PPM)
- Funding
- School system management
- Programs and curriculum

The Ministry of Education:

- Defines, through the Education Act, regulations, and policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- Establishes the funding for special education through the structure of the funding model, which consists of the Foundation Grant, the Special Education Grant, and other special-purpose grants
- Requires school boards to report on their expenditures for special education
- Sets province-wide standards for curriculum and reporting of achievement
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry

- Requires school boards to establish Special Education Advisory Committees (SEACs)
- Establishes Special Education Tribunals to hear disputes between Parent(s)/Guardian(s) and school boards regarding the identification and placement of exceptional pupils
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deafblind, or who have severe learning disabilities

The District School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- Obtains the appropriate funding and reports on the expenditures for special education
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- Reviews the plan annually and submits amendments to the Minister of Education
- Provides statistical reports to the Ministry, as required and as requested
- Prepares a parent(s)/guardian(s) guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them
- Establishes a Special Education Advisory Committee
- Provides professional development to staff on special education

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies
- Communicates Ministry of Education and school board expectations to staff
- Ensures that appropriately qualified staff are assigned to teach special education classes

- Communicates board policies and procedures about special education to staff, students, and parent(s)/guardian(s)
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies
- Consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for exceptional pupils
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a Transition Plan for students over the age of 14 and who are not identified solely as gifted, according to provincial requirements
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- Ensures the delivery of the program as set out in the IEP
- Ensures that appropriate assessments are requested, if necessary, and that parent(s)/guardian(s) consent is obtained

Special Education Advisory Committee (SEAC):

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board
- Participates in the board's annual review of its Special Education Plan
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education
- Provides information to parent(s)/guardian(s) as requested

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- Follows board policies and procedures regarding special education
- Maintains up-to-date knowledge of special education practices
- Where appropriate, works with special education staff and parent(s)/guardian(s) to develop the IEP for an exceptional pupil
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP

- Communicates the student’s progress to parent(s)/ guardian(s), and works with other school board staff to review and update the student’s IEP

The Special Education Teacher:

- Fulfills the responsibilities listed above for the teacher
- Holds qualifications, in accordance with Regulation 298, to teach special education
- Monitors the student’s progress with reference to the IEP and modifies the program as necessary
- Assists in providing educational assessments for exceptional pupils

The Parent(s)/Guardian(s):

- Become familiar with and informed about board policies and procedures in areas that affect the child
- Participate in IPRCs, parent/teacher conferences, and other relevant school activities
- Participate in the development of the IEP
- Become acquainted with the school staff working with the student
- Support the student at home
- Work with the school principal and teachers to solve problems
- Are responsible for the student’s attendance at school

The Student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- Complies with board policies and procedures
- Participates in IPRCs, Parent/Teacher conferences and other activities, as appropriate
- Participates in the development of the IEP, where appropriate

Board Roles and Responsibilities

Leadership, Learning and School Improvement (LLSI)

Special Education and Inclusion is part of the Learning, Learning and School Improvement department. Special Education and Inclusion is a shared responsibility of all areas in LLSI where all contribute to creating the conditions for successful learning outcomes for all students.

Associate Director - Leadership, Learning and School Improvement

- Support the TDSB school improvement process which focuses on the interests, strengths, identities and abilities of each student
- Support staff to provide what all students need by helping leaders create the conditions for improvements in achievement, well-being and equity in each school
- Support the implementation of ensuring that all students with special education needs are served within the most enabling learning environment.
- Challenge all aspects of streaming in the TDSB

System Superintendent of Special Education and Inclusion

- Supports the system in fostering equity and inclusiveness in the implementation of Special Education Plan
- Provides leadership and works collaboratively with Special Education Learning Center Centrally Assigned Principals to build capacity and maintain consistency across the system
- Actively supports SEAC members in carrying out their role as a statutory committee that advises the Board on matters related to special education
- Builds system capacity by working collaboratively with providers of professional learning across TDSB Departments to ensure the consistent use of professional learning strategies across the system
- Provides central coordination of special projects/ initiatives (e.g., research projects)

Principals

Special Education and Inclusion Centrally Assigned Principal – Blind Low Vision, Deaf Hard of Hearing, Assistive Technology and SEA Claims, Autism

- Supports the system in fostering equity and inclusiveness in the implementation of Special Education Plan;
- Oversees all areas of Blind/Low Vision, Deaf/Hard of Hearing, Assistive Technology and SEA Claims, Autism;
- Collaborates in developing, implementing and communicating delivery standards for all special education programs and services including integral use of technology that is informed by current research-based pedagogy;
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs;

- Responds to critical issues and concerns related to special education;
- Works in collaboration with the Special Education Advisory Committee (SEAC)

Special Education and Inclusion Learning Centre Centrally Assigned Principal

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services through the effective implementation of the Special Education Plan;
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs;
- Collaborates on an on-going basis with Learning Centre (LC) Executive Superintendents and their respective LC Administrators to ensure that services and programs are responsive to the needs of students, schools, families and communities;
- Provides leadership for Special Education Inclusion Coordinators and Inclusion Consultants;
- Responds to critical issues and concerns related to special education;
- Participates in meetings with Parent(s)/Guardian(s), schools, and communities to further an understanding of special education services;
- Works in collaboration with the Special Education Advisory Committee (SEAC)

Education and Community Partnership Program (ECP) Centrally Assigned Principal

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services through the effective implementation of the Special Education Plan
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs
- Coordinates the development and implementation of programs and services using data- Collaborates and coordinates between several Ministries and the TDSB in terms of fulfilling the expectations of ECP
- Ensures effective transition processes for students entering or exiting programs by aligning with TDSB system goals for student success in collaboration with Toronto District School Board staff

- Liaises with the Ontario Administrators Association for Education and Community Partnership Program (ECP) in order to improve staff/administrator effectiveness through research into best practices
- Assists senior staff in providing reports to the Board, MOE and Special Education Advisory Committee (SEAC)

Education and Community Partnership Program (ECP) Vice Principals Elementary and Secondary

- Work in collaboration with the Centrally Assigned Principal to provide curriculum leadership and build teacher capacity across the developmental continuum;
- Work effectively with parents and families who have need of agency intervention and assume a leadership role in the Central Intake Process;
- Coordinate Staff Professional Learning including the three foci on Achievement, Equity and Well-being and serve as a member of the Leadership Team and the Administrative Team;

Coordinators

Central Coordinator of Autism Services

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services coordinates services within the Autism Services Team
- Provides expertise in programming for students with ASD needs, based on current research and best practices and
- Coordinates services within the Connections Initiative for students with ASD in elementary and secondary schools
- Coordinates the review, development, and implementation of current and identified special education processes and practices, in keeping with the needs-based focus of the Special Education Plan
- Liaises with Consultants/Co-ordinators/Centrally Assigned Principals in the regions to ensure the effective implementation of Autism Services

Central Coordinator of Assistive Technology, SEA Claims and Special Incident Portion (SIP)

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services
- Liaises with Consultants/Co-ordinators/Centrally Assigned Principals in the regions to ensure the effective implementation of SEA (assistive technology) and SIP
- Works together with SEA/SIP Consultant, Assistive Technology Teachers and Technicians as a member of a team
- Liaises with appropriate TDSB and Ministry of

Education personnel re: Special Education business and procedural practices, e.g. SEA Claims, SIP Claims, standards, regulations

Central Coordinator of ECPP

- Coordinate the IPRC and SEPRC process for ECPP inclusive of TDES and TDSS
- Support students with special needs transitioning in and out of TDES and TDSS
- Assume leadership for portfolios and/or projects related to special education within ECPP
- Participate in meetings as required (including IPRCs, Case Conferences, Administrative Team, Student Success Team, Transition Committee, Special Education Department, etc.)

Central Coordinators of Deaf/Hard of Hearing and Blind/Low Vision

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services
- Coordinates the development and implementation of programs and services for Deaf and Hard of Hearing, Blind/Low Vision, and deafblind students in elementary and secondary schools
- Ensures that the Ministry of Education program and service standards are developed and adhered to, and that TDSB-wide consistency and coordination are maintained in the delivery of special education programs and services for students who are Deaf and Hard of Hearing and/or students who are Blind/Low Vision
- Acts as expert resources and support to TDSB administrators, central and regional staff, school staff, Parent(s)/Guardian(s) and the community with respect to the needs of students who are Blind/Low Vision, Deaf and Hard of Hearing, and deafblind
- Liaises with Support Services with respect to assessment needs and ongoing support services
- Provides program-related leadership and expertise to staff
- Liaises with other educational authorities, provincial schools, and community agencies in response to program and service delivery needs
- Conducts assessments on referred students, and consult with special education staff, principals, teachers, and Parent(s)/Guardian(s) regarding possible placements
- Coordinates supports to identified students in conjunction with other School Services staff within the region and centrally
- Develop and implement professional development programs for staff working in the programs

- Coordinates all aspects of Special Education Equipment Funding claims

Special Education Inclusion Coordinators

- Provide system leadership within each Learning Centre for the coordination of central IPRC meetings for students with any/all exceptionalities;
- Collaborate with other Special Education System Coordinators to support the appropriate placement of all students;
- Provide leadership to schools as assigned in matters related to the coordination of special education programs and services, student placement decisions through the IPRC process, and the implementation of Shared Solutions;
- Develop, implement and provide effective Professional Learning in response to the needs of TDSB staff and their students with special education needs;
- Support projects involving assistive technology; this can include planning the use of technology in the school, providing support to students and teachers to incorporate technology into teaching and learning in collaboration with the Special Equipment Amount (SEA);
- Liaise with Special Education Inclusion Consultants, System Coordinators and with other Board departments to ensure positive, inclusive outcomes for students;
- Liaise with other educational authorities and community services in response to program and service delivery needs

Consultants

Special Education Inclusion Consultant

- Support Principals in the coordination, facilitation, and leadership of Identification, Placement, and Review Committee (IPRC) meetings at the school level;
- Support the School Support Teams in the referral of students to the Identification, Placement and Review Committee;
- Participate in annual local IPRC Reviews; Provide support for parents and schools with special education program, services, and decision making;
- Provide leadership to schools as assigned in matters related to the coordination of special education programs and services, and the implementation of Shared Solutions;
- Support and facilitate resource allocation processes focused on student and program needs;
- Provide leadership and direct instruction, modelling, mentoring, coaching and job embedded learning to teachers to support exemplary practices in assessment and instructional strategies, Differentiated Instruction and Universal Design, and decision making based upon research and current best

practices to allow students to receive education in the most enabling environment possible;

- Provide support in projects involving assistive technology; including SEA technology;
- Support and collaborate with Principals, Special Education and regular class teachers, and parents in the development and monitoring of Individual Education Plans including transition plans, which reflect exemplary programming and assessment, to meet student needs;
- Contribute to School Support Team meetings to determine appropriate responses, recommendations and strategies for students with special education needs;
- Support the principal and School Support Teams in the Special Equipment Amount (SEA), Special Incidence Portion (SIP), Identification, Placement, and Review Committee (IPRC) and Special Education Program Recommendation Committee (SEPRC) processes;

Special Education and Inclusion Consultants for the ASD Team

- Support and collaborate with both special education and regular class teachers in the development and monitoring of Individual Education Plans and Transition Plans to meet the needs of students with an ASD
- Acts as a resource to principals, school staff, school support teams, special education staff, and parents
- Collaborate with Toronto Partnership for Autism Services (TPAS) and other Intensive Behaviour Intervention (IBI) or Applied Behaviour Analysis (ABA) service providers in the transition of students
- Provide direct service including modeling strategies with students, demonstrating how to use resources or implementing suggestions offered to teachers

Special Education Consultant for Assistive Technology (SEA)

- Acts as an expert resource and provide training as necessary to the principals, staff, school support teams, special education staff, instructional leaders, teachers and parents about the SEA and SIP processes
- Audits and completes SEA and SIP application packages to meet Ministry standards and participate in Ministry audits
- Educate students and staff on the software programs in order that students are able to access the curriculum and meet the goals set out by the IEP
- Provides professional development support for parents regarding assistive technology software via online resources and workshops throughout the year

Itinerant Teachers

Special Education and Inclusion Itinerant Teacher for Behaviour (Elementary & Secondary)

- Support teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions, strategies and resources that address the needs of students with behavioural challenges
- Support and collaborate with teachers in the development, implementation, and monitoring of Individual Education Plans (Behaviour Support Plans), Safety Plans, ABC Chart Data, functional behaviour approaches and procedures related to PR 699
- Communicate as necessary with teachers and parents with respect to student behaviour support plans
- Provide expertise in programming and assessment for students with behavioural challenges through mentoring, demonstration, and the provision of professional learning opportunities

Special Education BLV Itinerant Teachers

- Provide direct modelling; job embedded professional learning and coaching to teachers and students in using assistive technology on an ongoing basis;
- Assist and support classroom teachers in accommodating their programs/instructional materials for students who are visually impaired;
- Assess and teach students to utilize and further develop their visual efficiency skills;
- Assess and teach students to increase their tactile and auditory efficiency skills;
- Provide information/goals to schools to develop IEPs related to Blind/Low Vision Alternative Curriculum areas and write corresponding Blind/Low Vision Alternative Report Cards;
- Teach students with visual impairment how to use assistive technology;
- Select from and implement a variety of Expanded Core Curriculum programming interventions, strategies and resources that include: Unified English Braille, Music Braille Code, tactile diagram reading, abacus skills, assistive technology skills;
- Work in partnership with the classroom teacher to enhance the development of the student's independence, communication skills and understanding of a school environment and its expectations;
- Liaise with outside agencies such as the CNIB, BALANCE, and ADP

Special Education DHH Itinerant Teachers

- Provide programming and instruction for TDSB students who are Deaf or Hard of Hearing;
- Design and assist in the implementation of an Individual Education Plan for students in the program

- Prepare assessment reports to facilitate the determination of appropriate services and supports for students who are Deaf or Hard of Hearing;
- Use the Alternative Curriculum and Alternative Report Card effectively for students with an exceptionality of Deaf/Hard of Hearing;
- Remain current in Hearing Assistive and Remote Microphone Technologies

Special Education and Inclusion Itinerant Teacher for Assistive Technology (SEA)

- Provide direct modelling; job embedded professional learning and coaching to teachers and students in using assistive technology on an ongoing basis (ie. Ministry software, SEA software, interactive whiteboards and /or new projects being explored for students in Special Education)
- Support teachers in using assistive technology with students in order that they are able to access the curriculum and meet the goals set out by the IEP
- Assist school staff in the development of SEA claims
- Provide and implement effective professional learning and training regarding system initiatives and assistive technology to school staff and administration

Special Education and Inclusion Itinerant Resource Teachers for Secondary Alternative Programs

- Provides support for instruction based on students' learning styles, strengths and needs in a variety of settings which will include Secondary Alternative School sites
- Assists school staff in determining appropriate responses and strategies to address the issues of students with special needs
- Works collaboratively with school staff/classroom teachers to effectively support the classroom program for their students with special education needs
- Supports and collaborates with both Special Education and regular class teachers, as well as students and parents in the development and monitoring of Individual Education Plans and transition plans to meet the exceptional needs of secondary students
- Builds capacity among in-school staff who are implementing strategies for students with special needs;
- Assists staff in the implementation of the principles of ABA as outlined in PPM 140

Special Education and Inclusion Resource Teachers

Elementary Resource Teacher and Home School Program (HSP) Teacher

As TDSB continues to move toward inclusionary practices, the HSP model is being phased out. The Resource teacher and the HSP teacher work in collaboration with

the student's regular classroom teacher to address the student's needs. The teachers engage in co-planning and co-teaching specific parts of the curriculum and coordinate teaching responsibilities, schedule the student's day, assign homework, and monitor the student's progress.

Elementary Methods and Resource Teacher (MART)

This is a voluntary role for a Special Education teacher within each elementary school designed to provide support to students and staff. Ongoing professional learning opportunities prepare the Special Education teacher to build capacity with staff by offering Special Education programming expertise and resources in the school.

Elementary and Secondary Resource Program Teacher

In both Elementary and Secondary schools, the Resource Program provides students with support from a Special Education teacher. Depending on the school model, this can be delivered in a number of ways.

Teacher in Special Education Class Full Time

Teachers in full time Special Education classes work with students who require a more intensive level of support than is available through a regular class placement.

Kindergarten Early Language Intervention (KELI) Program Teacher - 2020-2021

The KELI staff work in collaboration with speech-language pathologists, the school principal and the Special Education team.

- Implements oral language and early literacy programming to meet the needs of the KELI students
- Instructs four groups of eight Senior Kindergarten students, for a total of 32 students
- Observes the KELI Program students in their homeschool Kindergarten programs and provide programming suggestions/supports for their teachers
- Evaluates KELI program students' oral language, early literacy, and social communication skills
- Communicates regularly with and provide support for Parent(s)/Guardian(s) of KELI Program students
- Reports orally in each term and in writing to Parent(s)/Guardian(s) and home school teachers mid-program and on completion of the program to Parent(s)/Guardian(s) and home school teachers

Paraprofessional Support Staff

ABA Facilitator

- Works as a member of a multidisciplinary team in support of other members of the ASD team, bringing expertise in the area of ABA instructional methods
- Collaborates with Toronto Partnership for Autism Services (TPAS) and other IBI service providers in the

transition of students receiving IBI services

- Works directly in the classroom to model appropriate ABA instructional methods to teachers and support staff
- Acts as a resource to principals, school staff, school support teams, special education staff, instructional leaders, teachers and parents
- Participates in and deliver professional development activities

BCBA Facilitators

- Supports our most complex Tier 3 cases
- Their services are accessed through the referral process through SST
- They support students with ASD Diagnosis and other students with complex and significant behavioural challenges
- Provides comprehensive behavioural consultations and/or assessments regarding strategies and interventions to support students with complex and significant behavioural challenges:
- Builds system capacity to support teachers to improve their practice when dealing with students with behavioural needs;
- Models appropriate ABA instructional methods to teachers and support staff in the classroom;
- Provides time limited parent training on the student specific strategies recommended to support both the classroom teaching team and home setting, as appropriate;
- Provides support to principals, school staffs, school support teams, special education staff, instructional leaders, teachers and parents;
- Develops and lead professional development sessions to build the capacity of academic and support staff in the areas of ABA strategies, functional behaviour assessment, and the effective use of resources and best practices, as well as staying current with relevant research and evidence-based practices

Deafblind Intervenor

Deafblind Intervenors work with students, who have been assessed by the W. Ross Macdonald School for the Blind, Deafblind Resource Department as being “educationally deafblind”. They have been specially trained to intervene between students who have a dual sensory hearing and vision loss and the environments/classrooms. Following the TDSB tiered approach, Deafblind Intervenors may work with more than one student who is deafblind.

Educational Assistant (EA)

EAs work under the direction of the teacher and/or principal. They provide assistance in the presentation of

a meaningful program by involvement in the classroom and playground activities, on excursions, and other areas as directed by the principal. Depending on their qualification categories, they enable students with a variety of emotional, behavioural, physical, personal care, and medical and academic needs to access the curriculum.

Sign Language Facilitator

Sign Language Facilitators communicate through American Sign Language (ASL) to help make the curriculum accessible to students who use sign language as their primary method of communication.

Special Needs Assistant (SNA)

SNAs are assigned to schools to assist regular or special-needs classroom teachers who have students with special needs who are “high risk” (special safety or medical needs) in their classes. Such needs present a constant, immediate, and extreme risk to the students and/or others.

Special Education Advisory Committee (SEAC)

The Role of SEAC

Regulation 464/97 of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate. TDSB SEAC adopted Part IV of the TDSB Bylaws (2016) for its operating procedures.

Under Regulation 464/97, SEAC:

- May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- Is provided with opportunities to participate in the annual review of the board’s Special Education Plan
- Participates in the board’s annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education

The members of SEAC represent students with special education needs who attend schools in the Toronto District School Board. During the monthly SEAC meetings, they provide input into the Board’s annual program and budget planning processes as they pertain to special education.

SEAC Membership

The Committee currently consists of 11 representatives from local associations, 8 community representatives from four Learning Centres of the TDSB and 3 Trustees,

alternate representatives attend meetings regularly and participate in discussions but do not vote unless substituting for the official representative. Most SEAC members are parent(s)/guardian(s) of TDSB students with special education needs. In December 2018, the board appointed new SEAC membership for the 2019 - 2022 term. For September 2020, there continues to an association vacancy.

Membership Selection Procedures

Eligibility requirements for representatives on SEAC are outlined in Regulation 464/97 of the Education Act. SEAC appointments are for a 4-year term and are renewed at the time of Municipal elections. Instructions for applying are posted on the TDSB web site at www.tdsb.on.ca/seac.

All SEAC representatives must:

- Be qualified to vote for members of the TDSB Board of Trustees (a Canadian citizen over the age of 18 and resident in the jurisdiction)
- Not be employed by the TDSB

Regulation 464/97 permits a Board to appoint community representatives to SEAC. In 2010, trustees increased this membership component from three to eight with an equal number of alternates. Candidates for community representative self-nominate. New nominations will be considered in the fall and spring of each year. When making community representative appointments, the board gives additional consideration to:

- Diversity
- Geographical representation from across the TDSB
- Parent(s)/Guardian(s) with children receiving special education programming in the Toronto District School Board

SEAC Input into the TDSB Special Education Plan

SEAC input is a critical part in developing the Special Education Plan. Discussion during SEAC meetings and information gathered from SEAC Subcommittees provide opportunity for in-depth discussions as it relates to special education and service delivery.

Collaborating in a TDSB Parents as Partners Conference

The TDSB Parents as Partners Conference “organized by parents for parents.” SEAC members work collaboratively with several other TDSB Community Advisory Committees to plan and deliver this annual Conference.

Partners included advisory committees for Mental Health and Well Being, Parent Involvement, Aboriginal Communities, Inner City, French as a Second Language and Equity, as well as central staff from departments of Special Education and Professional Support Services.

Through this annual conference, SEAC addresses several goals, such as Inclusion for children with special education needs and builds on the opportunity to empower parents to become informed, proactive and effective advocates for their children.

SEAC Contact Information

All information pertaining to SEAC can be accessed through the TDSB website:

[TDSB SEAC Homepage](#)

[SEAC Membership](#)

SEAC Liaison: Lianne Dixon

Email: Lianne.dixon@tdsb.on.ca

Mailing Address: Toronto District School Board; Special Education; 5050 Yonge Street, 2nd Floor; Toronto, ON M2N 5N8

Accessibility Standards for Education

The Toronto District School Board is committed to maintaining a learning and working environment which actively promotes and supports human rights and accessibility for persons with disabilities.

We are committed to actively removing barriers, whether visible or invisible, so that all members of our community can fully participate in TDSB activities.

We have a variety of [policies and procedures](#) in place for staff, students and community members that ensure compliance with the Accessibility for Ontarians with Disabilities Act. Also, we have created a [Multi-Year Accessibility Plan](#) that outlines how we ensure compliance with the Act and move the Board towards a more inclusive environment.

- [TDSB's AODA Self-Certified Accessibility Report - November 2016](#) (PDF Document)
- [2017 Accessibility Compliance Report - Accessibility Directorate of Ontario](#) (PDF Document)

How we support accessibility at the TDSB

- [Customer Service](#)
- [Information and Communications](#)
- [Employment](#)
- [Transportation](#)
- [Design of Public Spaces](#)

If you have any questions please feel free to email - accessibility@tdsb.on.ca.

There are currently three TDSB Committees focused on accessibility in the TDSB:

- AODA Working Group
- Barrier Free Committee
- AODA Capital Committee

AODA Working Group

The AODA Working Group is comprised of representatives from a number of TDSB business functions, as well as school principals and superintendents. Its major focus is to provide ongoing updates to the Multi-Year Accessibility Plan, prioritizing initiatives for AODA compliance.

Barrier Free Committee

The Barrier Free Committee continues to work in addressing the need for equitable access across the system for students and staff with physical mobility issues. There are approximately 100 designated sites in the TDSB. An ongoing review of designated sites is being undertaken to ensure equitable distribution across the system. All schools have been given a rating of A to F and given one of three classifications:

- Accessible (No significant vertical access barriers, no significant horizontal barriers and have at least a universal washroom or male and female common washrooms)
- Somewhat accessible (Accessible universal or common washrooms on entry level, may have some barriers horizontally and/or vertically, but allows students access to all special program spaces)
- Not accessible (Neither universal nor common accessible washroom, sites that are wholly or partially inaccessible vertically and horizontally, sites that are barrier-ridden, especially those where horizontal access into building is restricted)

A 5 year plan was developed to increase the number of accessible schools. All barrier-free requests from designated sites are submitted to the committee for consideration and are vetted through the regional Special Education Low Incidence Coordinators. Consideration of the barrier-free requirements for all special education congregated programs is a factor when planning special education class locations for all exceptionalities.

AODA Capital Committee

The AODA Capital Committee prioritizes system needs and allocates budgeted funds according to three categories of requests:

- Barrier Free Committee requests
- Planned Program Priorities requests for designated sites
- In-Year Special requests, emerging projects and unforeseen contingencies

Requests are sent to the Chair of the AODA Capital Spending Committee and are reviewed by the Committee. Factors considered for approval include current degree of

accessibility, alternative solutions (i.e., a nearby designated site), age of building and whether the improvement will necessitate additional upgrades.

Accessibility Coordinator

The board has created a position to address consistency and integration of practices across the TDSB and to provide leadership in all matters related to implementation and compliance with the Accessibility for Ontarians with Disabilities Act (AODA) and related regulations. Reporting to the Executive Superintendent Human Rights and Indigenous Education, the Accessibility Coordinator provides system leadership to ensure awareness of and compliance with AODA legislation, Integrated Accessibility Standards (IASR) and the Ontario Human Rights Code. Providing subject matter expertise, the Accessibility Coordinator also acts as a system advocate for all aspects related to AODA. Responsibilities include but are not limited to research and analysis of best practices in accessibility standards, developing, reviewing and updating policies and procedures in accordance with AODA legislation and best practices, as well as fostering equity and inclusiveness in the development and implementation of programs and services.

Designated Elementary and Secondary School Sites

TDSB has selected schools throughout the system that are deemed "Designated Sites." These sites are accessible for students with physical disabilities who require barrier-free access to a school environment to meet their mobility and safety needs. Students may be placed at a designated site by the recommendation of the family once a current medical or OT/PT report outlining needs is submitted to the school principal. The school principal will collaborate with the school Superintendent and the Special Education and Inclusion team to respond to the requested needs in a timely manner.