

# Section B: THE BOARD'S CONSULTATION PROCESS



[We value your feedback! Please click this feedback link to leave your suggestions/comments on the 2024-2025 Special Education Plan.](#)

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## ***Purpose of the Standard***

*To provide details of the board's consultation process to the ministry and to the public*

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## **Ministry of Education Directive**

The Ontario Ministry of Education has outlined that each school board's Special Education Plan must describe the consultation process used to review the plan, and must include the following information:

- a statement of how, in accordance with [Regulation 464/97](#) made under the Education Act, the Board ensures that its Special Education Advisory Committee (SEAC) is involved in the annual review of the Board's Special Education Plan
- a description of any majority or minority reports concerning the Board's approved plan that have been received from members of the Board's SEAC, and the Board's response to these reports
- a statement of how members of the community, particularly parents/guardians/caregivers of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the Board's Special Education Plan
- a summary of feedback received as a result of consultation with members of the community

- information on the results of any internal or external reviews of existing special education programs services within the Board that have taken place in the previous or current school year
- internal and external reviews of the Board's special education programs and services that are planned for the following year.

The TDSB is committed to working collaboratively with all stakeholders, including school board staff, students, parents/guardians/caregivers, the Special Education Advisory Committee (SEAC), and community associations and agencies, to provide input to the revision process each school year.

In response to the required items above:

1. SEAC has created a Special Education Plan subcommittee that both oversees the annual review of the plan and communicates to members of the community and parents/guardians/caregivers of children who are receiving special education programs and services the timelines for providing input to the Special Education Plan
  - Parents/guardians/caregivers or community members who wish to give input to the plan may do so in a number of ways:
    - contact their school principal
    - contact their School Advisory Council
    - contact the TDSB SEAC
    - use the feedback link provided in each section of the plan
  - A summary of feedback is available in [Appendix G](#)
2. No new external reviews have taken place in the previous or current school year to report on. The Board will continue to explore any attitudinal or system barriers that marginalize students and that impact their academic and well-being trajectory.

The TDSB engaged in an internal review of its Special Education Program Recommendation Committee (SEPRC) process during the 2023-2024 school year. The review resulted in a recommendation to continue to use the SEPRC process under the TDSB's duty to accommodate students with complex disabilities and/or complex special education needs, as defined by the Ontario Human Rights Code (OHRC). When a new student with complex physical and/or medical disabilities and/or complex safety needs and/or complex special education needs is registering in the TDSB for the first time, the SEPRC process removes barriers by providing differentiated registration support in order to avoid delays in school attendance and to avoid an infringement on the student's rights. For any other

student, TDSB will follow Regulation 181/98 and register the student in a regular class in their homeschool. More information on the SEPRC process can be found in [Section G: Early Identification Procedures and Intervention Strategies](#).

An internal review of TDSB's Special Education model is planned for the 2024-2025 school year.

3. There are no majority or minority reports that have been received.