



**SPECIAL EDUCATION ADVISORY COMMITTEE  
COMMITTEE OF THE WHOLE (PUBLIC)  
BOARD  
Report No. 19-064**

**12 June 2019  
18 June 2019  
24 June 2019**

**Special Education Plan 2019 and Special Education Report 2019**

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**PURPOSE:**

1. To obtain Board approval of the Special Education Plan 2019 and the Special Education Report 2019.

**CONTEXT:**

2. School boards are required to prepare a special education plan annually. The plan must be approved by the Board and submitted to the Ministry of Education every year by July 31. The special education plan is a document which provides detailed information about how the school District carries out its legal responsibilities for the provision of special education programs and services. The special education plan is in many respects, a detailed expression of how the District will implement the Board's special education policy. Recognizing the size and complexity of the plan, there is a regular cycle to manage review of the different sections of the document. Each month, two or more sections of the document are brought to the Special Education Advisory Committee (SEAC) for discussion and review. Similar to last year, a comprehensive review of the document has been undertaken with a focus on improving the clarity and ease of use of the plan and aligning it with legislative requirements.

In accordance with *Regulation 306*, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by

the school board of special education programs and special education services. Essentially, it is a summary of the sections required in the special education plan.

## **KEY CONSIDERATIONS:**

### **3. Purpose and Requirements of the Special Education Plan**

The purpose of the special education plan is twofold: to inform the public about the manner in which the school board is carrying out its special education responsibilities; and to report to the Ministry of Education. The Ministry policy document *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017* establishes precise requirements for special education plans for all school boards of the standards against which their special education plan will be measured. The standards reflect what the Ministry of Education considers to be necessary to meet the needs of exceptional students.

### **4. Revision Process of the Special Education Plan**

The revisions to the 2018-2019 special education plan were drafted in consultation with members of SEAC. The following is a summary of the topics and dates of the items reviewed:

- 12 September 2018, Provincial and Demonstration Schools in Ontario, Categories and Definitions of Exceptionalities and Roles and Responsibilities;
- 10 October 2018, Specialized Health Support Services in School Settings, Accessibility of School Buildings and Coordination with Other Ministries/Agencies;
- 14 November 2018, Special Education Staff, The Identification, Placement, and Review Committee (IPRC) Process and Appeals, Transportation and Staff Development;
- 5 December 2018, The Board's Special Education Advisory Committee (SEAC), Special Education Placements Provided by the OCDSB,
- 16 January 2019, The Board's Consultation Process, Early Identification Procedures and Intervention Strategies;
- 6 March 2019, Equipment, Educational and Other Assessments; and
- 10 April 2019, Individual Education Plans (IEPs) and the Ottawa-Carleton District School Board (OCDSB) Model for Special Education.

Considerable effort has been made reviewing the language of the special education plan and how to access specific information to best support students and families. A regular part of the annual review process includes a review of current data such as expenditures for equipment, professional development opportunities, SEAC membership, students identified through the IPRC process or having IEPs to ensure key information is up-to-date and reflects District practice.

Our current practice of reviewing the special education plan in sections with SEAC on a monthly basis works well in that it allows for discussion of the document in manageable pieces, allowing us to make progress over the course of the year. However, given that approval by Board occurs at the end of the

school year, only minor edits can be accommodated at this stage. The final approval stage will likely generate ideas and suggestions which will be carried forward into the review process which starts again in September.

Staff recognizes there are future opportunities to build on the work undertaken this year. For example, there is room to simplify the language, increase the accessibility of the information for parents/guardians, and to increase opportunities for parents and community members to use and to provide input into the document.

**5. Submission Process and Timelines**

As required in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*, the special education plan and the special education report must be approved by the school board and any amendments must be forwarded to the local district office of the Ministry of Education. Two copies of the complete plan and report must be submitted with the following documents:

- A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of *Regulation 306* and with the standards outlined in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*;
- A copy of the Board's motion of approval of the plan and the report, including the date of approval; and
- A copy of any related motions or recommendations from the board's SEAC.

**RESOURCE IMPLICATIONS:**

6. The work undertaken on the special education plan and the special education report by Learning Support Services (LSS) to review and update the plan and develop the report has been substantive over the course of this year. Staff estimates approximately 20 days of work have been invested in reviewing and rewriting the plan and creating the report. In addition, SEAC has allocated time on every agenda for this item.

**COMMUNICATION/CONSULTATION ISSUES:**

7. The key consultation on the plan has occurred through SEAC meetings. The dates and times of the meeting discussions are noted above. The value of discussions at SEAC is that it ensures the committee, and members of the community with a strong interest in special education issues, have the opportunity to discuss ideas and inform the way that services are delivered. These consultations and discussions have also informed the content of the special education report, as they are an extension of the special education plan.

## **STRATEGIC LINKS:**

8. The special education plan and the special education report outline several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized, personalized support and resources to meet the needs of every learner. In addition, both the plan and report support the development of strategies, tools, and resources to foster strong relationships among students, staff, families, and schools.

## **RECOMMENDATION:**

- A. THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and
- B. THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.

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Peter Symmonds, Superintendent,  
Learning Support Services

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

**Appendix A – 2018-2019 Special Education Plan** (Separate Distribution)

**Appendix B – 2019 Special Education Report** (Separate Distribution)