



## SPECIAL EDUCATION PLAN

### SECTION 2: The Board's Annual Review and Consultation Process

---

#### THE BOARD'S ANNUAL REVIEW AND CONSULTATION PROCESS

The provision of Special Education programs and services may be changed or modified as necessary in order to meet the needs of the exceptional pupils of the Board. Changes or modifications may be made upon resolution after proper notice of motion in accordance with the Board's Rules of Procedure.

In accordance with the [Education Act](#), the Board will conduct an annual review of the [Special Education Plan](#).

#### PLAN DEVELOPMENT AND MODIFICATIONS

In developing and modifying the special education plan:

- 1) the board takes into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students;
- 2) this public consultation, which takes place with the assistance of the board's [Special Education Advisory Committee \(SEAC\)](#), is maintained on a continuous basis throughout the year.

In addition to consultation with SEAC and the community, current educational research literature as well as models and practices used in other boards will be considered. Information regarding specific programs or services being reviewed will be communicated as early as possible in order to involve stakeholders in the process.

#### SPECIAL EDUCATION PROGRAMS, PRACTICES AND REVIEW

Special Education Programs and Practices are refined throughout the year and any changes are reflected in the plan. Special Education Department staff take part in the DSV (District School Visit) Reviews in each school to review practices, including special education programs and practices, in the school.

Four times a year a group of Educational Assistants, Principals, Vice Principals, Classroom Teachers, Special Education Consultants, DECEs, Central Staff and Administration meet to discuss Issues in Special Education. The group reviews current practices in relation to Educational Assistant roles/ allocations, the Special Equipment (SEA) process, the Response to Intervention Model, IEP development and a number of other issues related to special education in TLDSB. Discussions at the meetings assist in setting direction for professional development opportunities and board practices.

In accordance with [Regulation 464/97](#) made under the Education Act, the Board ensures that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review of its Special Education Plan. This participation in the plan development takes place through regular SEAC meetings.

Each year the Special Education Plan is reviewed, updated and edited as required.