## Motion Passed by SEAC March 22, 2022 – K-12 Implementation Priorities

Whereas the Ontario Government appointed the K-12 Education Standards Development Committee under the Accessibility for Ontarians with Disabilities Act to make recommendations to create a barrier-free, accessible education system for students with disabilities in Ontario schools.

And whereas the Ontario Government made public the initial report of the K-12 Education Standards Development Committee on June 1, 2021.

And whereas at its February 14, 2022 meeting, SEAC passed a motion that recommends that TDSB implement the K-12 Education Standards Development Committee's recommendations.

And whereas it would be good for TDSB to start by implementing measures that are readily achievable and that would be high-impact for students with disabilities.

SEAC therefore recommends that TDSB give initial priority to implementing these four measures, which the K-12 Education Standards Development Committee has recommended:

1. TDSB should invite parents/guardians of any student for whom an Individual Education Plan (IEP) is being considered or developed to an "IEP" meeting with school staff (in person or virtually), to work collaboratively on what the IEP should include. The Parents/guardians should be told that they can bring with them any support people or professionals they wish to help at the IEP meeting. If the school does not agree to provide an accommodation, service, support or program hat the parents/guardian request, they should be given the reason for this.
2. Because too many parents/guardians of students with disabilities do not know what services, supports, placements or options are available for their child at TDSB, or to whom or how to advocate for them, TDSB should develop and implement a comprehensive plan in consultation with SEAC to effectively let parents/guardians of students with disabilities know, in plain language and multiple languages, the options available for their child at TDSB, and to whom and how to advocate for them, including an explanation of the processes of the Individual Education Plan and the Identification and Placement Review Committee.

1. TDSB should establish a new fair, speedy, impartial and expert dispute resolution process for parents/guardians of students with disabilities who believe that their child's disability-related needs are not being met, e.g. because their IEP is insufficient or is not being fully implemented.
2. For TDSB trustees to be more fully and directly engaged in overseeing TDSB's accessibility issues, TDSB's trustees should establish an Accessibility Committee of the Board. SEAC should be invited to send two members to serve on that committee.