

# Amendments to the 2024-2025 TDSB Special Education Plan

The following is a list of amendments to the 2024-2025 TDSB Special Education Plan. Recommendations were submitted by members of the SEAC Special Education Plan Subcommittee, from parents/guardians/caregivers, from community members, and from various school and department staff members.

## Ministry Requirements

- Updated information (number of IPRCs completed, number of appeals, number of students attending provincial and demonstration schools, staff allocation, reviews planned) as required by the [Standards for School Boards' Special Education Plans](#)
- Updated Section E: Special Education Advisory Committee (SEAC) with information on the TDSB SEAC following the Community Advisory Committees Operational Procedure PR742

## Structure

- Edited for spelling, grammar, punctuation, language conventions, etc. throughout the plan
- Edited to reflect language in the revised Multi-Year Strategic Plan (MYSP)
- Edited charts to be AODA-compliant
- Reorganized Section G: Early Identification Procedures and Intervention Strategies, Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals, Section J Special Education Placements Provided by the Board, and Section Q: Coordination of Services with Other Ministries or Agencies, to make information easier to read
- Updated hyperlinks throughout the plan
- Changed “Learning Networks” to “Family of Schools” to reflect the current organizational structure

## Special Education-Specific

- Added wording in Section A: Introduction to clarify that feedback and suggestions provided apply to the following year's Special Education Plan
- Updated Section B: The Board's Consultation Process with information regarding the 2024-2025 internal review of the Special Education Program Recommendation Committee (SEPRC) process
- Changed the wording in Section C: The Board's General Model for Special Education to reflect that the second paper, Equity and Human Rights in Special Education: Critical Reflective Practice Guide is a reflective guide
- Revised Section D: Roles and Responsibilities under subsection Regional Support Services to clarify roles and responsibilities of Board Certified Behaviour Analysts (BCBAs)
- Added a new section under Psychological Assessments in Section F: Educational and Other Assessments regarding reviews of external reports
- Updated information in Section G: Early Identification Procedures and Intervention Strategies to reflect current practices related to Special Education Program Recommendation Committee (SEPRC)
- Updated Section G: Early Identification Procedures and Intervention Strategies to reflect the Ministry standards for this section of the plan
- Revised information in Section G: Early Identification Procedures and Intervention Strategies about the Special Education Program Recommendation Committee (SEPRC) process
- Moved the information regarding SEPRC from Section H: The Identification, Placement and Review Committee (IPRC) Process and Appeals to Section G: Early Identification Procedures and Intervention Strategies
- Added "staffed by a special education teacher" in Section J: Special Education Placements Provided by the Board, under the subsections Special Education Class Partial Integration and Special Education Class Full Time
- Revised information about the grades for Intensive Support Programs (ISPs) from Grades 1-8 to Grades 4-6 in Section J: Special Education Placements Provided by the Board, under subsection Behaviour Placement Decision of Special Education Class
- Updated Section J: Special Education Placement Provided by the Board, under subsection Regional Support Services, to reflect that Board Certified Behaviour Analysts (BCBAs) will be part of the Behaviour Prevention Intervention (BPI) Team
- Revised wording about modifications for greater clarity in Section K: Individual Education Plans
- Added an additional nugget to the Education Transitions section in Section K: Individual Education Plans (IEPs) to include school to school transitions

- Added “advanced abilities” in Section R: Staff Development under Differentiated Instruction: “Instructional interventions are monitored by the classroom teacher. When a student begins to show signs of persistent learning difficulties or advanced abilities, full understanding of how a student learns is needed to decide the best ways to use the student’s strengths to address areas for growth.”
- Changed wording in Section S: Special Education Staff, to clarify that staffing is projected and may change during the school year
- Updated Section O: Transportation, to include information about new bus companies

### **Anti-Oppression, Anti-Racism, Equity and Human Rights**

- Added definition for Equity to the glossary
- Updated all charts to be AODA-compliant
- Added “Disabilities” as defined by the Ontario Human Rights Commission throughout the plan

### **Parent/Guardian/Caregiver/Family Engagement**

- Embedded links to TDSB guides for parents/guardians/caregivers as applicable throughout the plan