

AMENDMENTS TO THE 2024-2025 SPECIAL EDUCATION PLAN

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	
2023-2024	2024-2025
Number of IPRC Referrals Initiated: 3760	Number of IPRC Referrals Initiated: 3975 (To be updated in July)
Annual IPRC Reviews Completed: 8843	Annual IPRC Reviews Completed: 9344 To be updated in July
Number of appeals: 1	Number of appeals: 0 To be updated in July
Number of students attending provincial and demonstration schools: 28	Number of students attending provincial and demonstration schools: 25

Updated information (staff allocation) as required by the Standards for School Boards' Special Education Plans		
Category of Staff	2023-2024	2024-2025
Teachers for resource- withdrawal programs	605	620
Teachers for self- contained classes	653.5	662.5
Itinerant teachers	53	55
Coordinators	16	16
Consultants	35	35
Assistive Technology/Special Equipment Amount Teachers	6	5
Educational Assistants	826.5	806
Special Needs Assistants	565	587
Child and Youth Workers	195.5	210.5
Psychologists	7	74
Psycho-Educational Consultants	19	15.5
Psychological Associates	28	29.5
Speech-Language Pathologists	80.5	82.5
Audiologists	1	1
Occupational Therapists	23	24
Physiotherapists	8	9

Social Workers	125	141
Itinerant Child and Youth Counselors	8	8
Orientation and Mobility Personnel	3	3
Oral Interpreters (for deaf students)	11	11
Sign Interpreters (for deaf students)	12	12
Sign Language Facilitators	3	3
Transcribers (for blind students)	1	1
Interveners (for deaf- blind students)	10	10
Board Certified Behaviour Analyst (BCBA)	7	7
ABA Facilitator	4	4
Teachers for resource- withdrawal programs	133	137
Teachers for self- contained classes	325	329.5
Itinerant Teachers	9	12
Coordinators	See Elementary Panel	See Elementary Panel
Consultants	See Elementary Panel	See Elementary Panel
Educational Assistants	351	345
Special Needs Assistants	107.5	104.5
Child and Youth Workers	153	157
Psychologists	See Elementary Panel	See Elementary Panel
Psycho-Educational Consultants	See Elementary Panel	See Elementary Panel
Psychological Associates	See Elementary Panel	See Elementary Panel
Speech-Language Pathologists	See Elementary Panel	See Elementary Panel
Audiologists	See Elementary Panel	See Elementary Panel
Occupational Therapists	See Elementary Panel	See Elementary Panel
Physiotherapists	See Elementary Panel	See Elementary Panel
Social Workers	See Elementary Panel	See Elementary Panel
Itinerant Child and Youth Counselors	See Elementary Panel	See Elementary Panel
Orientation and Mobility Personnel	3 (shared with elementary)	3 (shared with elementary)
Oral Interpreters (for deaf students)	3	3
Sign Interpreters (for deaf students)	6	6
Sign Language Facilitators	6	6

Transcribers (for blind students)	1 (shared with elementary)	1 (shared with elementary)
Interveners (for deaf- blind students)	6	6

Updated Section E: Special Education Advisory Committee (SEAC) with information on the TDSB SEAC following the Community Advisory Committees Operational Procedure PR742

<p>2023-2024</p> <p>The Role of the Special Education Advisory Committee (SEAC) Regulation 464/97 of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate. TDSB SEAC adopted Part IV of the TDSB Bylaws (2016) for its operating procedures.</p>	<p>2024-2025</p> <p>The Role of the Special Education Advisory Committee (SEAC) Regulation 464/97 of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate. The Toronto District School Board SEAC follows the Community Advisory Committees (CAC) Operational Procedure PR742.</p>
---	---

Added wording in Section A: Introduction to clarify that feedback and suggestions provided apply to the following year’s Special Education Plan

<p>2023-2024</p> <p>The TDSB values feedback on the Special Education Plan. Please click on the feedback link at the beginning of each section of the plan to offer comments and suggestions on the TDSB’s Special Education Plan by March 31, 2024.</p>	<p>2024-2025</p> <p>The TDSB values feedback on the Special Education Plan. To provide feedback, comments or suggestions for the following year’s Special Education Plan, please click on the feedback link at the beginning of each section. Feedback should be received by March 31, 2025 to be taken into consideration.</p>
---	--

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

2023-2024	2024-2025
------------------	------------------

<p>2. There are no new internal or external reviews that 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 Board will engage in a review of its Special Education Program Recommendation Committee (SEPRC) process during the 2023-2024 school year.</p>	<p>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.</p> <p>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 as defined by the Ontario Human Rights Code (OHRC) and/or complex special education needs. When new students with complex physical and/or medical disabilities and/or complex safety needs and/or complex special education needs are 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.</p>
--	---

<p>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</p>	
<p>2023-2024</p> <p>The following TDSB research reports highlight the benefits of adopting an</p>	<p>2024-2025</p> <p>The following TDSB research report and reflective guides highlight the benefits of</p>

<p>inclusive education model, particularly for students with special education needs: A Case for Inclusive Education and Equity and Human Rights in Special Education: Critical Reflective Practice Guide.</p>	<p>adopting an inclusive education model, particularly for students with special education needs: A Case for Inclusive Education and Equity and Human Rights in Special Education: Critical Reflective Practice Guide.</p>
--	--

<p>Added a new section under Psychological Assessments in Section F: Educational and Other Assessments regarding reviews of external reports</p>	
<p>2023-2024</p> <p>NIL</p>	<p>2024-2025</p> <p>Reviews of External Reports</p> <p>TDSB psychology staff review all and document their review of relevant external reports provided to the school by parents/guardians/caregivers in a Consultation Note. The purpose of this process is to document that psychology staff have read the report so as to inform next steps. External reports may include, but are not limited to, Psychological and/or Psychoeducational Assessment Reports, Developmental Assessment Reports, Psychiatric Reports, and Medical Reports.</p> <p>Once a parent/guardian/caregiver provides the school team with a copy of an external assessment report, the school administrator will generate a permission form, giving permission for TDSB psychology staff to review the report and provide written and verbal consultation to the school team.</p> <p>A decision will be made by the school administrator as to whether the team will need to convene the School Support Team (SST) to discuss the assessment report and recommendations. The SST will recommend whether or not to proceed to an IPRC.</p>

	<p>A copy of the Consultation Note will be provided to the parent/guardian/caregiver, and a copy is placed in the student's OSR. The Consultation Note and a copy of the external report are maintained in the confidential files of Psychological Services in accordance with the Psychology Act and the Regulated Health Professions Act.</p>
--	---

<p>Updated Section G: Early Identification Procedures and Intervention Strategies to reflect the Ministry standards for this section of the plan</p>	
<p>2023-2024</p> <p><i>Purpose of the Standard</i> <i>To provide details of the board's consultation process to the ministry and to the public</i></p>	<p>2024-2025</p> <p><i>Purpose of the Standard</i> <i>To provide details of the board's early identification procedures and intervention strategies to the ministry and to the public</i></p>

<p>Revised information in Section G: Early Identification Procedures and Intervention Strategies about the Special Education Program Recommendation Committee (SEPRC) process</p>	
<p>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</p>	
<p>2023-2024</p> <p>Special Education Program Recommendation Committee (SEPRC) – in Section H A SEPRC is not a legal, provincially-mandated process; it is unique to the TDSB. Only through a parent or legal guardian can a SEPRC be requested, and only if the student profile meets the criteria stated below will the SEPRC process be followed.</p>	<p>2024-2025</p> <p>Special Education Program Recommendation Committee (SEPRC) – in Section G The Toronto District School Board (TDSB) believes all students enter school capable, competent and ready to learn. As is set out in the Education Act, TDSB adheres to Regulation 181/98 which states that all students will be welcomed, registered and placed in their neighborhood school in a regular class</p>

The Toronto District School Board is committed to providing equity of access to learning with a timely admittance to school for students new to the Board and who fall within the TDSB Low Incidence category of developmental disabilities, physical disabilities including blind/low vision and deaf /hard of hearing. Students new to the TDSB with extremely complex medical needs may be considered for immediate placement in an Intensive Support Program (ISP). Usually, these are students who have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB. This includes students who have complex medical needs which may include a combination of intellectual communication and/or behavioral needs, including persistent challenges in daily living. This also includes students in need of care, treatment or rehabilitation through Education and Community Partnership Programs (ECP).

The student learning profile for a SEPRC suggests student needs require access to specialized equipment and specialized support whereby the home school will not be able to adequately address the student's complex medical and/or Low Incidence needs even for a short period. The Special Education Program Recommendation Committee process will assist in fast tracking the student into the appropriate class and/or school. If the student profile does not meet the criteria, the student will be welcomed and registered at their homeschool.

For more information regarding new students entering kindergarten and SEPRC see Section G - Early

when new to the school district. TDSB recognizes that there are some new students with complex disabilities and complex medical/physical/safety and/or complex special education needs whose needs cannot be met in a regular class for even a short period of time, as they require specialized equipment and/or a specialized placement.

The Ontario Human Rights Code (OHRC) protects students with disabilities from discrimination and harassment: "Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions" (OHRC).

As part of the Duty to Accommodate, TDSB implements a process to specifically address timely entry to school for new students with complex disabilities and complex medical/physical/safety needs and/or complex special education needs. This process is called the Special Education Program Recommendation Committee (SEPRC). The SEPRC is a TDSB-specific operational process that supports entry to school for students who are not yet students of the TDSB and who are within the low incidence disability classification. Students meeting the criteria for a SEPRC may also have a combination of intellectual communication and/or behavioural needs, including persistent challenges in daily living. They may also be students in need of care, treatment or rehabilitation through

Identification Procedures and Intervention Strategies

Students with Exceptionalities Who Do Not Meet SEPRC Criteria

For all new students whose families are requesting a SEPRC because their child has an exceptionality, schools will communicate the criteria for SEPRCs. Only if the student meets the SEPRC criteria stated above will a SEPRC be initiated. Students who do not meet the criteria stated above, will be welcomed, and registered at their homeschool.

New students (K-12) with an exceptionality outside of the SEPRC criteria (e.g., Behavioural, Autism, Gifted, Mild Intellectual Disability) will be registered through the regular process at their home school and will be supported by the classroom teacher through on-going assessment and evaluation. Teachers will identify student's areas of strength and growth and design an educational program incorporating universal design and differentiated instruction to monitor student's progress and development through an Individual Learning Plan (ILP). Based on on-going assessment and evaluation and in collaboration with the Administrator, an Individual Education Plan (IEP) may be considered through the Referral Process. An IPRC will take place only if the family is seeking an Intensive Support Program (ISP). The Referral process typically takes a full semester.

Student profile is within the SEPRC criteria, but homeschool is preferred

When the student's learning profile meets the criteria for a SEPRC as stated above, and the parent or legal guardian choose to register at the home school and does not request a SEPRC, then the home

Education and Community Partnership Programs (ECPPs).

Usually, these are students who have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB.

All students who do not have complex medical/physical/safety needs and/or complex disabilities and as per Regulation 181/98, will begin in their homeschool in a regular class with support. For these students, teachers will design an educational program based on the student's strengths and areas of growth by incorporating principles of Universal Design for Learning (UDL), Differentiated Instruction (DI) and Culturally Relevant and Responsive Pedagogy (CRRP) to monitor the students' progress and development through an Individual Learning Plan (ILP). Based on on-going assessment and evaluation and in collaboration with the principal, an Individual Education Plan (IEP) may be considered through the Referral Process.

SEPRC Structure

The SEPRC is made up of the following members:

- Principal (Chair) who is not associated with the student or the student's school
- Special Education and Inclusion Coordinator
- Psychological Services Representative or Psychological Manager

SEPRC Steps

Parents or legal guardians of a child with disabilities as defined by the OHRC or with complex special education needs who are seeking an Intensive Support

<p>school will welcome and register the child. The Administrator will collect supporting documentation of the child's complex medical needs. The Administrator will contact the Special Education and Inclusion Consultant to ensure appropriate support is provided for the classroom teacher.</p> <p>When parents/guardians/caregivers decline participation in a SEPRC, they do not forgo their right to request an IPRC once their child is attending school. When parents/guardians/caregivers agree to participate in a SEPRC, they can still decline a recommended placement and have their child attend the neighbourhood school. SEPRC meetings can be held either in-person or virtually.</p> <p>SEPRC Structure Each of the four Learning Centres in the TDSB is organized into clusters of schools called Learning Networks. Within each Learning Network, teams are established to meet as the SEPRC for schools within the Network. Principals who have a deep understanding of special education and inclusion, and anti-oppression and equity, are invited by the Special Education and Inclusion Department to be the Chair of a Learning Network SEPRC.</p> <p>The committees are made up of the following members:</p> <ul style="list-style-type: none"> • Principal (Chair) who is not associated with the student or the student's school • Special Education and Inclusion Coordinator • Psychological Services Representative or Psychological Manager <p>SEPRC Steps Parents/guardians/caregivers pre-register the student in the home school by address and share any educational,</p>	<p>Program (ISP) upon enrollment, pre-register the student in the home school by address and share any educational, behavioural, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational/physiotherapy assessments or other relevant documentation that addresses students with complex disabilities and complex medical/physical/safety needs whose needs cannot be met in a regular class for even a short period of time, as they require specialized equipment and/or a specialized placement. The principal will consult with the Special Education and Inclusion Consultant to determine whether the student meets the criteria for a SEPRC. Parents or legal guardians may decline a SEPRC, in which case their child will attend the homeschool.</p> <p>The following steps are followed when initiating a SEPRC:</p> <ul style="list-style-type: none"> • The principal may request access to central resources for the purpose of carrying out an observation, gathering additional information about the child's needs, or clarifying existing documentation. • The principal will complete and send the referral package in a timely manner to the Special Education and Inclusion Consultant for only students with disabilities as defined by the OHRC or with complex behavioural needs. • Once the referral package is approved by the Special Education and Inclusion Consultant and Coordinator, an invitation letter to a SEPRC meeting is prepared and sent to the parents or legal guardians /guardians/caregivers, and a copy is sent electronically to the home school principal. • Parents or legal guardians return the response form to staff at their home
---	--

behavioural, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational/physiotherapy assessments or other relevant documentation that addresses the medically complex special education needs of their child with the principal.

- The principal will explore the opportunity for a SEPRC meeting with the Special Education and Inclusion Consultant if the parents/guardians/caregivers support the possibility of special education class placement immediately upon enrollment and would like a SEPRC meeting to be considered. Parents/guardians/caregivers may decline a SEPRC, in which case their child will attend the homeschool.
- The principal may request access to central resources for the purpose of carrying out an observation, gathering additional information about the child's needs, or clarifying existing documentation.
- Once the referral package is approved by the Special Education and Inclusion Consultant and Coordinator, an invitation letter to a SEPRC meeting is prepared and sent to the parents/guardians/caregivers, and a copy is sent electronically to the home school principal.
- Parents/guardians/caregivers return the response form to staff at their home school or confirm their attendance by telephone to staff at the home school, who then notifies the appropriate Special Education and Inclusion Coordinator.
- Parents/guardians/caregivers receive a copy of all documentation to be considered at the SEPRC with the letter of invitation and a copy of the Parent's Guide to Special Education

school or confirm their attendance by telephone to staff at the home school, who then notifies the appropriate Special Education and Inclusion Coordinator.

- Parents or legal guardians receive a copy of all documentation to be considered at the SEPRC with the letter of invitation and a copy of the Parent's Guide to Special Education

Documents Required for a SEPRC

The documentation presented to the SEPRC mirrors that required for students who are presented to an Identification, Placement and Review Committee (IPRC) seeking a similar placement, and may include:

- An educational assessment from their specialized preschool/daycare or other school
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card is also included)
- An Individual Education Plan (IEP)
- A psychological assessment
- Other relevant professional assessments (e.g., speech- language, OT/PT, medical)
- A Developmental History Form (for Junior Kindergarten to Grade 2 aged students)
- A current professional observation/assessment
- Student work samples that reflect that the teacher's pedagogy is responsive to the child's identity and lived experiences and is culturally relevant (part of the school presentation)
- Any documents which the parents or legal guardians may deem relevant to a SEPRC

Documents Required for a SEPRC

The documentation presented to the SEPRC mirrors that required for students who are presented to an Identification, Placement and Review Committee (IPRC) seeking a similar placement, and may include:

- An educational assessment from their specialized preschool/daycare or other school
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card is also included)
- An Individual Education Plan (IEP)
- A psychological assessment
- Other relevant professional assessments (e.g., speech- language, OT/PT, medical)
- A Developmental History Form (for Junior Kindergarten to Grade 2 aged students)
- A current professional observation/ assessment
- Student work samples that reflect that the teacher's pedagogy is responsive to the child's identity and lived experiences and is culturally relevant (part of the school presentation)
- Any documents which the parents/guardians/caregivers may deem relevant to a SEPRC

Attendance at and Presentations to a SEPRC

Since students presented to a SEPRC are not yet TDSB students, parents/guardians/ caregivers must be in attendance for the SEPRC meeting to proceed:

- The principal from the referring school arranges for an interpreter to assist the parents/guardians/caregivers where appropriate
- An administrator from the referring school must attend to provide a general

Attendance at and Presentations to a SEPRC

Since students presented to a SEPRC are not yet TDSB students, parents or legal guardians **must** be in attendance for the SEPRC meeting to proceed:

- The principal from the referring school arranges for an interpreter to assist the parents or legal guardians when appropriate
- An administrator from the referring school must attend to provide a general overview of the student's history and to understand the full context of the SEPRC discussion and recommendation to guide follow-up action at the school.
- The SEPRC Chair invites parents or legal guardians and any other attendees to participate such as any resource staff currently involved with the student to attend the meeting, to determine current strengths, needs, academic performance and presenting issues. Work samples, if available, are reviewed to provide a sense of the student's potential and performance in the current setting
- Principals work with families to ensure they feel supported through this process by acknowledging and validating their voice, identity, lived experiences, culture and any concerns prior to attending the SEPRC. The Principal ensures that the parent or legal guardian fully understands all documentation, placement options and pathways that the SEPRC may lead to for their child.

Functions of the SEPRC

As part of the TDSB duty to accommodate students with complex disabilities as per the Ontario Human Rights Code and/or medical/physical/safety needs, should a parent or legal guardian request an Intensive Support Program when registering the new student to TDS, a

overview of the student's history and to understand the full context of the SEPRC discussion and recommendation to guide follow-up action at the school

- Parents/guardians/caregivers are encouraged to invite any resource staff currently involved with the student to attend the SEPRC meeting
- The SEPRC Chair invites

parents/guardians/caregivers and any other attendees to participate in discussions about the student, to determine current strengths, needs, academic performance and presenting issues. Work samples, if available, are reviewed to provide a sense of the student's potential and performance in the current setting

- Principals work with families to ensure they feel supported through this process

- Principals acknowledge and validate parents/guardians/caregivers voice, identity, lived experiences, culture and any parental concerns prior to attending the SEPRC

- Parents/guardians/caregivers should fully understand all documentation, and placement options and pathways that the SEPRC may lead to for their child

Functions of the SEPRC

When parents/guardians/caregivers are in agreement, a SEPRC is arranged to determine eligibility for a special education class placement of a pre-registered but not yet attending student in the TDSB, and to make a recommendation about such placement.

The SEPRC will:

- Determine whether the support available in a special education class would be appropriate for a student when starting to attend a TDSB school
- For programming purposes only to note whether the student meets the

SEPRC is arranged to determine eligibility for a special education class placement of a pre-registered but not yet attending student in the TDSB, and to make a recommendation about such placement.

The SEPRC will:

- Determine whether the support available in a special education class would be appropriate for a student when starting to attend a TDSB school

- For programming purposes only to note whether the student meets the requirements (an IPRC decision is required to formally identify a student as exceptional)

- Provide a written statement of recommendations outlining the student's strengths and areas of growth and any program/services recommendations of the SEPRC

Required Follow-Up to the SEPRC

Where special education class placement has been recommended and accepted by parents or legal guardians, the student will be offered a placement and a visit will be arranged at the offered location.

Referral for a follow-up Identification, Placement and Review Committee (IPRC) meeting must be made at the school where the special education class (ISP) is located. The IPRC should be convened after the student has been in the ISP for a period of approximately 6 to 9 months and where possible before the end of the school year based on the timelines of the student's entry into the TDSB.

An exception to the 6-to-9-month provision involves students in the

requirements for an exceptionality based on TDSB criteria (an IPRC decision is required to formally identify a student as exceptional)

- Provide a written statement of recommendations outlining the student's strengths and needs and any program/services recommendations of the SEPRC

Required Follow-Up to the SEPRC Where special education class placement has been recommended and accepted by parents/guardians/caregivers, the student will be offered a placement and a visit will be arranged at the offered location. Referral for a follow-up Identification, Placement and Review Committee (IPRC) meeting must be made at the school where the special education class (ISP) is located. The IPRC should be convened after the student has been in the ISP for a period of approximately 6 to 9 months and where possible before the end of the school year based on the timelines of the student's entry into the TDSB. An exception to the 6-to-9-month provision involves students in the Diagnostic Kindergarten Program. Students in Junior Kindergarten will have their program recommendation re-evaluated in the spring at a School Support Team meeting, to determine if the recommended full-time support should continue for senior kindergarten, and will have an IPRC during their final Kindergarten year in preparation for the primary division.

SEPRC Appeal Process

There is no formal appeal process for SEPRC recommendations. The students under consideration are not yet attending school under the jurisdiction of the TDSB. The SEPRC function does not provide a

Diagnostic Kindergarten Program. Students in Junior Kindergarten will have their program recommendation re-evaluated in the spring at a School Support Team meeting, to determine if the recommended full-time support should continue for senior kindergarten, and will have an IPRC during their final Kindergarten year in preparation for the primary division.

SEPRC Appeal Process

There is no formal appeal process for SEPRC recommendations. The students under consideration are not yet attending school under the jurisdiction of the TDSB. The SEPRC function does not provide a decision about exceptionality and can only make a recommendation about conditional placement in a special education class, requiring a follow-up IPRC (whose decisions can be appealed).

When the parents or legal guardians decide not to accept a SEPRC recommended placement, or when special education class placement is not recommended by the SEPRC, the student will attend the neighbourhood school and is provided support through the school's special education resources. The nature of support will be determined through the school's IST (In-School Team) or SST (School Support Team) process.

Parents or legal guardians continue to have the right to request (in writing to the principal) that the student be considered for special education class placement by an IPRC.

Student profile is within the SEPRC criteria, but homeschool is preferred

<p>decision about exceptionality and can only make a recommendation about conditional placement in a special education class, requiring a follow-up IPRC (whose decisions can be appealed).</p> <p>When the parents/guardians/caregivers decide not to accept a SEPRC recommended placement, or when special education class placement is not recommended by the SEPRC, the student attends the neighbourhood school and is provided support through the school's special education resources. The nature of support will be determined through the school's IST (In-School Team) or SST (School Support Team) process.</p> <p>Parents/guardians/caregivers continue to have the right to request (in writing to the principal) that the student be considered for special education class placement by an IPRC.</p>	<p>When a parent or legal guardian of a student with disabilities and/or complex medical/physical/safety needs chooses to register at the home school and does not request a SEPRC for direct access to an Intensive Support Program, then the home school will welcome and register the child in a regular class. The principal will collect supporting documentation of the child's disabilities and/or complex medical/physical/safety needs. The principal will contact the Special Education and Inclusion Consultant to ensure appropriate support is provided for classroom staff.</p> <p>In collaboration with the Early Years Advisory Committee and the Child Care Committee, selected preschool programs and agencies serving students in the Low Incidence category receive correspondence and presentations annually in January regarding the entry process for students new to TDSB. Principals are informed of this process. The selected preschool programs and agencies forward names of potential students to the Special Education Coordinators who then bring names forward to schools for a SEPRC.</p>
--	---

<p>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</p>	
<p>2023-2024</p> <p>Special Education Class with Partial Integration</p> <p>The student attends a special education class and is integrated in a regular class for part of the student's instructional program (a minimum of one instructional period daily).</p>	<p>2024-2025</p> <p>Special Education Class with Partial Integration</p> <p>The student attends a special education class staffed by a special education teacher and is integrated in a regular class for part of the student's instructional program (a minimum of one instructional period daily).</p>

<p>Special Education Class Full Time Some students attend a special education class for the entire school day. These classes are referred to as Intensive Support Programs (ISPs) and may be in integrated sites or congregated sites. The location for a full time special education class may be other than the student's home school. Programs in congregated sites support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources.</p>	<p>Special Education Class Full Time Some students attend a special education class, staffed by a special education teacher, for the entire school day. These classes are referred to as Intensive Support Programs (ISPs) and may be in integrated sites or congregated sites. The location for a full time special education class may be other than the student's home school. Programs in congregated sites support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources.</p>
---	--

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

2023-2024	2024-2025																				
<p>Placement Decision of Special Education Class</p>	<p>Placement Decision of Special Education Class</p>																				
<p>Students who have an Exceptionality of Behaviour may be offered through the IPRC decision to attend a Behaviour Intensive Support Program (elementary only) that may not be housed in their home school. The student will have an opportunity to learn in a smaller class size setting with students who share similar areas for improvement.</p>	<p>Students who have an Exceptionality of Behaviour may be offered through the IPRC decision to attend a Behaviour Intensive Support Program (elementary, grades 4-6 only) that may not be housed in their home school. The student will have an opportunity to learn in a smaller class size setting with students who share similar areas for improvement.</p>																				
<table border="1"> <tr> <td>Placement:</td> <td>Intensive Support Program (ISP)</td> </tr> <tr> <td>Location:</td> <td>Across the System Learning Centres in local, designated neighbourhood schools</td> </tr> <tr> <td>Grades:</td> <td>1 – 8</td> </tr> <tr> <td>Class Size:</td> <td>8 students per class</td> </tr> <tr> <td>Staffing:</td> <td>1.0 Teacher and 1.0 Child and Youth Worker (CYW)</td> </tr> </table>	Placement:	Intensive Support Program (ISP)	Location:	Across the System Learning Centres in local, designated neighbourhood schools	Grades:	1 – 8	Class Size:	8 students per class	Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)	<table border="1"> <tr> <td>Placement:</td> <td>Intensive Support Program (ISP)</td> </tr> <tr> <td>Location:</td> <td>Across the System Learning Centres in local, designated neighbourhood schools</td> </tr> <tr> <td>Grades:</td> <td>4 – 6</td> </tr> <tr> <td>Class Size:</td> <td>8 students per class</td> </tr> <tr> <td>Staffing:</td> <td>1.0 Teacher and 1.0 Child and Youth Worker (CYW)</td> </tr> </table>	Placement:	Intensive Support Program (ISP)	Location:	Across the System Learning Centres in local, designated neighbourhood schools	Grades:	4 – 6	Class Size:	8 students per class	Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)
Placement:	Intensive Support Program (ISP)																				
Location:	Across the System Learning Centres in local, designated neighbourhood schools																				
Grades:	1 – 8																				
Class Size:	8 students per class																				
Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)																				
Placement:	Intensive Support Program (ISP)																				
Location:	Across the System Learning Centres in local, designated neighbourhood schools																				
Grades:	4 – 6																				
Class Size:	8 students per class																				
Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)																				

<p>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</p>	
<p>2023-2024 Behaviour Prevention Intervention (BPI) Team (formerly Behaviour Regional Services (BRS) Team)</p> <p>The mission of the Behaviour Prevention Intervention Team (BPI) is to assist in the understanding and management of challenging behaviour, so that all students may benefit from learning</p>	<p>2024-2025 Behaviour Prevention Intervention (BPI) Team</p> <p>The mission of the Behaviour Prevention Intervention (BPI) Team is to assist in the understanding and management of challenging behaviour, so that all students may benefit from learning</p>

<p>opportunities that contribute to overall academic, social-emotional and behavioural success and enhanced quality of life. The BPI Team promotes the use of positive behaviour supports, an approach to behaviour that is data-driven and relies on the collaboration of all staff to provide a continuum of support with two main goals:</p> <ol style="list-style-type: none"> 1. Preventing the development or the escalation of challenging behaviours 2. Teaching and reinforcing appropriate school learning and social behaviours across all school settings <p>BPI team members are aligned with each of the four Learning Centres. On a referral basis, the BPI Team provides a continuum of services, ranging from individualized, student-and family-centered support to classroom consultations and professional learning. Collaborative support is delivered by a coordinated, multi- disciplinary team, which offers specialized support to schools in the area of behaviour assessment, intervention and support. The multidisciplinary nature of the team allows for greater understanding and skillful management of the complex programming needs of some students.</p> <p>The BPI Team includes:</p> <ul style="list-style-type: none"> ● Itinerant Teachers - elementary and secondary ● Child and Youth Workers ● Social Workers ● Psychologists <p>The BPI Team implements the methods of Applied Behaviour Analysis (ABA), as per PPM 140, and models these practices in the classroom in order to help the adults to increase student ability to use the methods themselves. For students whose intense needs require specific</p>	<p>opportunities that contribute to overall academic, social- emotional and behavioural success and enhanced quality of life. The BPI Team promotes the use of positive behaviour supports, an approach to behaviour that is data-driven and relies on the collaboration of all staff to provide a continuum of support with two main goals:</p> <ol style="list-style-type: none"> 1.Preventing the development or the escalation of challenging behaviours 2.Teaching and reinforcing appropriate school learning and social behaviours across all school settings <p>BPI team members are aligned with each of the Learning Centres. On a referral basis, the BPI Team provides a continuum of services, ranging from individualized, student-and family-centered support to classroom consultations and professional learning. Collaborative support is delivered by a coordinated, multi- disciplinary team, which offers specialized support to schools in the area of behaviour assessment, intervention and support. The multidisciplinary nature of the team allows for greater understanding and skillful management of the complex programming needs of some students.</p> <p>The BPI Team includes:</p> <ul style="list-style-type: none"> ● Itinerant Teachers - elementary and secondary ● Child and Youth Workers ● Board Certified Behaviour Analysts ● Social Workers ● Psychologists <p>The BPI Team implements the methods of Applied Behaviour Analysis (ABA), as per PPM 140, and models these practices in the classroom in order to help staff to increase student ability to use the methods themselves. For students whose</p>
--	--

interventions for safe management, the team will work with staff to carry out a functional assessment of behaviour and assist in the development of an appropriate Safety Plan.

In addition to providing specific individual student-centered strategies, the team assists schools in re-engineering their classroom environments to more effectively support, teach and reinforce positive, pro-social behaviours in general.

Requesting BPI Team Support

Every school in the TDSB has equal access to the BPI Team through the Learning Centre referral process. Requests for BPI Team services are decided by the School Support Team (SST) in consultation with the school's Special Education and Inclusion Consultant and are forwarded electronically to the Learning Centre Special Education and Inclusion staff. Such requests are generally made to address Tier 3 needs once all available supports at the school level have been accessed. When the requested support is student specific, the school is provided with the Behaviour Prevention Intervention Consent Form for parent/guardian/caregiver signature. The completed form is submitted to the appropriate BPI Team member and assigned to the team for follow-up.

Services are developed in collaboration with school-based staff and delivered with a focus on enhancing confidence and capacity to manage challenging student behaviour(s), as follows:

For Individual Students

The BPI Access request is reviewed by the Special Education and Inclusion team at the Learning Centre. As appropriate,

intense needs require specific interventions for safe management, the team will work with staff to carry out a functional assessment of behaviour and assist in the development of an appropriate Safety Plan.

In addition to providing specific individual student-centered strategies, the team assists schools in re-engineering their classroom environments to more effectively support, teach and reinforce positive, pro-social behaviours in general.

Requesting BPI Team Support

Every school in the TDSB has equal access to the BPI Team through the Learning Centre referral process. Requests for BPI Team services are decided by the School Support Team (SST) in consultation with the school's Special Education and Inclusion Consultant. Such requests are generally made to address Tier 3 needs once all available supports at the school level have been accessed. When the requested support is student specific, the school is provided with the Behaviour Prevention Intervention Consent Form for parent/guardian/caregiver signature. The completed form is submitted to the appropriate BPI Team member and assigned to the team for follow-up.

Services are developed in collaboration with school-based staff and delivered with a focus on enhancing confidence and capacity to manage challenging student behaviour(s), as follows:

For Individual Students

The BPI Access request is reviewed by the Special Education and Inclusion team at the Learning Centre. As appropriate, the team responds to the school with BPI staff assignment and a BPI Consent Form

the team responds to the school with BPI staff assignment and a BPI Consent Form to be forwarded to parents/guardians/caregivers. When parental informed consent is confirmed by the assigned BPI team member, the team can work with a student.

For Classroom Consultations, Professional Learning or Small Group Work

Classroom consultation services offer an opportunity for classroom staff to receive support and direction about class-wide positive behaviour supports and programming strategies for a particular group of students.

Following consultation with the Special Education and Inclusion Consultant/School Support Team, principals can contact Special Education and Inclusion staff for further information about classroom consultation or professional learning.

Specific Supports Provided by the BPI Team

The BPI Team provides the following support, in collaboration with school staff:

- Observing the student at school and review of the OSR
- Consulting with teaching and other staff and parents/guardians/caregivers
- Assisting staff in completing a functional assessment of behaviour (and the appropriate use of the ABC/Data Recording Chart/Behaviour Log) and in analyzing behavioural data gathered by staff
- Goal setting for student academic and social-emotional achievement
- Recommending environmental changes required to reduce undesired behaviour

to be forwarded to parents/guardians/caregivers. When parental informed consent is confirmed by the assigned BPI team member, the team can work with the individual student.

For Classroom Consultations, Professional Learning or Small Group Work

Classroom consultation services offer an opportunity for classroom staff to receive support and direction about class-wide positive behaviour supports and programming strategies for a particular group of students.

Following consultation with the Special Education and Inclusion Consultant/School Support Team, principals can contact Special Education and Inclusion staff for further information about classroom consultation or professional learning.

Specific Supports Provided by the BPI Team

The BPI Team provides the following support, in collaboration with school staff:

The BPI Team provides the following support, in collaboration with school staff:

- Observing the student at school and review of the OSR
- Consulting with teaching and other staff and parents/guardians/caregivers
- Assisting staff in completing a functional assessment of behaviour (and the appropriate use of the ABC/Data Recording Chart/Behaviour Log) and in analyzing behavioural data gathered by staff
- Goal setting for student academic and social-emotional achievement
- Recommending environmental changes required to reduce undesired behaviour

- Identifying appropriate replacement behaviour and/or skills that need to be taught
- Team-teaching with classroom staff and modelling recommended strategies, using an anti-oppressive stance, in the classroom
- Assisting in the development of alternate programming for academic and/or intra/inter-personal skills in the IEP (e.g., appropriate accommodations, goals, expectations, strategies, on-going assessments)
- Assisting with the development of Safety Plans
- Helping staff design positive reinforcement systems
- Providing resources and literature to support programming recommendations
- Providing transition support for complex cases and when the student moves from one school or setting to another
- Delivering professional learning sessions on topics related to behavioural challenges
- Supporting parents/guardians/caregivers or family in understanding the factors contributing to the behaviour challenges, interpreting professional assessments, developing transition plans and accessing community supports
- Practicing Life-Space-Intervention with students, and coaching them to perform or adopt a new replacement behaviour
- Helping family/care providers access community agencies, if requested and where appropriate
- Delivering training and support for school staff in the development of classroom and school wide Positive Behaviour Supports

Board Certified Behaviour Analysts (BCBAs)

- Identifying appropriate replacement behaviour and/or skills that need to be taught
- Team-teaching with classroom staff and modelling recommended strategies, using an anti-oppressive stance, in the classroom
- Assisting in the development of alternate programming for academic and/or intra/inter-personal skills in the IEP (e.g., appropriate accommodations, goals, expectations, strategies, on-going assessments)
- Assisting with the development of Safety Plans
- Helping staff design positive reinforcement systems
- Providing resources and literature to support programming recommendations
- Providing transition support for complex cases and when the student moves from one school or setting to another
- Delivering professional learning sessions on topics related to behavioural challenges
- Supporting parents/guardians/caregivers or family in understanding the factors contributing to the behaviour challenges, interpreting professional assessments, developing transition plans and accessing community supports
- Practicing Life-Space-Intervention with students, and coaching them to perform or adopt a new replacement behaviour
- Helping family/care providers access community agencies, if requested and where appropriate
- Delivering training and support for school staff in the development of classroom and school wide Positive Behaviour Supports

Board Certified Behaviour Analysts (BCBAs)

Removed from Section J

Board Certified Behaviour Analysts (BCBAs) are individuals with graduate-level certification and training in Applied Behaviour Analysis (ABA). BCBAs utilize the science of ABA to assess behaviours and the environment to decrease challenging behaviours and support skill development. BCBAs work collaboratively with staff to build capacity within schools providing staff with the skills to identify interventions and prevention strategies to decrease the likelihood of students engaging in challenging behaviours, and increase socially significant skills, thus promoting safe and positive classroom inclusion.

BCBAs work as members of the multidisciplinary Learning Centre and Autism Services Team, bringing expertise in the area of ABA instructional methods. BCBAs support students with a diagnosis of ASD and other students with complex and significant behavioural challenges (Tier 3 level of support).

Requesting BCBA Support

Access to BCBA services is considered when school staff have exhausted all available school-based supports and evidence of the classroom learning conditions indicate clear evidence of Universal Design for Learning (UDL) and Differentiated Instruction (DI) implementation, as well as evidence of Culturally Relevant and Responsive Pedagogy (CRRP) that respects the student's identity, lived experiences and strengths. Before a referral is initiated, the Special Education and Inclusion Consultant must be contacted. There must be evidence of Tier 1 strategies in place and only after intentional conversations have taken place at the SST to ensure staff have accessed strategies to support the student's

learning and socio-emotional needs, and in partnership with parents, should referrals proceed. The consultant will participate in the referral decision-making at the School Support Team (SST) meeting. Their early involvement and active consultation which includes modeling, co-teaching and co planning at the school is very important. To move forward with a student specific referral, parent(s)/guardian(s)/caregiver(s) must be consulted and must be in agreement with the referral process.

School requests for BCBA services are initiated by the recommendation of the SST which involves completion of an online Individual Student Referral Access Form. Once the access form is submitted online, it is reviewed by Learning Centre Special Education and Inclusion team, which may recommend preliminary steps before a regional service is involved. Steps could include a general classroom consultation and/or staff professional learning.

Supports Provided by BCBAs

JK-Grade 3 Capacity Building

- Staff will learn general prevention strategies to foster success in the classroom via didactic learning, coaching and modeling (topics can include Understanding Behaviour, ABC Chart, Behaviour Analysis Tool, etc.)

Revised wording about modifications for greater clarity in Section K: Individual Education Plans

2023-2024

Modifications are changes made in the age-appropriate, grade-level expectations for a subject or course to meet a student’s learning needs. Such changes involve selecting specific expectations from a different grade level and/or altering the number of the grade level expectations, and/or altering the complexity of the grade level expectations. Students may still require accommodations to help them achieve the learning expectations in subjects or courses with modified expectations. For more information regarding secondary pathways, the Ontario Secondary School Diploma (OSSD) and the Ontario Secondary School Certificates, please refer to the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

Some decisions about modifications can impact a student’s educational pathway. It is important that there be clear communication between parent(s)/guardian(s)/caregiver(s) and school staff about the use and impact of modifications. “At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate their decision to the parents and the student” (Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2016, p. 41). Credit granting is determined by several factors, including the degree of complexity of the modified specific

2024-2025

Modifications are changes made in the age-appropriate, grade-level expectations for a subject or course to meet a student’s learning needs. Such changes involve selecting specific expectations from a different grade level and/or altering the number of the grade level expectations, and/or altering the complexity of the grade level expectations. Students may still require accommodations to help them achieve the learning expectations in subjects or courses with modified expectations. Some decisions about modifications can impact a student’s educational pathway. It is important that there be clear communication between parent(s)/guardian(s)/caregiver(s) and school staff about the use and impact of modifications.

“At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate their decision to the parents and the student” (Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2016, p. 41). Credit granting is determined by several factors, including the degree of complexity of the modified specific expectations and the number of expectations through which the student has demonstrated achievement in the course.

For more information regarding secondary pathways, the Ontario Secondary School Diploma (OSSD) and

<p>expectations and the number of expectations through which the student has demonstrated achievement in the course.</p>	<p>the Ontario Secondary School Certificates, please refer to the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.</p>
--	---

<p>Added an additional nugget to the Education Transitions section in Section K: Individual Education Plans (IEPs) to include school to school transitions</p>	
<p>2023-2024</p> <p>Education Transitions</p> <ul style="list-style-type: none"> ● School Entry – new to school, new to Board, school to school, entry to school in JK, from an outside agency to school ● Within School – between grades, from one program area or subject to another ● Exit to post-secondary – pathways to college, university, work, etc. 	<p>2024-2025</p> <p>Education Transitions</p> <ul style="list-style-type: none"> ● School Entry – new to school, new to Board, school to school, entry to school in JK, from an outside agency to school ● Within School – between grades, from one program area or subject to another ● School to School – from one school to another (e.g., elementary to secondary school, elementary to middle school) ● Exit to post-secondary – pathways to college, university, work, etc.

<p>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.”</p>	
<p>2023-2024</p> <p>Instructional interventions are monitored by the classroom teacher. When a student begins to show signs of persistent learning difficulties, 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.</p>	<p>2024-2025</p> <p>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</p>

<p>This is achieved through a review of classroom support strategies, educational assessments and consultation with parents/guardians/caregivers and/or students.</p>	<p>for growth. This is achieved through a review of classroom support strategies, educational assessments and consultation with parents/guardians/caregivers and/or students.</p>
---	---

Changed wording in Section S: Special Education Staff, to clarify that staffing is projected and may change during the school year

<p>2023-2024</p> <p>The charts below include information on the types of staff who provide special education programs and services and outline the range of programs and services offered and the qualification required for the categories of staff listed. This is projected staffing for the 2023-2024 school year.</p>	<p>2024-2025</p> <p>The charts below include information on the types of staff who provide special education programs and services, and outline the range of programs and services offered and the qualification required for the categories of staff listed. This is projected staffing for the 2024-2025 school year and may change.</p>
---	---

Updated Section O: Transportation, to include information about new bus companies

<p>2023-2024</p> <p>(AR) Attridge Transportation (FT CL) First Student Toronto (DT) Dignity Transportation (MC) McCluskey Transportation (SH) Sharp Bus Lines (ST) Stock Transportation West (SC) Stock Transportation East (SN) Stock Transportation North (SW) Switzer Carty Transportation (WA) Wheelchair Accessible Transit (FX) First Student Ajax</p>	<p>2024-2025</p> <p>(AR) Attridge Transportation (FT CL) First Student Toronto (DT) Dignity Transportation (MC) McCluskey Transportation (SH) Sharp Bus Lines (ST) Stock Transportation West (SC) Stock Transportation East (SN) Stock Transportation North (SW) Switzer Carty Transportation (WA) Wheelchair Accessible Transit (FX) First Student Ajax (LM) Landmark Bus Lines (VO) Voyago</p>
---	---

Added definition for Equity to the glossary	
<p>2023-2024</p> <p>Equity – a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.</p>	<p>2024-2025</p> <p>Equity – Ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing others and therefore focuses on redressing Disparity - meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of Oppression. Equity honours and accommodates the specific needs of individuals/ groups (refer to TDSB Equity Policy 037).</p>

Added “Disabilities” as defined by the Ontario Human Rights Commission throughout the plan	
<p>2023-2024</p> <p>Disability – a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop</p>	<p>2024-2025</p> <p>Disability – a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop</p>

<p>over time (refer to The Ontario Human Rights Commission).</p>	<p>over time. The term disability is interpreted in accordance with the Ontario Human Rights Code (refer to The Ontario Human Rights Commission).</p>
--	---