

**Toronto District School Board
Special Education Plan
2024 - 2025**



Standards for School Boards' Special Education Plans

In accordance with [Regulation 306](#) and the Ministry policy document entitled [Standards for School Boards' Special Education Plans](#), each school board is required to:

- maintain a special education plan;
- review it annually;
- amend it from time to time to meet the current needs of its exceptional students, and
- submit any amendment(s) to the Minister for review.

Purpose of a School Board's Special Education Plan

The TDSB Special Education Plan, updated annually, provides the Ministry of Education and the public with information about **special education programs and services** that are provided by the school board in accordance with legislation and Ministry policy on special education.

Gathering Feedback

The Special Education and Inclusion Department receives formal and informal feedback into the special education plan through:

- conversations with school and department staff, SEAC, community groups, advocacy groups; parents/guardians/caregivers;
- through a survey link at the beginning of each section of the current plan posted on the public website.

Parents/guardians/caregivers or community members who wish to give input to the plan may do so in a number of ways:

- contact their school principal;
- contact their School Advisory Council;
- contact the TDSB SEAC.

Role of a Board's Special Education Advisory Committee (SEAC)

Under Regulation 464/97, the board shall ensure that its special education advisory committee (SEAC) is provided with opportunities to participate in the annual review of the district's Special Education Plan.

The TDSB SEAC has created a Special Education Plan Work Group that both oversees the annual review of the plan and communicates to members of the community and parents/guardians/caregivers of children who are receiving special education programs and services the timelines for providing input to the Special Education Plan.

Changes for 2024 – 2025

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

Changes: Special Education-Specific

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

Changes: Special Education Specific

Special Education-Specific

- 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

Changes: Anti-Oppression & Engagement

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

TDSB Special Education Plan Submission to Ministry

By July 31st of each year, the Special Education Plan is submitted to the Ministry 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 of the [Standards for School Boards' Special Education Plans](#)
- a copy of the board's motion of approval of the plan, including the date of approval; and
- a copy any related motions or recommendations from the district's SEAC (N/A for this year).

