

AMENDMENTS TO THE 2025-2026 SPECIAL EDUCATION PLAN

Updated information (number of IPRCs completed, number of appeals, number of students attending provincial and demonstration schools, staff allocation) as required by the *Standards for School Boards' Special Education Plans*

2024-2025	2025-2026
- Number of IPRC Referrals Initiated: 3760 - Annual IPRC Reviews Completed: 8843 - Number of appeals: 1 - Number of students attending provincial and demonstration schools: 28	- Number of IPRC Referrals Initiated: 4500 - Annual IPRC Reviews Completed: 9120 - Number of appeals: 3 - Number of students attending provincial and demonstration schools: 16

Updated language in some/all sections of the plan

2024-2025	2025-2026
Parents/guardians/caregivers	Parents/legal guardians
Areas of growth	Areas of need
Home and Community Care Support Services (HCCSS) [formerly Local Health Integration Networks (LINH)]	Ontario Health at Home – School Health (OHaH)
Delivery of Speech-Language Pathology, Occupational Therapy and Physiotherapy	School-Based Rehabilitation Services (SBRS) when referring to the delivery of Speech- Language Pathology, Occupational Therapy and Physiotherapy
Stakeholders	Educational partners
Complex needs	Complex disabilities
Physical needs	Physical disabilities
Special education needs	Special education needs and/or disabilities
Complex needs	Complex physical and/or medical disabilities
Learning Network	Family of Schools

Replace <u>Parent's Guide to Special Education</u>	With <u>Guide to Special Education and Inclusion for Parent/Caregivers/Guardians</u> throughout this section
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Updated feedback link in all sections of the plan

2024-2025	2025-2026
We value your feedback! Please click this feedback link to leave your suggestions/comments on the 2025-2026 Special Education Plan.	We value your feedback! Please click this feedback link to leave your suggestions/comments on the 2026-2027 Special Education Plan.

SECTION A: INTRODUCTION

Changed date in Section A: Introduction to indicate that feedback and suggestions provided apply to the following year's Special Education Plan

2024-2025	2025-2026
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.	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, 2026 to be taken into consideration.

SECTION C: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Removed TDSB Vision for Learning from Section C: The Board's General Model for Special Education to reflect changes in the current Multi-Year Strategic Plan (MYSP)

2024-2025	2025-2026
At the TDSB, we believe in <u>equity, inclusion, anti-ableism, anti-racism and anti-oppression</u>. The TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through culturally relevant learning experiences in diverse and accepting environments where everyone is included, every voice is heard, and every experience is valued. In the TDSB, every school determines a learning focus for each of the following areas: Indigenous Education, Well-being & Belonging, and Achievement. Schools engage in learning to support student improvement in these focus areas, determine the evidence and data to be collected, and monitor progress towards achievement of goals. Learn more in <u>A Vision for Learning in the TDSB</u>.	N/A

Revised Section C: The Board's General Model for Special Education to reflect the current Multi-Year Strategic Plan (MYSP)

2024-2025	2025-2026
Student success drives everything we do in the TDSB. The TDSB's <u>Multi-Year Strategic Plan (MYSP)</u> sets direction and identifies system goals to support approximately 237,000 students in 584 schools.	Student success drives everything we do in the TDSB. The TDSB's <u>Multi-Year Strategic Plan (MYSP)</u> sets direction and identifies system goals to support approximately 239,000 students in 579 schools.

The MYSP lays the groundwork for how we will transform student learning, create a culture of belonging and well-being, provide access to learning opportunities, strategically and equitably allocate resources, and build strong partnerships. Each student will receive equitable access to programs and resources and increased opportunities that lead to successful learning outcomes. Measuring our success is critical to knowing we are making a difference for students. Our expectation, and our goal, is that everyone improves. Multi-Year Strategic Plan Goals <u>Transform Student Learning</u> We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem-solving skills. Students will develop an understanding of technology and the ability to build healthy relationships. <u>Create a Culture for Student and Staff Well-Being</u> We will build positive school and workplace cultures that support mental health and well-being — free of bias and full of potential. Educators will be equipped with the tools necessary to teach, assess, support and relate to students. We will	With Equity as a guiding principle, and a commitment to Truth and Reconciliation: Calls to Action, the MYSP will guide and focus our work for the next four years (2024-28). The MYSP serves as a roadmap towards realizing the collective vision for the students and staff served by the TDSB and is a reflection of the rich perspectives, ideas, and goals of TDSB communities. Measuring our success is critical to knowing we are making a difference for students. Our expectation, and our goal, is that everyone improves. Multi-Year Strategic Plan Goals <u>EQUITY</u> Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions. <u>TRUTH AND RECONCILIATION</u> We commit to the implementation of the Truth and Reconciliation Commission of Canada Calls to Action. <u>BELONG</u> All students belong, are engaged, and valued in an inclusive environment. <u>ACHIEVE</u> All students reach high levels of achievement, success, and personal development. <u>THRIVE</u>
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create the conditions for every student in every school to experience the support of a caring adult. All staff will have access to professional learning opportunities that build healthy relationships and develop leadership capacity. <u>Provide Equity of Access to Learning Opportunities for All Students</u> We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students. <u>Allocate Human and Financial Resources Strategically to Support Student Needs</u> We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community. <u>Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being</u> We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.	All students graduate with the confidence, skills, and knowledge to thrive. <u>REVITALIZE</u> All students and staff learn and work in inclusive, safe, and modern environments.
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The TDSB Multi-Year Strategic Plan outlines three key goals for Special Education and Inclusion: 1. We will welcome all students to an open and inclusive learning environment that recognizes that most students can be served effectively within their community school and will also continue to provide intensive support programs for students with more specialized learning needs. 2. We will continue to strengthen collaboration with parents/guardians/ caregivers and engage effectively in the decision-making process regarding their child's program, placement and well-being. 3. We will increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing and Health/Medical).	
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Revised wording in Section C: The Board's General Model for Special Education – Referral to the In-School Team (IST) to provide clarity about the In-School Team Process

2024-2025	2025-2026
Most students' needs can be addressed by the IST. However, if the strategies recommended by the IST have been implemented with little success, the IST can refer the student to the School Support Team (SST).	Most students' needs can be addressed by the IST. However, if the strategies recommended by the IST have been implemented for 6-8 weeks with little observed progress, the IST can refer the student to the School Support Team (SST).

Revised wording in Section C: The Board's General Model for Special Education – Referral to the School Support Team (SST) to provide clarity on progress of student

2024-2025	2025-2026
Only if it has been determined after careful deliberation with the In-School Support Team, the teacher and the principal that the strategies are all being implemented with limited success, the student may be presented to the School Support Team (SST).	Only if it has been determined, after careful deliberation with the In-School Team, the teacher and the principal that the recommended strategies have been implemented for 6-8 weeks with little observed progress, the student may be presented to the School Support Team (SST).

Updated Section C: The Board's General Model for Special Education – Teaching and Learning to reflect current organizational structure

2024-2025	2025-2026
School Improvement Coaches, Early Literacy Coaches, Guidance Coaches, and Special Education and Inclusion staff collaborate with the school to support professional learning for administrators, teachers and support staff so that educators can meet students' unique needs.	Staff from the Special Education and Inclusion, Program, Equity, Anti-Racism and Anti-Oppression Departments and the Urban Indigenous Education Center collaborate with the school to support professional learning for administrators, teachers and support staff so that educators can meet students' unique needs.

SECTION D: ROLES AND RESPONSIBILITIES

Changed Board Certified Behaviour Analysts (BCBAs) to Registered Behaviour Analysts (RBAs) in Section D: Roles and Responsibilities – Registered Behaviour Analysts (RBAs), and in Section S: Special Education Staff

2024- 2025	2025-2026
Board Certified Behaviour Analysts (BCBAs)	Registered Behaviour Analysts (RBAs)

Revised wording in Section D: Roles and Responsibilities – Instructional Innovation and Equitable Outcomes to reflect the current organizational structure

2024- 2025	2025-2026
STUDENT LEARNING AND EQUITABLE OUTCOMES N/A	STUDENT LEARNING AND EQUITABLE OUTCOMES Executive Superintendent, Special Education Programs and Equitable Outcomes

Updated information about role in Section D: Roles and Responsibilities – Secondary Special Education and Inclusion Coordinators

2024- 2025	2025-2026
Supporting projects involving assistive technology; this can include planning the use of technology in the school, providing support to students and teachers/support staff to incorporate technology into teaching and learning in collaboration with the Assistive Technology/SEA team	Supporting projects involving assistive technology in collaboration with the AT/SEA Team; this can include planning the use of technology in the school, and providing support to students and teachers/support staff to incorporate technology into teaching and learning

Added a new role to Section D: Roles and Responsibilities

2024- 2025	2025-2026
N/A	K-12 Special Education Transition Navigators Roles and responsibilities include, but are not limited to: • Providing leadership in fostering equity, inclusion, and anti-ableism in school transition programs—from school entry through graduation • Working with other departments and outside agencies to ensure consistent and effective transition support for

	students with special education needs and/or disabilities • Planning and delivering professional learning for staff on supporting transitions for students with disabilities and intersecting identities • Planning and delivering learning sessions for families on transition planning for students with special education needs and/or disabilities • Supporting schools through the SEPRC and IPRC processes by helping with documentation and managing complex student transitions • Working with Registered Behaviour Analysts to create support plans for students with self-regulation, transition, and/or sensory needs and maintain communication with schools. • Serving as a member of the IPRC Committee • Connecting with outside organizations (e.g., ECPP, Bloorview) to support inclusive, evidence-based transition practices and participate in transition planning for students returning from treatment centres or community programs
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Updated information in Section D: Roles and Responsibilities – Central Coordinator of Assistive Technology, Specialized Equipment Allocation (SEA) and throughout the section to align with current Ministry of Education process

2024- 2025	2025-2026
Central Coordinator of Assistive Technology, Special Equipment Amount (SEA) and Special Incidence Portion (SIP) Claims Roles and responsibilities include, but are not limited to: - Coordinating the review, development, and implementation of current and identified special education processes and practices, with a focus on needs-based support (i.e., SEA claims, SIP claims, etc.) - Working together with the SEA/SIP Consultant, Assistive Technology Teachers and Technicians as a member of a team - Liaising with appropriate Ministry of Education personnel around Special Education business and procedural practices (e.g., SEA claims, SIP claims, standards, regulations, etc.)	Central Coordinator of Assistive Technology (AT) and Specialized Equipment Allocation (SEA) Roles and responsibilities include, but are not limited to: - Coordinating the review, development, and implementation of current and identified special education processes and practices, with a focus on needs-based support (e.g., SEA claims, Assistive Technology, etc.) - Working together with the AT/SEA Consultant, Assistive Technology Teachers, Technicians and Speech Language Pathologists as a member of a team - Liaising with appropriate Ministry of Education personnel around Special Education business and procedural practices (e.g., SEA claims, standards, regulations, etc.)

Clarified responsibilities of Special Education and Inclusion Consultants for the ASD Team in Section D: Roles and Responsibilities

2024- 2025	2025-2026
Special Education and Inclusion Consultants for the ASD Team Roles and responsibilities include, but are not limited to:	Special Education and Inclusion Consultants for the ASD Team Roles and responsibilities include, but are not limited to:

• Providing direct service including modelling strategies with students, demonstrating how to use resources and/or implementing suggestions offered to school-based staff	• Supporting a preliminary needs assessment in schools to develop action plans that address the unique needs of students diagnosed with Autism • Providing leadership, direct instruction, mentoring, and coaching to board staff to support decision-making that is informed by research and current best practices, ensuring students receive education in the most inclusive and supportive environment • Planning and facilitating meaningful opportunities for educators to collaborate in job-embedded professional learning together with central staff and providing follow up support for educators to engage in reflection and application of new learning in their own classrooms
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In Section D: Roles and Responsibilities, clarified the role of the ASD Itinerant Teacher; Removed wording pertaining to Special Education and Inclusion Itinerant Teachers for Behaviour: Elementary and Secondary; Revised language to reflect current structure

2024- 2025	2025-2026
Special Education and Inclusion Itinerant Teachers for Behaviour: Elementary/ Secondary Roles and responsibilities include, but are not limited to: • Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services	Special Education and Inclusion ASD Itinerant Teachers Roles and responsibilities include, but are not limited to: • Supporting teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions,

• Collaborating with and supporting teachers, in both regular and special education classes, through modeling, co-planning, co-teaching, etc., in the development and implementation of a range of programming interventions, strategies and resources that address the individual identities, lived experiences, strengths and needs of students with behavioural challenges • Supporting and collaborating with teachers in the development, implementation, and monitoring of Individual Education Plans, Behaviour Support Plans, Safety Plans, ABC Chart Data, functional behaviour approaches and procedures related to <u>PR 699: Managing Injury Behaviours</u> • Communicating, as necessary, with teachers, support staff and parents/guardians/caregivers with respect to student behaviour support plans • Providing expertise in programming and assessment for students with behavioural challenges through mentoring, modelling, and the provision of professional learning opportunities	strategies and resources that address the needs of students with ASD • Supporting and collaborating with teachers in the development, implementation, and monitoring of Individual Education Plans, Transition Plans, Safety Plans, Behaviour Logs, and functional behaviour approaches to meet the needs of students with ASD • Supporting teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions, strategies and resources that address the needs of students with ASD • Providing direct support including modelling strategies with students, demonstrating how to use resources and/or implementing suggestions offered to school-based staff • Supporting the process of collecting and interpreting data to enable staff to make informed decisions about programming for students
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Updated information in Section D: Roles and Responsibilities to reflect current role of Registered Behaviour Analysts (RBAs)

2024- 2025	2025-2026
RBAs work as members of each of the two Learning Centres Special Education and Inclusion Team and the Autism Services	RBAs work as members of each of the two Learning Centres Special Education and

Team. bringing expertise in the area of ABA instructional methods. RBAs support students with a diagnosis of ASD and other students with complex and significant behavioural challenges (Tier 3 level of support)	Inclusion Team and the Autism Services Team.
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Updated information in Section D: Roles and Responsibilities – Special Education Resource Teachers

2024- 2025	2025-2026
Elementary Resource Teachers TDSB continues to move toward inclusionary practices. The Resource Teacher collaborates with the student's regular classroom teacher to address the needs of the student based on their identities, lived experiences and strengths. The Resource Teacher engages in co-planning and co-teaching specific parts of the curriculum and coordinates teaching responsibilities, schedules the student's day, assigns homework, and monitors the student's progress. Elementary and Secondary Resource Program Teacher In both elementary and secondary schools, the Resource Program provides students with support from a Special Education and Inclusion teacher.	Special Education Resource Teachers TDSB continues to move toward inclusionary practices. The Special Education Resource Teacher collaborates with the student's regular classroom teacher to address the needs of the student based on their identities, lived experiences and strengths. The Resource Teacher engages in co-planning and co-teaching specific parts of the curriculum and coordinates teaching responsibilities, schedules the student's day, assigns homework, and monitors the student's progress. In both elementary and secondary schools, the Resource Program may also provide students with support from a Special Education and Inclusion teacher.

Updated title in Section D: Roles and Responsibilities – Registered Behaviour Analysts

2024- 2025	2025-2026
Board Certified Behaviour Analysts (BCBAs)	Registered Behaviour Analysts (RBAs)

SECTION F: EDUCATIONAL AND OTHER ASSESSMENTS

Revised wording in Section F: Educational and Other Assessments to better reflect staff supports for the teacher

2024-2025	2025-2026
When a teacher observes a student who has some areas for growth at school (e.g., academic, social/emotional, behavioural), the teacher will seek support through the principal and the Special Education and Inclusion Consultant. Collaboratively, they will ensure that instructional intervention strategies focus on the student's identity, lived experiences, strengths and areas for growth. Strategies need to include the following:	When a teacher observes a student who has some areas of need at school (e.g., academic, social/emotional, behavioural), the teacher will seek support through the Special Education Resource Teacher/Methods and Resource Teacher (MART) or Assistant Curriculum Leader of Special Education, the principal/vice-principal and the Special Education and Inclusion Consultant. Collaboratively, they will ensure that instructional intervention strategies focus on the student's identity, lived experiences, strengths and areas of need. Strategies need to include the following:

Revised wording in Section F: Educational and Other Assessments – Social Work and Attendance Services to clarify the role of the School Social Worker

2024-2025	2025-2026
School Social Workers are members of PSS and are closely affiliated with schools to provide a variety of support to students, families and school staff. School Social Workers participate on School Support Teams (SST), contributing specialized knowledge, culturally responsive and relevant practices and resources, mental health and wellness strategies as well as healthy home life and	School Social Workers are members of Professional Support Services (PSS) and are closely affiliated with schools to provide mental health assessment and intervention support to students, families and school staff. School Social Workers participate in School Support Team (SST) meetings, contributing specialized knowledge, culturally responsive and relevant practices and

student achievement practices. School Social Workers also conduct assessments to identify social, emotional and behavioural factors that can impact a student's ability to make the most productive use of the learning environment.	resources, and mental health and wellness strategies to support student well-being. Social work assessments and interventions help to support and identify mental health, psychosocial and emotional factors that may impact a student's well-being.
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Updated description of process in Section F: Educational and Other Assessments – Referrals for Social Work Assessments

2024-2025	2025-2026
Referrals for Social Work Assessments A referral to Social Work can be initiated through the SST, which includes a social worker, through referrals from principals, staff, parents/guardians/ caregivers, or through self- referral by students themselves or at any time on an as-needs basis. This includes requests for culturally specific social workers. Social Work assessments require the informed consent of the parents/guardians/caregivers or of a student who is 12 years of age or older. The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, the types of service that may be provided to the student, as well as how information from the assessment will be managed and shared. School Social Workers possess a Master of Social Work degree, with a minimum of three years' experience working with children and youth. All Ontario Social Workers are regulated by the Ontario College of Social Workers and Social	Referrals for Social Work Assessments A referral to Social Work Services can be initiated through the SST or, in consultation with the Social Worker for crisis or other imminent need. Social work assessments require the informed consent of the parents/legal guardians of students under the age of 18. In consultation with a Social Work Manager, a student who is 12 years of age or older may be able to consent to the social work referral. The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment and the types of service that may be provided with recommendations. TDSB School Social Workers possess a Master of Social Work degree, with a minimum of three years' experience working with children, youth and families. All Ontario Social Workers are registered with the Ontario College of Social Workers and Social Service Workers and adhere to a set of <u>professional ethics and standards of practice</u>.

Service Workers and subscribe to a set of <u>professional ethics and standards of practice</u>. A Social Work assessment may include: • Interviews with the student • An interview with the parents/guardians/caregivers to obtain relevant family and social history • Interviews with Support Services colleagues and school personnel • A review of school records • With consent, contacts with community agencies • Classroom observations There is typically no wait time for social work since service is initiated as soon as possible upon receipt of a request for service. A referral form is completed, and informed consent is obtained from the parents/guardians/caregivers or from students 12 years of age or older.	There is typically no wait time for social work since service is initiated as soon as possible upon receipt of a referral for service.
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Updated wording in Section F: Educational and Other Assessments – Assessments by Professional Support Services (PSS), Child and Youth Services and Management of Records; Removed reference to Behavior Prevention Intervention (BPI) Team; Moved information about CYWs to section on Autism Services Team

2024-2025	2025-2026
CYWs on the Behaviour Prevention and Intervention Team also complete reports. These reports are maintained in the Special Education File, the confidential Child and Youth Services file and with consent in the OSR.	CYWs on the Autism Services Team also complete reports. These reports are maintained in the Special Education File, the confidential Child and Youth Services file and with consent, in the OSR.

Updated information to reflect change in terminology in Section F: Educational and Other Assessments – Assessments by Professional Support Services (PSS), Referrals for Psychological Assessments

2024-2025	2025-2026
The staff conducting the assessment is either a member of the College of Psychologists of Ontario or works under the direct supervision of a member of the College of Psychologists. A psychological assessment may include the following: • Interviews with school personnel and the student • Classroom observation • An assessment (standardized and informal measures) of the student's cognitive abilities, academic skills and social-emotional functioning to assess learning strengths and areas of growth Wait time for a psychological assessment varies. Once a referral has been initiated, the average wait time is typically less than one year. The SST determines the priority in which students will be seen relative to the nature and complexity of student needs and all referral requests from the school.	The staff conducting the assessment is either a member of the <u>College of Psychologists and Behaviour Analysts of Ontario</u> (CPBAO) or works under the direct supervision of a member of the CPBAO. A psychological assessment may include the following: • Interviews with parents/legal guardians, school staff and the student • Observations in structured and unstructured settings • Administration of appropriate standardized and informal measures of the student's cognitive/intellectual abilities, academic skills, processing skills, adaptive behaviours, and social-emotional functioning to assess learning strengths and areas of growth. Other tests as needed to determine sources of learning difficulties and to identify strengths may be necessary. Wait times for a psychological assessment can range from several months to up to a year. Assessments are provided for students according to prioritized needs within each school.

Clarified information in Section F: Educational and Other Assessments – Assessments by Professional Support Services (PSS), Psychological Services and Review of External Reports

2024-2025	2025-2026
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. 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.	TDSB psychology staff review all relevant psychological and/or medical reports completed externally that have been provided to the school by parents/legal guardians. Following the review, the psychology staff summarizes the findings in a Consultation Note. The purpose of this process is to document that psychology staff have read the external report so as to inform next steps for school staff. Once a parent/legal guardian provides the school team with a copy of an external assessment report, the school administrator will generate a permission form to be signed by the parent/legal guardian, giving permission for the principal to share the report with the TDSB psychology staff, and to allow the psychology staff to review the report and provide written and verbal consultation to the school team.

SECTION G: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Revised information in Section G: Early Identification Procedures and Intervention Strategies – Transition Planning for School Entry

2024-2025	2025-2026
Exiting an Intensive Behaviour Intervention Program (IBI) to enter full time school (Connections Initiative)	For a small number of eligible students who are newly registered but not yet attending a TDSB school and who have complex disabilities and/or complex medical/physical/safety and/or complex special education

For a small number of eligible students who are newly registered but not yet attending a TDSB school and have complex disabilities and physical and/or medical disabilities as defined by the Ontario Human Rights Code (OHRC), the SST may request a Special Education Program Recommendation Committee (SEPRC) meeting. If parents/legal guardians are in agreement, a SEPRC recommendation can facilitate placement in a timely manner in a full-time special education class designed to support students with more complex disabilities.	needs, the parent/legal guardian may request a Special Education Program Recommendation Committee (SEPRC) meeting. A SEPRC recommendation can facilitate placement in a timely manner in a full-time special education class designed to support students with complex disabilities and/or complex medical/physical/safety and/or complex special education needs.
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Updated Section G: Early Identification Procedures and Intervention Strategies – Special Education Program Recommendation Committee (SEPRC) to reflect the SEPRC process

2024-2025	2025-2026
SEPRC Steps Parents or legal guardians of a child with complex disabilities or with complex special education needs who are seeking an Intensive Support 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 consults with the Special Education and Inclusion Consultant to determine whether the	SEPRC Steps Parents/legal guardians of a child with complex disabilities and/or 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 seeking an Intensive Support Program (ISP) are to register their child with the home school and meet with the administrator to ensure a fulsome discussion and completion of the SEPRC Parent Request Form. Any information that parents/legal guardians feel is not covered by the SEPRC Parent Request Form can be shared. Parents/legal guardians may share any educational, behavioural, medical/health (e.g., hearing, vision, physical, neurological), psychological, speech/language, occupational/

student meets the criteria for a SEPRC. Parents or legal guardians may decline a SEPRC, in which case their child will attend the homeschool. The following steps are followed when initiating a SEPRC: • 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 complex disabilities and complex medical/physical/safety needs and/or complex special education 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.	physiotherapy assessments and/or other relevant documentation with the school principal. The principal will consult with the Special Education and Inclusion Consultant to determine whether the student meets the criteria for a SEPRC. Parents/legal guardians may decline a SEPRC meeting, in which case their child will attend the homeschool. The following steps are followed when initiating a SEPRC: • The principal welcomes and registers the student. • The principal reaches out to the Special Education and Inclusion Consultant if the parent/legal guardian requests to initiate a SEPRC. • Once the SEPRC Parent Request Form is completed by the parent/legal guardian, if appropriate, an observation of the student is conducted along with the collection of relevant documentation by central special education staff. • The principal completes and sends the referral package in a timely manner to the Special Education and Inclusion Coordinator only for students with complex disabilities and/or complex medical/physical/safety and/or complex special education needs. • Once the referral package is reviewed for eligibility and if criteria has been met to proceed with a SEPRC, an invitation letter to a SEPRC meeting is prepared and sent to the parents/legal
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	guardians, and a copy sent to the home school principal.
Functions of the SEPRC As part of the TDSB duty to accommodate students with complex medical/physical/safety needs and/or disabilities as per the Ontario Human Rights Code, should a parent or legal guardian request an Intensive Support Program (ISP) when registering the new student to TDSB, 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 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	Functions of the SEPRC The SEPRC plays a pivotal role in supporting students who might require special education services due to complex disabilities and/or complex medical/physical/safety and/or complex special education needs. The functions of the SEPRC are: 1. Assessment of Suitability: Evaluates if the special education class support is appropriate in meeting the complex needs for a student newly attending a TDSB school. 2. Identification: The SEPRC does not provide a decision about exceptionality and can only make a recommendation about conditional placement in a special education class, requiring an IPRC follow-up within 6-9 months of placement. 3. Recommendation: Provides a written statement highlighting the student's strengths, areas of need, and recommended programs and/or services.
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.	SEPRC Appeal Process There is no formal appeal process for SEPRC recommendations. When the parents/legal guardians decide not to accept a SEPRC recommended placement or when special education class placement is not

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.	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/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 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 (developmental disability, physical disability) receive correspondence and presentations annually in January regarding the entry process for students new to TDSB. Principals are informed of this process so they may share information with their communities. The selected preschool programs and agencies forward names of potential students to the Special Education	Student profile is within the SEPRC criteria, but home school is preferred When a parent/legal guardian of a student with complex disabilities and/or complex medical/physical/safety and/or complex special education needs chooses to register at the home school and does not request a SEPRC for direct access to an Intensive Support Program (ISP), the home school will welcome and register the child in a regular class. The principal will collect supporting documentation of the child's complex disabilities and/or complex medical/physical/safety and/or complex special education needs, and work with

and Inclusion Coordinators who then bring names forward to schools for a SEPRC.	central staff as applicable to support the student in the regular class.
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Revised Section G: Early Identification Procedures and Intervention Strategies – Entry Plan for Students with Special Education Needs to add that an IPRC may take place only if the family is seeking an Intensive Support Program (ISP) or seeking an identification

2024-2025	2025-2026
N/A	New students entering Kindergarten and SEPRC An IPRC will take place only if the family is seeking an Intensive Support Program (ISP) or is seeking an identification.

Added information to Section G: Early Identification Procedures and Intervention Strategies – Early Years Intervention Programs, Diagnostic Kindergarten (DK) Program

2024-2025	2025-2026
N/A	Eligibility for the Diagnostic Kindergarten (DK) Program Addition of: A developmental occupational therapy/ physiotherapy assessment

Revised information and chart in Section G: Early Identification Procedures and Intervention Strategies – Early Years Intervention Programs, New students entering Kindergarten and SEPRC

2024-2025	2025-2026
The chart below refers to the Entry Plan and Timelines for students who fall within the TDSB Low Incidence category of developmental disabilities and physical disabilities including blind/low vision and deaf /hard of hearing, and students with complex medical needs.	The chart below refers to the entry plan and timelines for students who: fall within the TDSB Low Incidence category of developmental disabilities and physical disabilities including blind/low vision and deaf/hard of hearing

	(e.g., Connections for Students).		
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Updated class size In Section G: Early Identification Procedures and Intervention Strategies - Early Years Intervention Programs - Diagnostic Kindergarten (DK) Program

2024-2025	2025-2026
Class size: 8	Class size: 10

SECTION H: IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

In Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals – School-Based IPRC (for the Annual Review), removed “Vice-Principal”, in compliance with Ministry of Education Regulations

2024-2025	2025-2026
School-Based IPRC (for the Annual Review) The Chair of the Review IPRC is the School Principal or Vice Principal designate. The School-Based Review IPRC is made up of the following members: • School Principal (Chair) or Vice-Principal (designated Chair) and any two of the following	School-Based IPRC (for the Annual Review) The Chair of the Review IPRC is the school principal. The School-Based Review IPRC is made up of the following members: • School principal (Chair) and any two of the following members: ○ Special Education and Inclusion Consultant (associated with the school) ○ Special Education Resource Teacher ○ School Classroom Teacher

Updated information in Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals – IPRC Decisions about Placement, Subsection Special Education Class Full Time, updated

2024-2025	2025-2026
The goal is to maximize student independence with functional abilities and communication skills.	The goal is to maximize student independence with communication skills, activities of daily living, social skills, motor skills and functional academics.

SECTION J: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Removed information about Behavior Intensive Support Programs (ISPs) from Grades 4-6 in Section J: Special Education Placements Provided by the Board – Behaviour Placement Decision of Special Education Class

2024-2025	2025-2026		
Placement Decision of Special Education Class 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. The ISP is designed to address the full range of a student’s academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students within regular programs is expected and a return to a regular classroom is the goal.	Placement Decision of Special Education Class Students who have an Exceptionality of Behaviour may be offered placement through the IPRC decision to attend the regular class with support in the student’s homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP. <table border="1"> <tr> <td>Placement:</td><td> Regular Class Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher. </td></tr> </table>	Placement:	Regular Class Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.
Placement:	Regular Class Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.		

In making its determination for placement in a Behaviour ISP, the IPRC will consider the following:

- The student has been identified with a behaviour exceptionality at an IPRC
- The student demonstrates evidence of significant challenges in interpersonal, social and/or emotional development
- The student may require support from staff to develop effective interpersonal strategies, self-advocacy skills and strategies to cope with underlying trauma through such strategies as Restorative Practice
- The student demonstrates a lack of success in a regular classroom setting despite sustained efforts to implement the academic and behavioural interventions outlined in the IEP
- The student has accessed all appropriate local in-school support which may include accessing the Special Education Resource Teacher, the Special Education and Inclusion Consultant, the Behaviour Prevention Intervention (BPI) Team, the Social Worker assigned to the school or the Urban Indigenous Education Centre Social Worker, Restorative Practice, etc.

Placement:	Intensive Support Program (ISP)
Location:	Across the System Learning Centres in local, designated neighbourhood schools

Resource - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.

*Elementary

Indirect Support - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultations from the Special Education Resource Teacher.

Location:	Homeschool
Grades:	1 – 12
Class Size:	Ministry of Education regulations for class size
Staffing:	Follows regular class student and teacher ratio

Grades:	4 – 6
Class Size:	8 students per class
Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)

Intensive Support Programs (ISPs) in Secondary Schools

There are no Intensive Support Programs (ISPs) in the secondary panel for the Behaviour Exceptionality.

Regular subject teachers liaise with the school Curriculum Leader (CL)/Assistant Curriculum Leader for Special Education and are expected to support students through strategies outlined in the Individual Education Plan (IEP). Special Education support is provided through the Secondary Resource Program in two ways:

- Resource (RSE) – non-credit course
- Secondary Learning Strategies (GLE) courses – up to four credits during the high school years

Regardless of the form of program intervention, the goals for students identified with Behaviour Exceptionality are to:

- Increase skills in effective interpersonal relationships
- Acquire new skills (e.g., problem-solving, conflict resolution, self-advocacy)
- Transfer skills to other settings
- Increase opportunities for successful integration

<u>Locations of Behaviour Intensive Support Programs (ISPs)</u>	
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Removed information about Behavior Intensive Support Programs (ISPs) from Grades 4-6 in Section J: Special Education Placements Provided by the Board – Behaviour Placement Decision of Special Education Class

Revised information regarding educational assessments in Section J: Special Education Placements Provided by the Board – Communicational: Autism, Placement Decision of Special Education Class

2024-2025	2025-2026
Placement Decision of Special Education Class Students who have an exceptionality of Autism may be offered to attend an Autism Intensive Support Program (ISP) that may not be housed in their homeschool. The ISP is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is expected and a return to a regular classroom is the goal. Students who are eligible for Special Education Class placement in an Autism program: • Are identified with the Autism exceptionality by an IPRC. • Have psychological assessment results indicating at least average thinking and reasoning skills • Show evidence that the student can access the curriculum similarly to	Placement Decision of Special Education Class Students who are eligible for Special Education Class placement in an Autism ISP: • Have an exceptionality of Communicational - Autism. • Have psychological assessment results indicating at least average thinking and reasoning skills in either the verbal or nonverbal domain composite score. In In rare circumstances where there is an absence of information from a psychological assessment pertinent information may be obtained from classroom observation by psychology staff, informal assessment, adaptive information, and/or review of relevant available documentation by psychology staff. • Demonstrate the ability to access and meet grade-level curriculum expectations with support.

most children their age. This information may be obtained from a psychological assessment or, if testing is not deemed appropriate given the complexity of the student profile at that time, psychology staff observation or assessment of a registered and attending student will be required For students with more than one exceptionality, the offer of placement is based on the student's primary exceptionality. For example, if a student has Developmental Disability Exceptionality as their primary exceptionality and Autism Exceptionality as a secondary exceptionality, the offer of placement will be for the Developmental Disability program.	• Have an outline of learning strengths and areas of need that demonstrates challenges with accessing academics due to verbal and/or non-verbal communication and alternative programming requirements. • Demonstrate evidence of alternative programming needs such as social, communication, and behavioural skills, as shown through professional and/or teacher assessments and recorded on the student's IEP. The following documentation are also required: • The most recent Provincial Report Card/Communication of Learning (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card). • A completed Individual Learning Plan (ILP) from the most recent School Support Team (SST) meeting, containing a recommendation to proceed to IPRC. For students with more than one exceptionality, the offer of placement is based on the student's primary exceptionality as determined by the Identification, Placement and Review Committee (IPRC). For example, if a student has an exceptionality of Developmental Disability as their primary exceptionality and an exceptionality of Autism as their secondary exceptionality, the offer of placement will be for the Developmental Disability ISP.
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Revised information regarding Educational Assessments in Section J: Special Education Placements Provided by the Board – IPRC Determination of Exceptionality: Developmental Disability

2024-2025	2025-2026
• Diagnosis of Global Developmental Delay or Intellectual Disability Unspecified and/or adaptive domains at or below the 1st percentile are considered in lieu of a psychological report for those students who are unable to participate in a psychological assessment, or when degree of cognitive impairment cannot be determined	• A formal diagnosis of a Global Developmental Delay or Intellectual Developmental Disability is helpful but not required. • In instances where a formal diagnosis has not yet been made, or for students who are unable to participate in a psychological standardized assessment, or when the degree of cognitive impairment cannot be determined, adaptive domain scores will be reviewed by Psychological Services staff. Adaptive scores must fall at or below the 1st percentile, with confidence intervals considered. Scores will be considered along with other sources and collateral information/documentation including, but not limited to qualitative information provided by the parents/legal guardians and/or school team, regarding the student's day-to-day functioning, home and school observations, medical documentation, OT/PT and SLP assessment reports, etc.

In Section J: Special Education Placement Provided by the Board – Intellectual Giftedness IPRC Determination of Exceptionality: Giftedness, revised the section on Professional Assessment

2024-2025	2025-2026
Professional Assessment An individual psychological assessment that the student is functioning at or above the 98th percentile on the General Ability Index (GAI) on a recently administered Wechsler Intelligence Scale for Children – 5th Edition (WISC-V), Canadian norms	Professional Assessment - An individual psychological assessment that the student is functioning at or above the 98th percentile on the General Ability Index (GAI) on a recently administered Wechsler Intelligence Scale for Children – 5th Edition (WISC-V), Canadian norms. If a test other than the WISC-V is used, a full-scale IQ at the 98th percentile is required. Cognitive scores as described, must be at least at the 98th percentile for consideration of the gifted exceptionality. - The test of cognitive functioning is administered when the child is at least in Grade 3 <u>and</u> age 8. Note: The percentile as well as age and grade criteria must be met.

In Section J: Special Education Placement Provided by the Board – Intellectual Giftedness, IPRC Determination of Exceptionality: Giftedness, revised the section on assessments for an identification of Giftedness exceptionality

2024-2025	2025-2026
Note: Parents/legal guardians are also reminded that there is to be no advanced preparation for cognitive testing in the CCAT permission letter that is sent to all parents/legal guardians in Grade 3 as well as during the informed consent process with	Note: There should be NO advance preparation or practice for the CCAT-7 and other measures of intellectual ability. Evidence of prior exposure, preparation or practice will deem results invalid.

parents/legal guardians and Psychological Services staff. • The test of cognitive functioning is administered when the child is at least in Grade 3 <u>and</u> age 8 • It is important to obtain accurate information regarding the student's functioning to ensure that programming meets the true needs of the child.	• An overall maximum of two test administrations will typically be provided by TDSB Psychological Services during the student's school years within the TDSB.
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In Section J: Special Education Placement Provided by the Board – Regional Support Services, removed the section on Behaviour Prevention Intervention (BPI) Team

2024-2025	2025-2026
Behaviour Prevention Intervention (BPI) Team 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 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: 1. Preventing the development or the escalation of challenging behaviours 2. Teaching and reinforcing appropriate school learning and social behaviours across all school settings On a referral basis, the BPI Team provides a continuum of services, ranging from	N/A

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.

The BPI Team includes:

- Itinerant Teachers - elementary and secondary
- Child and Youth Workers
- Board Certified Behaviour Analyst (BCBA)
- Social Workers
- Psychologists

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 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 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:

- 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	
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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	
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Removed Information on Secondary School Boundaries for Students with Giftedness Exceptionalities in Section J: Special Education Placements Provided by the Board – Intellectual: Giftedness, Placement Decision of Special Education Class

2024-2025	2025-2026
Secondary School Boundaries for Students with Giftedness Exceptionalities Parents/legal guardians and students can find Secondary Gifted program site locations through the Gifted Program Finder.	N/A

In Section J: Special Education Placements Provided by the Board – Physical Disabilities, Placement Decision of Regular Class, added “Professional Support Services”

2024 - 2025	2025-2026
They may need to access occasional special education support for mobility and activities of daily living.	They may need to access occasional support from Special Education and Inclusion Staff for concerns about mobility and activities of daily living.

Updated Section J: Special Education Placements Provided by the Board – Assistive Technology (AT)/Specialized Equipment Allocation (SEA) Services to reflect changes in Ministry funding

2024-2025	2025-2026
Ongoing professional learning is provided throughout the year. The Specialized Equipment Allocation (SEA) funding from the Ministry of Education is intended to assist with the costs of equipment essential to support students with special education needs. SEA funding is made up of two components: a SEA Per Pupil Amount and a SEA Claims-Based Amount. Allocations are done through an internal process that follows the Ministry of Education’s Special Education Funding Guidelines for SEA. The SEA <i>Per Pupil</i> Amount funds the purchase of computer-based technology including software programs to support students with special education needs. This funding is used to purchase equipment assigned to individual students as well as licenses for programs available to all students in the TDSB. SEA funding also provides training, maintenance and support in the use of all SEA equipment. The SEA <i>Claims-Based</i> Amount funds the purchases of non-computer-based equipment to be utilized by students with special education needs, including hearing support equipment, vision support equipment, personal care support equipment and physical support equipment. The AT/SEA team supports the documentation required for SEA claims, and supports the purchasing, distribution and	Professional learning is provided throughout the year to staff and more resources and information can be found on the Assistive Technology website. Students with disabilities and special education needs may be eligible for equipment to help them access learning through Specialized Equipment Allocation (SEA) funding. SEA funding helps cover the cost of equipment for students with special education needs to participate in school and programs. Some examples of SEA Equipment include: • Specialized software • Frequency Modulation (FM) System • Braille • Augmentative and Alternative Communication (AAC) devices • Personal care items such as change tables or commodes Eligibility for SEA equipment in the TDSB starts with an In School Team (IST) meeting focusing on the student’s strengths and areas of need. The School Support Team (SST) assesses the need for individual SEA equipment, which must be clearly outlined in the student’s IEP and reviewed by the Special Education and Inclusion Department prior to its purchase. Students do not have to be identified as exceptional through the Identification, Placement, and Review

maintenance of recommended equipment. The Central Coordinator and Consultant also support the documentation required for Ministry Special Incidence Portion (SIP) claims. The AT/SEA Team includes: • Central Coordinator • Central Consultant • LC Itinerant Assistive Technology/SEA Teachers • Low Incidence Itinerant Assistive Technology/SEA Teacher • Secondary Itinerant Assistive Technology Teacher • Data Business Analyst • Assistive Technology Specialist • SEA Technicians • Assistive Technologist • Occupational Therapist/Physiotherapist • Speech Language Pathologists	Committee (IPRC) process to be eligible for equipment funded through SEA. Students are supported by school-based staff along with guidance and training from Professional Support Services (e.g., Speech-Language Pathologists or Occupational Therapists/Physiotherapists) and Special Education and Inclusion Teams (Vision, Deaf and Hard of Hearing, Assistive Technology). The training and support provided depends on the type of equipment received. The AT/SEA Team also supports the documentation required for SEA claims, and supports the purchasing, distribution and maintenance of recommended equipment. The Central Coordinator also supports the documentation required for Ministry Special Incidence Portion (SIP) claims. The AT/SEA Team includes: • Central Coordinator • Central Consultant • LC Itinerant AT/SEA Teachers • Low Incidence Itinerant AT/SEA Teachers • SEA Technicians • Occupational Therapist/Physiotherapist • Speech Language Pathologists
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Updated Section J: Special Education Placements Provided by the Board – Autism Services to reflect changes to job titles

2024-2025	2025-2026
The Autism Services Team includes: • Training Assistant	The Autism Services Team includes: • Special Education Itinerant Teacher

• Board Certified Behaviour Analyst (BCBA) • Child and Youth Counsellor	• Occupational Therapist/Physical Therapist • Registered Behaviour Analyst (RBA)
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Updated Class Size - Section J: Special Education Placements Provided by the Board - Class Size in Intensive Support Programs - Mild Intellectual Disability, Learning Disabilities

2024-2025	2025-2026
Mild Intellectual Disability • Primary: 12 students • Junior: 14 students • Intermediate: 16 students	Mild Intellectual Disability • Primary: 12 students • Junior: 16 students • Intermediate: 16 students
Learning Disability • Primary: 10 - 12 students • Junior: 12 - 14 students • Intermediate: 14 - 16 students	Learning Disability • Primary: 12 students • Junior: 14 students • Intermediate: 16 students

SECTION L: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Revised information in Section L: Specialized Health Support Services in School Settings – Provision of Health Support Services in School Settings to reflect current terminology

2024-2025	2025-2026
The procedures for the administration of medication provide: 1. That such procedures be applied only to those services, requested by the parents/guardians/caregivers and prescribed by a physician or other health care professional, which must be provided during school hours	The procedures for the administration of medication provide: 1. That such procedures be applied only to those services, requested by the parents/legal guardians and prescribed by a physician and/or nurse practitioner, which must be provided during school hours

SECTION M: EQUIPMENT

Changed wording in Section M: Equipment – Portability and Transferring Equipment

2024-2025	2025-2026
Portability/Transferring Equipment Where appropriate, students' equipment (e.g., a SEA Chromebook) should be made available in any setting where it may be used to access learning. This could include the immediate school environment, home, or before/after school programming. However, if the new district school board, school authority, ECPP, or hospital school authority deems it impractical, the equipment may remain behind.	Portability and Transferring Equipment In consultation with the principal, students' equipment (e.g., a SEA Chromebook, 1:1 SEA iPad, SEA laptop) should be made available in any setting where it may be used to access learning. This could include the immediate school environment, home, or before/after school programming. However, if the new district school board, school authority, ECPP, or hospital school authority deems it impractical, the equipment may remain and be used for other students with special education needs and disabilities.

Updated wording in Section M: Equipment – Assistive Technology (AT) and Specialized Equipment Allocation (SEA) Team to reflect district-wide opportunities offered to parents/legal guardians

2024-2025	2025-2026
The team provides district-wide opportunities for: • parents/guardians/caregivers, through a public website, conferences, printed resources, user guides and videos, to learn about using available AT tools and programs	The team provides district-wide opportunities for: • parents/legal guardians to learn about using assistive technology tools and programs through a public website and at conferences

SECTION Q: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Updated wording in Section Q: Coordination of Services with Other Ministries or Agencies – Transition from Toronto Preschool Speech and Language Services (TPSLS)

2024-2025	2025-2026
Transition from Toronto Preschool Speech and Language Services (TPSLS)	Transition from Preschool Speech and Language Services (PSLS)

Revised wording in Section Q: Coordination of Services with Other Ministries or Agencies – Alternate Placements to clarify the process to access alternate placements

2024-2025	2025-2026
Education and Community Partnership Programs (ECPPs) support students with their education during times of need for care, treatment, or rehabilitation. Transitions are a normal part of an ECPP and may include transitioning back to the community day school, an alternative education program or work, community living or post-secondary destinations. Transitions may take a few weeks or a few months. Students may also transition into and out of an ECPP on more than one occasion. Effective planning is especially important for students transitioning into or out of ECPPs. ECPP staff plan and facilitate effective transitions so that students receive both continuous education and ECPP services with minimal disruption when they enter or exit an ECPP. ECPP staff facilitates transitions using personalized and precise transition plans that reflect the strengths, interests and needs of each child or youth, and provide the foundation for successful transition experiences. In some cases, students may have received various educational assessments as part of their	Education and Community Partnership Programs (ECPPs) are educational programs provided in collaboration with community agencies or facilities to support students whose primary needs are related to: • Care (e.g., hospitals, young mothers) • Treatment (e.g., child/youth mental health centres) • Corrections (e.g., open detention/custody) ECPPs aim to ensure that students continue their education while receiving the specialized care they need. They provide: • Individualized education aligned with Ontario's curriculum. • Integrated support services addressing academic, social, emotional, and physical needs. • Collaboration between educators, agency staff, families, and students to develop personalized plans for success and reintegration into

participation in care, treatment, and rehabilitation. These assessments are often included in the transition package with parental permission through two-way consent. All students will be provided with a case conference to facilitate their transition. Students who have been outside of the TDSB for a year or less may transition back without reassessment. For students new to the TDSB or who have been in ECPP for more than a year, a Special Education Placement Review Committee (SEPRC) or Identification Placement Review Committee (IPRC) may be required to facilitate placement. The Toronto District Elementary School (TDES) and The Toronto District Secondary School (TDSS) The Toronto District Elementary School (TDES) and The Toronto District Secondary School (TDSS) serve students from JK to Grade12 whose needs are supported in a variety of instructional settings through multidisciplinary approaches, in partnership with agencies. A student in TDES/TDSS is a client of an agency funded by the Ministry of Children, Community and Social Services or the Ministry of Health. The agency provides services in one of the following categories: • Care (e.g., hospitals, young mothers) • Treatment (e.g., child/youth mental health centres) • Corrections (e.g., open detention/custody)	traditional schools or other pathways. The goal is to minimize educational disruption and help students achieve equitable outcomes. Parents/legal guardians can access ECPPs in various ways including through a referral from a family doctor directly to a hospital or agency, by calling HelpAhead or an agency directly. Schools can support families in the process through the TDSB referral process and access ECPP referral support. Day Treatment is a short-term intervention and transition planning begins at registration. As students prepare to leave day treatment and return to a TDSB school, an in-depth transition plan is developed to support the successful integration back into a TDSB school in collaboration with ECPP staff, Special Education and Inclusion staff if needed, the agency, the homeschool, the family, and when appropriate, the student. School administrators are responsible for ensuring successful admission or transfer of students from one program to another and can be supported by staff from Special Education and Inclusion.
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TDSB offers intensive support through the partnership between the Ministry of Education and other ministries. TDES/TDSS meets the well-being needs of the child (i.e., cognitive, social, emotional, physical). Alongside receiving services provided by the agency, students are taught by TDSB teachers who follow the Ontario Ministry of Education curriculum. ECPP schools serve students who benefit from intensive wraparound support in order to attain equitable outcomes in achievement and well-being. The focus of ECPP schools is to serve students whose primary need or needs reside outside of education. Each program is offered in partnership with a treatment centre, health care, or clinical partner to address the primary need or needs of the student. Goals in Education Plans and agency treatment plans are aligned, as teams collaborate to holistically meet the complex needs of each student. Schools, along with parents/guardians/caregivers, may advocate for students to receive a placement within one of the programs through the TDSB referral process initiated at the school support team where a recommendation can be made to access the central access form for ECPP consultation support. This is followed by the intake processes through the Toronto central point of access for children and youth mental health HelpAhead or agencies direct referral processes. Alternatively, parents/guardians/caregivers may contact HelpAhead or community agencies directly. As students prepare to leave day treatment and return to a TDSB school, an in-depth	
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transition plan is developed to support the successful integration back into a TDSB school in collaboration with ECPP staff, Special Education and Inclusion staff if needed, the agency, the homeschool, the family, and when appropriate, the student. School administrators are responsible for ensuring the successful admission or transfer of students from one program to another and can be supported by staff from Special Education and Inclusion.	
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SECTION R: STAFF DEVELOPMENT

Added a fifth area of focus to Section R: Staff Development – Professional Learning Plan

2024-2025	2025-2026
Over the next two years, we will focus on the following four areas for professional learning: 1. The Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 2. Inclusion (anti-ableism), Equity (anti-oppression) and Well-Being 3. Learning Conditions; and 4. Universal Design for Learning, Differentiated Instruction and Culturally Relevant and Responsive Pedagogy	5. Trauma-Informed Practices Trauma-Informed Practices help educators understand how trauma can impact student learning, behaviour, emotional regulation and overall well-being. School climate and culture can improve through trauma-informed practices and principles of cultural safety by taking proactive steps rather than reactive and punitive measures. Students can develop skills to build resilience, strategies to respond to dysregulation, and the ability to attend to learning. Knowledge of these practices can also support the development of positive relationships between students, staff and parents/caregivers/guardians.

SECTION S: SPECIAL EDUCATION STAFF

SECTION S: Updated information on staff allocation as required by the *Standards for School Boards' Special Education*.

Please see Section S: Special Education Staff.