

2026-27 Special Education Plan **Checklist**

School boards must comply with the requirements for special education plans set out in Ontario Regulation 306 under the *Education Act*, entitled “Special Education Programs and Services”, and in the [*Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*](#).

Please fill out the checklist below and submit to your regional office by July 31, 2026.

School Board Name	Toronto District School Board (TDSB)
Name of Chief Executive Officer	Camillo Cipriano
Signature of Chief Executive Officer	<u><i>Camillo Cipriano</i></u> Camillo Cipriano (Jul 15, 2026 14:34:06 EDT)
Date	07/15/2026
Please indicate the URL of the Special Education Plan on your board’s website	<u>https://www.tdsb.on.ca/Learning-Equity-and-Well-Being/Special-Education-and-Inclusion/Special-Education-Plan</u>
Please indicate the URL of the Guide to Special Education for Parents	<u>https://www.tdsb.on.ca/Learning-Equity-and-Well-Being/Special-Education-and-Inclusion/Parent-Guides-to-Special-Education-and-Inclusion/Guide-to-Special-Education-and-Inclusion</u>

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SECTION 1: The Board's Consultation Process Purpose: To provide details of the board's consultation process to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The board's special education plan must describe the consultation process and include the following materials listed below:	
▪ A statement of how the board ensures that its SEAC is involved in the annual review of the board's special education plan	☒
▪ Description of majority or minority reports concerning the boards approved plan that may have been received from the board's SEAC	☒
▪ Board's response to these reports	☒
▪ Statement of how members of the community are informed of the timelines and methods for providing input to the board's special education plan	☒
▪ Summary of feedback received as a result of consultations with members of the community	☒
▪ The special education plan must also provide information on the results of any internal or external reviews of existing special education programs and services within the board that have taken place in the previous or current school year	☒
▪ A list of internal and external reviews of the board's special education programs and services that are planned for the following year must also be included.	☒

SECTION 2: Special Education Programs and Services: The Board's General Model for Special Education Purpose: To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The board's special education plan must be designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the <i>Education Act</i> and regulations made under the Act, and any other relevant legislation. The board must include a statement in the plan confirming that the plan has been designed in accordance with this requirement	☒
SECTION 3: Roles and Responsibilities Purpose: To provide the public with information on roles and responsibilities in the area of special education. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The board's special education plan must provide information on the roles and responsibilities of the following listed below in the area of special education in Ontario (see Appendix A of the Guide for more information):	
▪ Ministry of Education	☒
▪ School Boards	☒
▪ Special Education Advisory Committees (SEACs)	☒
▪ Principals & Teachers of the board	☒
▪ Parents or guardians	☒
▪ Students	☒

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SECTION 4: Early Identification Procedures and Intervention Strategies Purpose: To provide details of the board's early identification procedures and intervention strategies to the ministry and to the public. Summary of Standard Expectations	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The school board's special education plan must contain a description of the following listed below:	
▪ The guiding principles or philosophy used by the board for early identification of children's learning needs	☒
▪ The teacher's role in early identification	☒
▪ The parent's role in early identification	☒
▪ Policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of special education programs and services	☒
▪ Procedures for providing parents with notice that their child is having difficulty	☒
▪ Procedures used within the board for referring a student for an assessment should learning problems be identified that might result in the student's being referred eventually to an IPRC	☒
▪ Procedures for providing parents with notice that their child is being considered for referral to an IPRC	☒
▪ Procedures for providing parents with notice that their child is being considered for a special education program and related services if the child is not referred to an IPRC	☒
▪ The types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs	☒
▪ The types of early intervention strategies that are used to support students prior to referral to an IPRC	☒

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SECTION 5: The Identification, Placement, and Review Committee (IPRC) Purpose: To provide details of the board's IPRC process to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
A board's special education plan must include a description of the board's IPRC process	☒
A board's special education plan must also include the following listed below:	
The number of IPRC referrals;	☒
The Number of IPRC Reviews; and	☒
The Number of Appeals conducted within the board in the previous school year	☒
The plan will also include a copy of the board's guide for parents (see in Appendix D-1 in Part D of the guide)	☒
SECTION 6: Educational and Other Assessments Purpose: To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used. Summary of Standard Expectations	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
For each type of assessment tool described, the school board's special education plan must include the following information listed below:	
The qualifications of categories of staff who conduct the assessment and/or provide diagnoses; that is, staff who are governed by the <i>Education Act</i>; the <i>Regulated Health Professions Act, 1993</i>; the <i>Health Care Consent Act, 1996</i>; or other legislation (the board must specify which legislation applies)	☒

▪ Average waiting times for assessments to be conducted and the criteria for managing waiting lists if they exist	☒
▪ An acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment	☒
▪ An explanation of how results of an assessment are communicated to parents	☒
▪ A description of protocols for sharing information with staff and outside agencies	☒
▪ An explanation of how the privacy of information is protected	☒
SECTION 7: Specialized Health Support Services in School Settings Purpose: To provide details of the board's specialized health support services to the ministry and to the public. Summary of Standard Expectations: For each type of specialized health support service described, the plan must describe the following listed below:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The agency or the position of the person who performs the service (e.g., board staff, parent, student)	☒
▪ Eligibility criteria for students to receive the service	☒
▪ Position of the person who determines whether a student is eligible to receive the service and what the level of support will be	☒
▪ Criteria for determining when the service is no longer required	☒
▪ Review or appeal procedures (if any) available for parents who dispute the provision of these services, including any time limits on requesting reviews or appeals	☒

SECTION 8: Categories and Definitions of Exceptionalities Purpose: To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ A board's special education plan must list the ministry's categories and definitions of exceptionalities	☒
▪ Describe the ways in which the board's IPRC applies them in making decisions on identification and placement	☒
SECTION 9: Special Education Placements Provided by the Board Purpose: To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ Describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered	☒
▪ Acknowledge that placement of a student in a regular class is the first option considered by an IPRC	☒
▪ Outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parents' preferences	☒
▪ Outline specific information about each type of placement provided at the elementary and secondary levels	☒
▪ List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board's criteria for assigning intensive support for students who are in need of a great deal of assistance	☒

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State the maximum class size for each type of special education class	☒
List the criteria used for determining the need to change a student's placement	☒
Describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements and the ways in which the options are communicated to parents	☒
SECTION 10: Individual Education Plans (IEPs) Purpose: To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must describe the following listed below:	
The board's plan for implementing the ministry's standards for IEPs	☒
Any processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP	☒
The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available)	☒
The school board must include a copy of its IEP form in the plan	☒

SECTION 11: Provincial and Demonstration Schools in Ontario Purpose: To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, blind, or deafblind, or who have severe learning disabilities Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include the following:	
Information on programs and services offered by Provincial and Demonstration Schools that is provided by the ministry in the Provincial Schools and Demonstration Schools section in Part F of the Guide	☒
Current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools	☒
Information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary	☒
SECTION 12: Special Education Staff Purpose: To provide specific details on board staff to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include information on the types of staff and number of FTEs who provide special education programs and services (see Appendix B-2 of the Guide)	☒
SECTION 13: Staff Development Purpose: To provide details of the board's professional development plans for special education staff to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.

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The board must outline its plans for the professional development of its special education personnel. The special education plan must describe the following listed below:	
▪ The overall goal of the special education staff development plan	☒
▪ Ways in which staff provide input for the plan	☒
▪ Ways in which the school board's SEAC is consulted about staff development	☒
▪ Methods of determining priorities in the area of staff development	☒
▪ Courses, in-service training, and other types of professional development activities offered by the board	☒
▪ Ways in which staff are trained with regard to the legislation and ministry policy on special education, with particular attention to training for new teachers	☒
▪ Details of the board's budget allocation dedicated to the staff development plan in the area of special education	☒
▪ Any cost-sharing arrangements with other ministries or agencies for staff development	☒
▪ Ways in which school board staff are made aware of the board's special education plan and of professional development opportunities	☒
SECTION 14: Equipment Purpose: To inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The school board's plan must describe how the board determines whether a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment, including the criteria used for purchasing individualized equipment.	☒

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SECTION 15: Accessibility of School Buildings Purpose: To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include the following listed below:	
A summary of the board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years	☒
A statement outlining how members of the public can obtain a copy of the complete plan from the board	☒
A summary of the board's progress in implementing the capital expenditure plan	☒
SECTION 16: Transportation Purpose: To provide details of the board's transportation policies to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The board's special education plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation.	☒
The special education plan must also describe the following listed below:	
The process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately	☒
The safety criteria that are used by the board in the tendering and the selection of transportation providers for exceptional students	☒

SECTION 17: The Board's Special Education Advisory Committee (SEAC) Purpose: To provide details of the operation of the board's SEAC to the ministry and to give members of the public information to which they are entitled. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
Names and affiliation of members	☒
Meeting times and locations	☒
Contact information such as an email address	☒
Procedures for selecting members	☒
Where applicable, a note that a board has membership to represent the interests of First Nations, Métis, and Inuit students	☒
The plan must provide a description of ways in which the board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed.	☒
SECTION 18: Coordination of Services with Other Ministries or Agencies Purpose: To provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The special education plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs	☒

▪ The special education plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming student (If reassessment is the policy or practice, include wait time)	☒
▪ The special education plan must also provide details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by care and/or treatment, custody, and correctional facilities.	☒
▪ In the special education plan, the board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.	☒
SECTION 19: Submission and Availability of School Board Plans Purpose: Each board is required to make its special education plan available to the public at the same time that it submits the plan to the ministry. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The complete plan must be submitted along with the following documents listed below:	
▪ Letter from the Chief Executive Officer of the school board to confirm submission of the plan	☒
▪ Copy of the board's motion of approval of the plan, including the date of approval	☒
▪ Copy of any related motions or recommendations from the board's SEAC	☒