**Amendments to the 2024-2025**

**TDSB Special Education Plan**

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

**Ministry Requirements**

* Updated information (number of IPRCs completed, number of appeals, number of students attending provincial and demonstration schools, staff allocation, reviews planned) as required by the [Standards for School Boards’ Special Education Plans](https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/part-b-standards)
* Updated Section E: Special Education Advisory Committee (SEAC) with information on the TDSB SEAC following the Community Advisory Committees Operational Procedure PR742

**Structure**

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

**Special Education-Specific**

* Added wording in Section A: Introduction to clarify that feedback and suggestions provided apply to the following year’s Special Education Plan
* Updated Section B: The Board’s Consultation Process with information regarding the 2024-2025 internal review of the Special Education Program Recommendation Committee (SEPRC) process
* Changed the wording in Section C: The Board’s General Model for Special Education to reflect that the second paper, Equity and Human Rights in Special Education: Critical Reflective Practice Guide is a reflective guide
* Revised Section D: Roles and Responsibilities under subsection Regional Support Services to clarify roles and responsibilities of Board Certified Behaviour Analysts (BCBAs)
* Added a new section under Psychological Assessments in Section F: Educational and Other Assessments regarding reviews of external reports
* Updated information in Section G: Early Identification Procedures and Intervention Strategies to reflect current practices related to Special Education Program Recommendation Committee (SEPRC)
* Updated Section G: Early Identification Procedures and Intervention Strategies to reflect the Ministry standards for this section of the plan
* Revised information in Section G: Early Identification Procedures and Intervention Strategies about the Special Education Program Recommendation Committee (SEPRC) process
* Moved the information regarding SEPRC from Section H: The Identification, Placement and Review Committee (IPRC) Process and Appeals to Section G: Early Identification Procedures and Intervention Strategies
* Added “staffed by a special education teacher” in Section J: Special Education Placements Provided by the Board, under the subsections Special Education Class Partial Integration and Special Education Class Full Time
* Revised information about the grades for Intensive Support Programs (ISPs) from Grades 1-8 to Grades 4-6 in Section J: Special Education Placements Provided by the Board, under subsection Behaviour Placement Decision of Special Education Class
* Updated Section J: Special Education Placement Provided by the Board, under subsection Regional Support Services, to reflect that Board Certified Behaviour Analysts (BCBAs) will be part of the Behaviour Prevention Intervention (BPI) Team
* Revised wording about modifications for greater clarity in Section K: Individual Education Plans
* Added an additional nugget to the Education Transitions section in Section K: Individual Education Plans (IEPs) to include school to school transitions
* Added “advanced abilities” in Section R: Staff Development under Differentiated Instruction: “Instructional interventions are monitored by the classroom teacher. When a student begins to show signs of persistent learning difficulties or advanced abilities, full understanding of how a student learns is needed to decide the best ways to use the student’s strengths to address areas for growth.”
* Changed wording in Section S: Special Education Staff, to clarify that staffing is projected and may change during the school year
* Updated Section O: Transportation, to include information about new bus companies

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

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

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

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