

# TDSB Transition Resources

## [Special Education Plan 2024-2025](#)

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.

**Transition Planning for School Entry:** At any grade level, some students with special education needs may require transition planning prior to school entry or before attending a new school. Transition planning generally involves the principal or a designate, the teacher, special education staff and the parents/guardians/caregivers. It may require involvement of the School Support Team (SST) to determine the kinds of supports a student will need on entering school. If appropriate, other Board professional staff and agency personnel may be consulted.

For student's within the Low Incidence category (developmental disability, physical disability) or with complex disability needs (medical/physical/safety needs), the Special Education Program Review Committee (SEPRC) process may be initiated should the parent or legal guardian make the request. For more information on Transition Planning and the SEPRC process, please refer to pages 65-71 of the Special Education Plan.

## [Guide to the Referral Process for Parents/Caregivers/Guardians:](#)

As parents/guardians/caregivers, you know your child best. You know your child's strengths, abilities, needs, and areas for improvement. It is critical that you provide information about your child and participate in decisions that affect your child's education. We hope that this guide will help you better understand the Referral Process for special education programs and services in the TDSB. Should you require additional information about the process, please contact your child's teacher or principal.

**In-School Support Team (IST):** A collaborative school team including the Principal, Special Education Teacher and Classroom Teacher, to coordinate efforts and share information to help the student to be successful or to reach their potential for achievement. IST meetings are a proactive problem-solving opportunity to support programming and success for the academic, physical, social and emotional strengths and needs of the student

**School Support Team (SST):** When the IST's recommended strategies have limited success, the IST can refer the student to the School Support Team (SST). A broader team from Special Education, Psychology, Social Work, Attendance Counseling, Speech-Language Pathology, Occupational Therapy and Physiotherapy, Parents/Caregivers/Students over 16 years of age, outside agencies and others as required

**Identification Placement Review Committee (IPRC):** IPRC determines if a student should be identified as exceptional (has additional needs according to Ministry of Education categories) and which placement will meet student needs (regular or special education class)

**Identification Placement Review Committee (IPRC) Review:** Each year, an Identification, Placement and Review Committee (IPRC) meets to review the exceptionality and placement for all exceptional students to determine if the support as originally outlined is still needed. This is a requirement of Ministry of Education Regulation 181/98 unless parents waive the annual IPRC (Review). Parents can also request a review any time after a student has been in a special education program for three months

## **Regional Services:**

Special Education and Inclusion provides Tier 3 system level access to specialized services through various regional teams. Access to Regional Support Services is considered as a recommendation from the School Support Team (SST) when school staff have tried and implemented Tier 1 and Tier 2 strategies and have exhausted all available school-based supports. In addition, the classroom learning conditions would indicate clear evidence of implementation of principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI), as well as evidence of Culturally Relevant and Responsive Pedagogy (CRRP) that respects the student's identity, lived experiences and strengths. Only after conversations have been had with parents/guardians/caregivers and this process followed, are referrals to proceed. The Regional Support Services available include:

**TDSB Autism Team**

**TDSB Behaviour Prevention & Intervention Team**

**TDSB Blind and Low Vision**

**TDSB Deaf and Hard of Hearing**

**TDSB Education and Community Partnership Program**

## [TDSB Special Education Website](#)

## [TDSB's Guides to Special Education for Parents/Guardians/Caregivers](#)

To visit the TDSB's [Transition Support for Families and Caregivers Website](#), please scan the QR code below: