



Section Q:

Coordination of Services with Other Ministries or Agencies

We value your feedback! Please click this [feedback link](#) to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2027.

Purpose of the Standard

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

The Ministry of Education [Policy/Program Memorandum No.149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals and Paraprofessionals](#) provides direction to school boards concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social services professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol and specifies the requirements for implementation and for reporting to stakeholders.

TDSB Early Intervention Initiatives

The Ministry of Education provides additional funding for special education (JK to Grade 3) to school boards. This enhanced funding supports early interventions, additional specialist teachers and professional support, and also helps fund effective early interventions that improve outcomes for students with disabilities and special education needs. This funding is being used by the TDSB to support early intervention programs for primary students:

- Entry Plan for Students with Special Needs, to establish entry procedure, roles, responsibilities, and timelines

TDSB has also used additional funding to support other government initiatives, including:

- Transition from Toronto Preschool Speech and Language Services (TPSLS)



Entry Plan for Students with Special Education Needs and Disabilities

Most students with special education needs and disabilities coming into the TDSB will be registered and will begin school in the regular class with support, as per Regulation 181/98.

Some students with disabilities and/or special education needs which are extremely complex, who are newly registered but not yet attending a TDSB school may, through a Special Education Program Recommendation Committee (SEPRC), receive a recommendation for placement in a full-time special education class upon enrolment. If a new JK/SK student is enrolled in a specialized preschool/daycare, The Hospital for Sick Children, or Holland Bloorview Hospital-Support Kids Rehabilitation; or the student is receiving intensive support that specifically addresses complex medical needs in another school system, including out of province, the SEPRC process will be considered.

When approaching a TDSB school for registration, parents are encouraged to share all pertinent information with the school principal about the special education needs of their child. With parental permission, principal consultation with the School Support Team (SST) will determine whether or not a referral to a Special Education Program Recommendation Committee (SEPRC) is appropriate. For more detailed information regarding the Special Education Program Recommendation Committee (SEPRC), see [Section G: Early Identification Procedures and Intervention Strategies](#).

Toronto Autism Service Network - Entry to School Program

Entry to School (ETS) is a program offered by the Ontario Autism Program (OAP). ETS is provided through the Toronto Autism Service Network (Surrey Place, Strides, Lumenus, Geneva Centre for Autism, SAAAC, and Kerry's Place), with Skill Building Classrooms across Toronto. The TDSB collaborates with the Toronto Autism Network in planning for a smooth and effective transition to school for students being served through the Entry to School initiative.

A Transition to School Protocol has been developed between Entry to School/Toronto Autism Network and the TDSB.

Transition from Preschool Speech and Language Services (PSLS)

The Preschool Speech and Language Services (PSLS) was established in 1998, funded through the previous Ministry of Health and Long-Term Care. The mission of the PSLS is to provide speech and language services to preschool children up to school entry in Kindergarten.

The communication needs of students transitioning from the PSLS to school services



vary from mild to severe or profound. These students often have comprehensive educational programming and planning needs. Early and ongoing information sharing and collaboration between PSLS staff and school board staff are advised. For preschool children with mild communication needs, transition may be handled through written reports and telephone consultation. With the consent of parents, transition discussions should be initiated as early as possible by PSLS staff for children in Junior Kindergarten whose communication needs are significant.

- The family contacts the principal of the home school about their child's needs and provides written consent for the exchange of information between PSLS and the TDSB
- PSLS then forwards reports to the school principal and the school speech-language pathologist to assist with planning for the student's needs.
- Transition planning takes place to discuss the child's progress, needs and current PSLS programs and services received
- The principal identifies the next steps and accesses appropriate and available services and programs for the student

Deaf and Hard of Hearing (DHH) Preschool Programs

The TDSB recognizes the importance of early intervention and can provide support to students who require Deaf and Hard of Hearing services in the year prior to entering Junior Kindergarten through a preschool program.. Upon entry to school, students who are Deaf and Hard of Hearing have access to the support of a Specialist Teacher of the Deaf and Hard of Hearing.

These itinerant teachers have specialized qualifications approved by the Ministry of Education that enable them to recommend the necessary accommodations and/or program modifications to meet the educational needs of students who are Deaf and Hard of Hearing. Based on student need, these teachers work closely with the TDSB Educational Audiologist to determine the appropriate RM technology that works with the student's Hearing Assistive Technology (HAT). When warranted, itinerant teachers facilitate access to the curriculum through direct instruction from Kindergarten to completion of secondary school.

Alternate Placements

Care and Treatment Education Programs (CTEP) provide education programs for students who have a primary need for care and or treatment. School boards provide the education program, while facilities provide the care and/or treatment services. Education programs recognize the primacy of care and/or treatment needs of students and are



provided daily. The programs are a collaborative model of supporting students, building upon each other's skills and experiences to help provide positive education outcomes for students who otherwise cannot attend school.

Education and Community Partnership Programs (ECPP) provide critical support for students that have been court-ordered into a youth justice secure or custody or detention facility, or adult custodial facility serving youth. School boards provide the educational program, while facilities provide the rehabilitation and treatment services. Education programs are provided daily. The programs are a collaborative model of supporting students, building upon each others' skills and experiences to help provide positive education outcomes for students who otherwise cannot attend school.

CTEP/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 traditional schools or other pathways.

The goal is to minimize educational disruption and help students achieve equitable outcomes.

Parents can access CTEPs 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 CTEP 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 CTEP staff, Special Education and Inclusion staff if needed, the agency, the home school, 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.

Structure of TDSB CTEP/ECPP

- A host school (sometimes)
- A principal facilitates the partnership and oversees the educational program
- A vice-principal oversees day-to-day contact with the teacher and agency staff
- A teacher delivers individualized instruction
- In some instances, an EA supports instruction



Community Agency

- An agency site (sometimes)
- An agency director facilitates the partnership
- A program manager oversees the treatment program
- Agency staff determine who to admit and when to demit students from treatment
- Agency staff work in concert with the TDSB teacher to deliver individualized support

CTEP/ECPP

- Staffed by TDSB and the agency, with a dual focus on education and treatment. Agency is responsible for a treatment plan so students can reintegrate into home, local school and community
- Elementary teachers are responsible for transdisciplinary programming
- Secondary teachers are responsible for subject-specific curriculum

CTEP ACCESS

- Student/family/doctor/courts directly calls a community agency/Help Ahead and starts a referral for treatment/support;
- Student/family calls Help Ahead to connect family to intensive mental health supports in their neighbourhood - More info at Help Ahead
- Schools support families to access CTEP through the Special Education and Inclusion Referral Process and the Central Access Form as part of ongoing tiered support at SST - after TDSB levels of support have been exhausted.

Help Ahead is the centralized phone line to access child, youth and family mental health and well-being resources in Toronto. [1-866-585-6486](tel:1-866-585-6486).

Programs Offered by Other Boards of Education

Aside from the Provincial and Demonstration Schools, the TDSB does not access programs offered by other Boards of Education.