

Section Q: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

FEEDBACK

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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 supports, and also helps fund effective early interventions that improve outcomes for students with 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

Some students with 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. When approaching a TDSB school for registration, parent(s)/guardian(s) are encouraged to share all pertinent information with the school principal about the special educational 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.

In addition to the above procedures the following also occurs for students who fall within the TDSB “Low Incidence” category of needs (developmental disabilities, physical disabilities) as well as for blind/low vision and deaf/hard of hearing.

Entry Plan for Students with Special Education Needs	Person Responsible	Timeline
Presentations are made annually to outside agencies regarding the entry process for students new to TDSB.	Special Education Staff Professional Support Services Staff	January
TDSB will send a letter regarding pre-registration to selected preschool programs serving students with special needs.	Special Education Staff	January
A letter will be distributed through the Early Years Advisory Committee and the Child Care Committee. Principals will be informed.	Early Years Advisory Committee Child Care Committee	January
Preschool programs/agencies forward names of potential students to Special Education Coordinators.	Preschools/Agencies	Upon receipt of TDSB letter
Special Education Coordinators will notify TDSB schools of pending pre-registrations.	Special Education Staff	Upon receipt of information

Please note the following:		
Children who have attained the age of three years and who have a significant hearing loss may qualify for a special education class placement in our Deaf and Hard of Hearing preschool programs.	Coordinator – Deaf and Hard of Hearing	Ongoing
Children who have an Autism Spectrum Disorder may receive additional transitional support (e.g., Connections for Students).	Central Coordinator – Autism Services	Ongoing

Special Education Program Recommendation Committee (SEPRC)

The Toronto District School Board is committed to providing equity of access to learning with a timely admittance to school for students new to the board and who fall within the TDSB Low Incidence category of developmental disabilities and physical disabilities, including blind/low vision and deaf /hard of hearing. This includes students who have complex medical needs which may include a combination of intellectual, communication, and behavioural needs, including persistent challenges in daily living. This also includes students in need of care, treatment or rehabilitation through Education and Community Partnership Programs (ECPP).

The student learning profile for a SEPRC suggests student needs require access to specialized equipment and specialized support, whereby the home school will not be able to adequately address the student’s complex medical and/or Low Incidence needs even for a short period of time.

The process used to ensure equity of access tailored for a small group of students who are within the criteria stated above is called a Special Education Program Recommendation Committee (SEPRC). A SEPRC is not a legal or provincially-mandated process. Only through a parent or legal guardian can a SEPRC be requested and only if the student profile meets the criteria stated above will the student proceed to SEPRC. If the student profile does not meet the criteria, the student will be welcomed and registered at their homeschool.

New Students Entering Kindergarten and SEPRC

All new students entering Kindergarten are encouraged to register at their homeschool. However, in addition to SEPRC coming through the request of the parent or legal guardian, and ensuring the student profile is within the criteria stated above, only if the new JK/SK student is enrolled in a specialized preschool/daycare, or 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, will the SEPRC process be initiated for consideration. Students in this group should register 9-12 months in advance.

This also includes students in need of care, treatment or rehabilitation through Education and Community Partnership Programs (ECPP).

When students are new to Canada and not affiliated with the supports listed above, the school will collect all medical documentation from the family and work with the Special Education and Inclusion Consultant to support as appropriate.

For new Kindergarten students who are not within the Low Incidence category or who do not have complex medical needs, the home school will welcome and register the student. The student will learn alongside their peers and access all learning opportunities. The student will be monitored and supported by the classroom teacher with on-going assessment, evaluation, and an Individual Learning Plan (ILP) or an Individual Education Plan (IEP) as per the Referral process, if required.

Children who have attained the age of three years and who have a significant hearing loss, may qualify for a special education class placement in our Deaf and Hard of Hearing preschool.

Toronto Autism Service Network - Entry to School Program

Entry to School (ETS) is a new 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.

Connections: Supporting Seamless Transitions for Students with ASD

Connections is a joint initiative between the Ministry of Children, Community and Social Services (MCCSS) and the Ministry of Education. This initiative supports the transition of students from TPAS to full time school. This approach is meant to add to the existing transition processes that are already in place, including supporting TDSB with some special training projects related to Connections.

Transition from Toronto Preschool Speech and Language Services (TPSLS)

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

The communication needs of students transitioning from the TPSLS to school services vary from mild to severe or profound. These children often have comprehensive educational programming and planning needs. Early and ongoing information sharing and collaboration between TPSLS 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/guardians/caregivers, transition discussions should be initiated as early as possible by TPSLS staff for children in Junior Kindergarten whose communication needs are significant.

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

Deaf and Hard of Hearing (DHH) Preschool Programs

The TDSB recognizes the importance of early intervention and can support students who require Deaf and Hard of Hearing support from the age of 3 through placement in a preschool class. Upon entry to school, students with 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 FM 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

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 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 Grade 12 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 Child and Youth 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)

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 Individual Education

Plans (IEPs) 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 central intake process. This is followed by the agency intake process. Alternatively, parents/guardians/caregivers may contact agencies directly.

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 the 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 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 work in concert with the TDSB teacher to deliver individualized support

ECPP

- Staffed by TDSB and agency, with a dual focus on education and treatment. Agency is responsible for a treatment plan so students can reintegrate into home, school and community
- Elementary teachers are responsible for transdisciplinary programming
- Secondary teachers are responsible for subject-specific curriculum
- Access is available through central intake or agency process and demission through agency process or parents/guardians/caregivers withdrawal, followed by an IPRC or a case conference

Programs and partnerships are updated often. For more information about ECPP and agency partners, visit the [TDSB ECPP website](#).

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.