COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

This section contains information about coordination with other ministries. This includes transition planning for children entering school for the first time, entering from preschool programs, as well as coordination regarding services for students with special education needs.

TRANSITION/INTAKE PROCESS FOR STUDENTS With Special Education Needs

This chart describes the process to facilitate planning for students with special education needs who are new to the TCDSB and/or transferring from other programs.

This process is led by the school principal and supported by Special Services staff.

1. Registration

Registering elementary or secondary students (including students attending the Pre-School Deaf and Hard of Hearing program)

- Parent registers student in the community school and advises that their child has special education needs.

Registering secondary **Newcomer students**:

- Parent of Newcomer student of secondary school age must contact the TCDSB **Orientation Center** to begin registration. Parent advises staff at the Orientation Centre that their child has special learning needs.

2. Transition Meeting (Case Conference Meeting)

Home School principal/Orientation Center schedules a meeting with Special Services staff and parents to initiate an intake/transition process.

3. Referrals

At the transition meeting there may be referrals for staff to gather information from the family, or to review any assessments or medical reports shared by the family. This process requires parent consent and results in the preparation of a Referral Final Report.

4. Transition Meeting (School Based Support Learning Team Meeting – SBSLT)

Referral Final Report(s) is/are shared at a School Based Support Learning Team (SBSLT) meeting to inform discussions among staff and parents regarding programming and placement options for the student and determines next steps.

EXTERNAL ASSESSMENTS

If a parent has an assessment for their child that has been completed external to the TCDSB, a referral will be made, with the parent's permission, to the appropriate TCDSB service provider to review the assessment and provide suggested next steps. Referral for further assessment may be considered as required.

COMMUNITY SUPPORTS

The following provides information regarding community supports and transitions.

Deaf and Hard of Hearing Preschool Program

TCDSB's Teachers of the Deaf and Hard of Hearing support the intake of students transitioning from preschool programs, including those served through the Ontario Infant Hearing Program (IHP), as well as students transitioning from Provincial schools. Working together with the Deaf and Hard of Hearing teachers, Speech-Language Pathologist, the Board Audiologist, and other members of the interdisciplinary team, they help identify appropriate programs, services and supports for each student.

Ongoing collaboration with preschool and community service providers supports a smooth transition to school.

Preschool Speech and Language Services

For students who have received Preschool Speech and Language Services within the community, TCDSB Speech-Language Pathologists work with families, schools and community service providers to support a smooth transition to school. With parent/guardian consent, information may be shared through reports, phone conversations, and case conferences to help ensure continuity of support and services.

Community Based Services for Children with Autism

Through the community Entry to School Program and the Connections for Students with Autism Program, students and families are supported as they transition from community-based services delivered through the Ontario Autism Program into school.

Care and Treatment Education Program (CTEP)

When a student is being demitted from a Care and Treatment Education Program, the TCDSB principal is notified, and parents are advised to register at the child's home school. A transition process is initiated.

Provincial Demonstration Schools

The TCDSB facilitates the transition of a student to/from a Provincial Demonstration school through the student's local school principal, supported by Special Services Staff.