



# SPECIAL EDUCATION PLAN

APRIL 2025



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## SECTIONS FOR DISCUSSION

- 16. Coordination of Services with other Ministries or Agencies
  - 17. Specialized Health Support Services
  - 18A. Staff Development
  - 18B. Professional Learning Plan
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## **Section 16**

Coordination of Services with other Ministries or Agencies

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# 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 from preschool programs as well as coordination regarding services for students with special education needs.

## 1. ENTRY TO SCHOOL PLANNING

The following chart summarizes procedures for students entering TCDSB from preschool programs.

### TRANSITION/INTAKE PROCESS FOR TCDSB STUDENTS

#### Registration for school entry:

Family registers their child in the home school, indicating that their child has special needs. Parent may provide any relevant reports.

#### Spring prior to School entry:

Home School Principal contacts the Special Education Assessment Programming Teacher or Programming Assessment Teacher and completes intake consent forms to initiate staff involvement.

An intake visit is carried out by a member of the interdisciplinary team to identify programming needs and supports required.

Interdisciplinary staff review existing reports/documentation and then discusses program and placement options with parents.

An IPRC may be held. Placement is determined.

#### School entry:

Special Education programs and services are put in place, with parental input and consent. An Individual Education Plan (IEP) may be created.

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## 2. TRANSITION FROM PRESCHOOL PROGRAMS

The following are procedures for students who have received specialized preschool services and programs:

- **2.1 Deaf and Hard of Hearing Programs:** TCDSB has itinerant teachers with specific responsibilities for intake of students from preschool programs as well as provincial schools. In addition, a member of the interdisciplinary team along with the teacher of the deaf and hard of hearing working with the student, investigates alternative programs and supports students in their transition. Coordination with the Infant Hearing Program is maintained on an ongoing basis.
- **2.2 Speech and Language Programs:** Ongoing communication takes place with Toronto Preschool Speech and Language Services regarding coordination of services, including transition to school. A transition to school brochure has been developed for parents. A transition to school agreement has been developed between local school boards and Preschool Speech and Language Services. Services are also coordinated with other community agencies providing speech and language services and programs. Transition strategies include exchange of reports, telephone conversations and case conferences, when needed.
- **2.3 Intensive Early Intervention Programs for Children with Autism:** Through the Connections for Students with Autism initiative, students and families are supported as they transition to the TCDSB.

## 2.4 EDUCATION AND COMMUNITY PARTNERSHIP PROGRAMS (ECPP)

In order to facilitate the re-entry/transition process back to the Toronto Catholic District School Board, the following re-admission process will be followed.

- a. Principal on assignment for Education and Community Partnership Programs (ECPP) will arrange update meetings with regard to the students who have received the necessary amount of intervention in November and February of each school year.
  - b. In order to locate the best program for Education and Community Partnership Program (ECPP) students, the agency will inform the Education and Community Partnership Program (ECPP) principal immediately after a determination is made that the student will be demitted. The Education and Community Partnership Program (ECPP) teacher will forward the TCDSB Education and Community Partnership Program (ECPP) Demission Form and a package of information regarding the student to the Education and Community Partnership Program (ECPP) principal.
  - c. The Education and Community Partnership Program (ECPP) principal will contact the appropriate contact to facilitate the reintegration of the student within the TCDSB. This would be a member of the Behavioural team, Joint Team Meeting or Assessment Programming Teacher or Programming Assessment Teacher.
  - d. An observation/case conference will be set up while the student is in the therapeutic setting to facilitate the re-entry.
  - e. After this case conference has occurred the lead person will contact the appropriate Assessment Programming Teacher or Programming Assessment Teacher, Behavioural team
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member or Education and Community Partnership Program (ECP) liaison staff who will explore the options of regular class, special education class or behavioural class. If another Education and Community Partnership Program (ECP) day treatment program or residential setting is recommended, the agency will keep the lead person informed and seek assistance from the lead person as required.

- f. A timeline for reintegration will be established and communicated back to the agency by the Education and Community Partnership Program (ECP) principal.
- g. A transition plan including support from the agency for a week or two will be requested. Possible placements include home school, regional classes or a “fresh start” in a new school. The principal of the receiving school will be involved in the transition and will be invited to attend the IPRC and/or case conference.

### 3. EXTERNAL ASSESSMENTS TO THE TCDSB STUDENT

If a parent has a completed assessment for their child that has been arranged through a private assessor or from another school board, 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.

### 4. COORDINATION WITH OTHER MINISTRIES REGARDING NEW INITIATIVES

**Autism Initiatives:** TCDSB works in collaboration with Surrey Place to support students with ASD transitioning from elementary to secondary school. In the spring of 2009, TCDSB was selected as one of sixteen school boards to participate in a ministry demonstration project. The collaborative demonstration project has a focus on ensuring a smooth transition to full time school for students being discharged from the Ministry of Children and Youth Services intensive behaviour intervention (IBI) services. TCDSB is working in collaboration with the Toronto Autism Services (TAS) on this initiative.

**Mental Health Planning:** In the Toronto Catholic District School Board, the mental health of students is supported through the efforts of educational staff such as classroom teachers, social workers, psychology staff, guidance staff, child and youth workers and chaplaincy. In addition, TCDSB still will facilitate referrals to community resources such as children's mental health agencies or hospitals to provide more specific mental health support such as family counseling or psychiatric intervention. Also, TCDSB supports in-school partnerships that are consistent with its vision and mission as found on the TCDSB website, existing policies and procedures and Catholic gospel values. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes. In response to PPM 149, the Toronto Catholic District School Board has developed a procedure for establishing and reviewing mental health partnerships.

**Best Start:** Best Start is a comprehensive strategy about supporting children so that they can learn and grow, be successful in school and ultimately be successful in the workforce and society. It is a partnership among ministries and among different levels of government (provincial, federal and municipal) to provide the services and supports to help children

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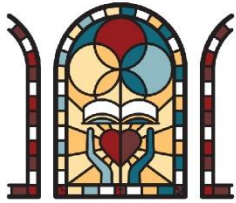
succeed; it is also a partnership with parents that recognizes the key role parents play in preparing their children for school. It is responding to the clear message from communities that Ontario needs more integrated accessible services for young children and families.

5. Transfers of the Ontario Student Record (OSR) will be requested by school Principal and will follow the TCDSB Ontario Student Record "OSR" Management Procedural Manual.

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**Section 17**  
Specialized Health Support Services

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# SPECIALIZED HEALTH SUPPORT SERVICES



Specialized Health Support Service	Agency Or Position of Person who Performs the Service	Position of Person Who Determines Eligibility to Receive the Service and the Level of Support	Criteria for Determining When the Service is no longer required	Procedures for Resolving Disputes About Eligibility and Level of Support (if available)
Nursing	Health Care Assistant (HCA)	Superintendent of Special Education	Change in Student Plan of Care	TCDSB Case Conference
Occupational Therapy	Children's Treatment Centres (CTC)	Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Physiotherapy	Children's Treatment Centres (CTC)	Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Speech and Language Therapy	Children's Treatment Centres (CTC) Referred by TCDSB Speech-Language Pathologists	TCDSB Staff SLP Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference
Speech Correction and Remediation	Children's Treatment Centres (CTC) Referred by TCDSB Speech-Language Pathologists	TCDSB Staff SLP Children's Treatment Centres (CTC) Staff	Discharge from Children's Treatment Network	TCDSB Case Conference



Administering of Prescribed Medication	TCDSB parent(s), guardian(s), student where applicable or TCDSB Staff as per Student Plan of Care	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Catheterization	Health Professional	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Suctioning	Health Professional	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Assistance with Mobility	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Feeding	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Lifting and Positioning	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference
Toileting	TCDSB Support Staff	TCDSB Student Plan of Care	Change in Student Plan of Care	TCDSB Case Conference

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**Section 18A**  
Staff Development

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## STAFF DEVELOPMENT



The overall goal of staff development in special education is to continue to inform the practice of our educators as they support the needs of special education students. After each professional development session, staff provide feedback through an exit survey to inform future professional development. Updates on professional development activities are provided regularly to SEAC through the Superintendent Update agenda item at the monthly meetings.

Both system needs and Ministry priorities inform staff development topics. Special Services staff are available to support the New Teacher Induction Program (NTIP), provide workshops for new school administrators at the annual Head Start meetings, and support local school needs through consultation. Budget for staff development is allocated by the Special Services department and cross-departmental collaborative staff development is also supported through other central department budgets.

Notice of staff development sessions are provided directly to targeted staff and school principals through special services communications. During the 2022-2023 school year, the Ministry of Education has provided funding to subsidize course fees for teachers engaging in the special education additional qualifications courses. Messaging has been shared with teachers by the Special Services Department. Annual funding is limited, and subsidies are based on a first come first served basis. This specific funding continues to be available for the next two academic years.

The TCDSB Special Education Plan is available on the board website and can be readily accessed by all stakeholders.

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**Section 18B**  
Professional Learning Plan

2022-2023 - Professional Learning Plan - K to 12 Special Services							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Individual Education Plan and Assistive Technology	Support teachers with the development of Individual Education Plan development and integration of Assistive Technology to support student achievement.	K-12	100	2	1	Teacher Feedback, Ongoing Assessment, Application Usage
Achievement	New to Program to Assist Social Thinking (PAST)	Support for teachers who have not previously had students attend PAST. Providing supportive strategies and information about Autism diagnosis.	4-8	75	1	1	Student and Teacher Feedback, Ongoing Assessment and Check-ins
Acheivement	Multiple Exceptionalities - Developmentally Delayed (MEDD) ISP EQUALS Numeracy Program	Introduction to EQUALS numeracy program to support development of numeracy skills thorough evidence-based program for students with intellectual disabilities.	3-8	65	1	1	Student and Teeacher Feedback , Usage data, Acheivement Data
Achievement	Deaf and Hard of Hearing (DHH)	Provide support, strategies, resources for teachers working with D/HH students for the first time.	K-12	25	1	2	Student and Teacher Feedback, Ongoing Assessment
Human Rights and Equity	Integrated Math Pilot	In collaboration with central math team. Facilitating an integrated math classroom for intensive support schools with the use of assistive technology and online assessment tools.					Usage data Student and Teacher Feedback Ongoing Assessment Monthly Check-in based on locally developed assessments