



SPECIAL EDUCATION PLAN

SECTION 19: Coordination of Services with Outside Agencies

COORDINATION OF SERVICES WITH OUTSIDE AGENCIES

The transition of students with special needs into and from board programs requires advance planning, communication, and coordination.

The Superintendent of Special Education is responsible for overseeing these transition processes. School and central special education staff work together with parents and community agencies to ensure a successful transition.

For all of the areas described below, parent permission for release of information and/or assessment is obtained before any information is shared between the school board and other services.

TRANSITION FROM PRESCHOOL PROGRAMS

Each spring the central special education staff plan for the entry of students into the system for the following September. Information is gathered from kindergarten registration, community agencies, and provincial schools. Following this information gathering, individual case conferences are arranged with parents and school personnel to plan in detail for students with significant needs. A plan for staff support and/or specialized programming or equipment, if required, is developed. Communication with parents happens throughout this process.

TRANSITION FROM PROGRAMS FOR SCHOOL AGE STUDENTS

Throughout the year, students enter and exit the system from other educational settings. This includes students from:

- One school to another within our district
- Other school boards
- Care and treatment programs
- Provincial schools

In these situations, it is recommended that the planning process start as early as possible to ensure adequate resources are available to support individual students. For students with special education needs entering the system, the school will determine the level of need through information gathered in the registration process or through parent contacts.

If the principal determines that the student has significant needs and may need additional support beyond the classroom teacher and resource teacher, a referral is made to the area special education consultant, who does a review of student needs. This review involves review of assessment and other written information available, contact with previous school, and parent interview. A home visit or student observation may also take place in this case.

Following this review, a recommendation is made to the Superintendent of Special Education. This recommendation may include that additional educational assistant support be made available to the school, referral to IPRC for special program placement, or entry into another school in the board. In order to arrange for additional services that may be required for a student, the entry of a student may be delayed until staff and other supports can be in place. This process is necessary to ensure student safety and success.



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TRANSITION FROM TLDSB TO OTHER PROGRAMS

For students leaving the board, due to relocation or graduation, contact is made with the receiving educational setting and information is shared.

The OSR is sent to the new school (if applicable) as soon as the student has registered and the OSR request has been made. Assessment and other information can also be sent to the school earlier provided parent/student (if applicable) consent to do so, has been obtained.

For identified students, as outlined in the provincial Individual Education Plan standards, transition plans are developed for specific students 14 years of age or older. The IEP template found in Appendix D contains the transition plan.

ASSESSMENT INFORMATION

Assessment information available for students who come into the system from other jurisdictions or programs is accepted for use in the board provided it meets the standards of assessment required in this board (See Section 6, Educational and Other Assessments).

For students needing additional assessment, the procedures outlined in the assessment section are followed. Assessment timelines are as outlined in this section as well.