



Standard 18: Coordination of Other Services with Other Ministries or Agencies

The purpose of the standard is to provide details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Initiatives

- The Ministry of Health and Long-Term Care, Ministry of Community and Social Services, Ministry of Children and Youth Services and the Ministry of Education work in harmony to provide services for Pre-School children.
- Examples of some of the programs are:
 - Infant Hearing Program;
 - Provincial Schools Branch – Home Visiting Program; and
 - tykeTALK (Thames Valley Preschool Speech and Language Alliance serviced by Thames Valley Children's Centre (London, Middlesex and Elgin sites), Western University and Woodstock General Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parent(s)/[guardian\(s\)](#) and children prior to the child's entry into school in the Thames Valley District School Board (TVDSB).

Pre-School Speech and Language Initiative

- The TVDSB Speech and Language Services staff have been working very closely with the local initiative, the Thames Valley Preschool Speech and Language Alliance (tykeTALK) in the following ways:
 - Representative on the Alliance Steering Committee;
 - Representatives on the Transition to School Committee;
 - Representatives on Services and Liaison Committees;
 - Participation in the development of policies for the transition from pre-school services to school-age programs;
 - Participation in the strategic planning process;
 - Participation in the evaluation process - development of outcome measures and tracking of JK students in need of initial or continued speech and language services;
 - Provision of parent(s)/~~legal~~[guardian\(s\)](#) workshops; and
 - Participation in transition to school meetings for parent(s)/[guardian\(s\)](#).

Pre-School Nursery Programs

- Transition plans are developed for students with exceptional needs to ensure a smooth transition from pre-school child care settings to school.
- Learning Coordinators-Special Education or Full-Day Kindergarten Teacher on Special Assignment (Kindergarten TOSA) collaborate with staff from pre-school child care settings.
- Parent(s)/[Guardian\(s\)](#) are provided a copy of the planning document "Early Years Checklist" in order to assist with the transition planning process.
- Learning Coordinators-Special Education or Kindergarten TOSA liaise with pre-school resource teachers from All Kids Belong, A Child First, and the Elgin Ontario Early Years Centre.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to work collaboratively with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.
- A protocol has been developed with Thames Valley Children's Centre (TVCC) to ensure a smooth transition for students with Autism new to school and to collaboratively support OAP Behaviour Plans.
- The Applied Behaviour Analysis (ABA) Team supports the Connections for Students Process for students transitioning from Intensive Behaviour Intervention (IBI) programs to full-time attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis, and Inuit (FNMI)

- In consultation with First Nation Communities, FNMI-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Second Language (Oneida) studies at the elementary school level are provided at Aberdeen, Woodland Heights, East Carling, Delaware, East Carling and Lambeth Public Schools.
- Native Second Language (Ojibwe/Oneida) studies at the secondary school level are provided at HB Beal, Strathroy District Collegiate Institute and Saunders Secondary Schools.
- TVDSB also provides FNMI-specific courses that are available ~~as of May 30, 2017~~ to all students at HB Beal, Arthur Voaden, Sir Wilfrid Laurier, Clarke Road, Saunders Secondary

Schools, London South Collegiate Institute, B. Davison, Strathroy Collegiate Institute, Central Elgin Secondary School and Parkside Collegiate Institute. ANY OTHERS??? Additional sites may be added through the budgeting process.

- FNMI counsellors are available on a referral basis for FNMI students at both elementary and secondary schools.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Anishnaabe Skiniw site within the Chippewas of the Thames First Nation Community.
- TVDSB site personnel work collaboratively with representatives from the Munsee-Delaware Nation, the Oneida Education Office and the Chippewas of the Thames Board of Education to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment of First Nations students enrolled in TVDSB.
- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).
- The Board's First Nations Tuition Agreements and the Memorandum of Understanding with N'Amerind outline the Board's and Communities' responsibilities. For more information, regarding specific Agreements with First Nations' communities, please contact Learning Support Services at 519-452-2000.

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives met with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
 - Community Services Coordination Network (CSCN)
 - Thames Valley Children's Centre (TVCC)
 - Community Living Elgin and London
 - Community Living Tilsonburg
 - Middlesex London Health Unit
 - South West Local Health Integration Network
 - Preschool Speech-Language program (tykeTALK)
- ~~An information sharing platform and website have been developed by CSP to support students and families~~

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering CASs and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

Care/Treatment, Custody and Correctional Programs

- Students entering or leaving a Care, Treatment, or Correctional program require a transition meeting between the program and the home/receiving school.

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other Boards, Ministries, or Agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for Identification as set out in the Board's Criteria for Identification.
- Additional assessments will be recommended if additional information is required.
- Assessments would generally be completed in a four to six week period.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, ministries, community agencies and the parent(s)/guardian(s); permission forms are to be obtained and signed by the parent(s)/guardian(s) or by the student if the student is of the age of consent.
- The Learning Coordinator-Special Education for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the Board to attend other programs or Boards, the sending school's Principal, Learning Support Teacher (LST), or the Learning Coordinator-Special Education for that school may share information with the receiving agency or school, provided permission has been obtained from the parent(s)/guardian(s).

Special Education Plan

- The Principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Care/Treatment, Custody and Correctional staff and parent(s)/guardian(s). Where appropriate, the Learning Coordinator-Special Education for that school and other system or agency staff are to be included in the transition planning.