



## Part 4- Coordination of Services With Other Ministries or Agencies

### ***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 OCDSB liaises and plans carefully for student transitions. When a student with special education needs enters a school or transfers to an OCDSB school from another board of education, the school principal will:

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with available resources.

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.

Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

[Special Needs Students in Transition: A Practical Guide for Schools and Parents](#)

[Planning for Successful Transitions](#)

[Autism and Transition Supports](#)

The current OCDSB student information database, Trillium, tracks all student information including special education programs and placements. The school location of OCDSB students in other facilities (i.e., Provincial and demonstration schools) is also recorded in Trillium.



Programs and Services	Description
<b>Preschool nursery program</b>	<ul style="list-style-type: none"> <li>• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment</li> <li>• consultation with parent(s)/guardian(s) is an integral part of the process;</li> <li>• completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s).</li> </ul>
<b>Preschool programs for students who are deaf</b>	<ul style="list-style-type: none"> <li>• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment;</li> <li>• consultation with parent(s)/guardian(s) is an integral part of the process;</li> <li>• completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s);</li> <li>• for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate.</li> </ul>
<b>Preschool speech and language program</b>	<p><b>Preschool Speech/Language Initiative (First Words)</b></p> <ul style="list-style-type: none"> <li>• Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services;</li> <li>• province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until the September they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1;</li> <li>• First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB</li> </ul>



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<b>Preschool speech and language program</b> <i>(continued)</i>	<p>meet formally 1-2 times per year as part of the Transition to School sub-committee;</p> <ul style="list-style-type: none"> <li>• The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.</li> </ul>
<b>Family Reception Centre (FRC)</b>	<ul style="list-style-type: none"> <li>• Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development;</li> <li>• the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students;</li> <li>• Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with special education needs.</li> </ul>
<b>Ministry of Health</b>	<p><b>Champlain Local Health Integration Network (LHIN)</b></p> <ul style="list-style-type: none"> <li>• Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings);</li> <li>• in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by LHIN.</li> </ul>
<b>Ministry of Children, Community and Social Services</b>	<p><b>Healthy Babies, Healthy Children</b></p> <ul style="list-style-type: none"> <li>• A prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families;</li> <li>• the OCDSB is a member of the steering committee which guides the initiative locally;</li> <li>• services are provided in seven languages to a variety of multicultural populations.</li> </ul>



Programs and Services	Description
CHEO	<p><b>Ontario Autism Program (East Ontario)</b> Provides behavioural treatment to children and youth based on the principles of Applied Behaviour Analysis.</p> <p><b>CHEO Autism Spectrum Disorders School Support Program</b></p> <ul style="list-style-type: none"> <li>• The OCDSB and the CHEO School Support Program are in partnership through Connections for Students Program;</li> <li>• Facilitates transitions of students from Ontario Autism Program (intensive services) to full time within the OCDSB;</li> <li>• The School Support Program can provide training and supports to staff who are supporting a student with ASD.</li> </ul> <p><b>OCTC School</b></p> <ul style="list-style-type: none"> <li>• Serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school;</li> <li>• liaison teachers work with schools staff to transition children with physical disabilities.</li> </ul> <p><b>Development and Rehabilitation (Children’s Treatment Centre services)</b></p> <ul style="list-style-type: none"> <li>• Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities;</li> <li>• provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work);</li> <li>• share relevant information with OCDSB staff.</li> </ul> <p><b>School Health Professional Services</b></p> <ul style="list-style-type: none"> <li>• Provides professional health services such as occupational therapy, physiotherapy, and/or speech therapy to students attending school who require such services (see Standard 7 —</li> </ul>



Programs and Services	Description
<p><b>CHEO</b> <i>(continued)</i></p>	<p>Specialized Health Support Services in School Settings)</p> <ul style="list-style-type: none"> <li>• in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO</li> </ul> <p><b>Coordinated Service Planning</b></p> <ul style="list-style-type: none"> <li>• Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services)</li> <li>• CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best plan of care for their child/youth</li> <li>• referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent</li> </ul>
<p><b>Ministry of Children, Community and Social Services</b></p>	<p><b>Care and Treatment Programs</b> These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Care and Treatment Program classes are:</p> <ul style="list-style-type: none"> <li>• Children’s Hospital of Eastern Ontario — Kindergarten Unit</li> <li>• Children’s Hospital of Eastern Ontario — Steps to Success</li> <li>• Crossroads Children’s Centre</li> <li>• Roberts/Smart Centre</li> <li>• The Ottawa Royal Hospital</li> <li>• Ottawa Children’s Aid Society (CAS)</li> <li>• Children’s Hospital of Eastern Ontario, Psychiatry (CHEO)</li> <li>• Back-On-Track</li> </ul> <p>When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p>



Programs and Services	Description
<p><b>Ministry of Children, Community and Social Services</b> <i>(continued)</i></p>	<p><b>The Coordinated Referral Committee is the centralized access point for all school referrals</b></p> <ul style="list-style-type: none"> <li>• Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education;</li> <li>• admission to the program is determined by the clinical partners based on information provided and based on its own assessment;</li> <li>• the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of admission and demission;</li> <li>• transition to middle schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school;</li> <li>• the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate.</li> </ul>
<p><b>Ministry of Education</b></p>	<p><b>Supervised Alternative Learning</b></p> <ul style="list-style-type: none"> <li>• Is intended to re-engage young people 14 to 17 years of age who are not attending school and who are therefore at risk of not graduating as outlined in <i>Ontario Regulation 374/10</i>;</li> <li>• applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB;</li> <li>• regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (<a href="#">Policy P.044.CUR</a>).</li> </ul>



Programs and Services	Description
<b>Ministry of Children, Community and Social Services</b>	<p><b>Post 21 Programs for Students with Developmental Disabilities</b></p> <ul style="list-style-type: none"> <li>• school personnel will encourage families to apply to Developmental Services Ontario. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism</li> <li>• after completion of the DSO application process, a case manager from Service Coordination is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with an appropriate adult community program</li> </ul>
<b>Ottawa-Carleton District School Board</b>	<p><b>Home Instruction</b></p> <ul style="list-style-type: none"> <li>• provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need;</li> <li>• must be recommended by the school principal and approved by the appropriate supervisory officer and/or the Principal of Learning Support Services;</li> <li>• approved for up to a maximum of five hours per week of instruction;</li> <li>• may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school;</li> <li>• may be provided for up to six months in any given school year (<a href="#">Policy P.070.SES</a> and <a href="#">Procedure PR.559.SES</a>).</li> </ul>

