

“Connections for Students”

supported by...

Ministry of Education

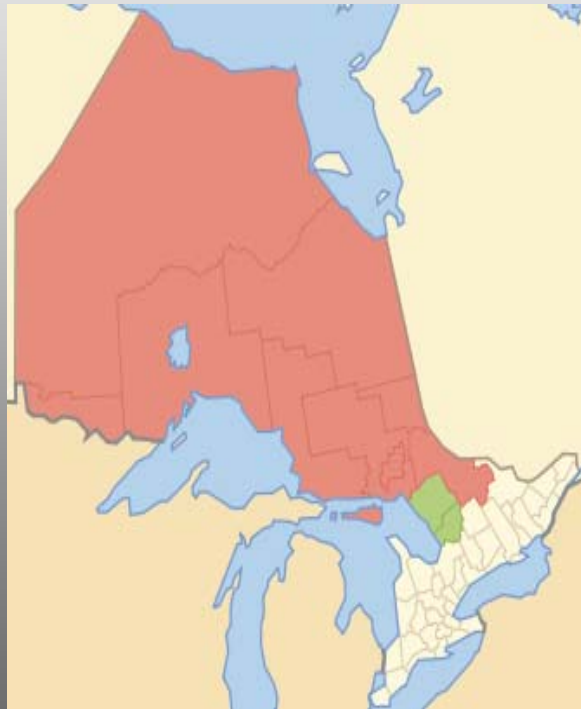
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Ministry of Children and Youth Services

Roll-Out

Seventy-two school boards throughout the province of Ontario are expected to implement “Connections for Students” no later than spring 2010 for all children transitioning from Autism Intervention Program to school in September 2010 and thereafter.

TBCDSB is one of sixteen Lead School Boards in Ontario working on “Connections”



- Northern Ontario has a land area of 802 000 square kilometers, which equates to 87% of the land area in Ontario. Although geographically it is massive, it only has 7% of Ontario’s population.
- Nine Regional Autism Intervention Program service providers in Ontario
- Our service provider is Child Care Resources and provides services to 15 school boards in Northern Ontario.

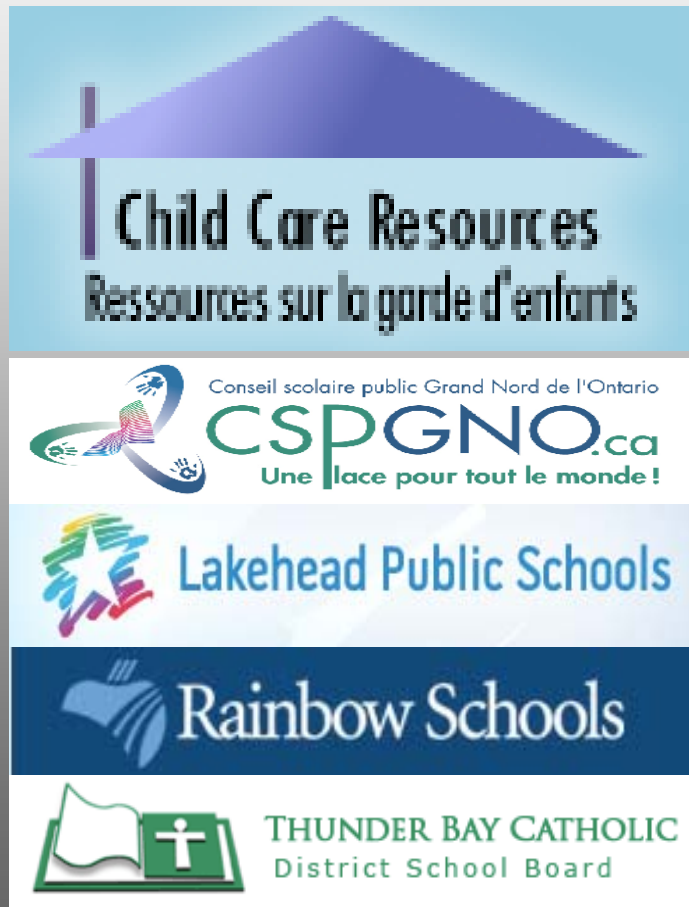
Autism Intervention Program

A child must:

- Live within the geographic boundaries of the program; and have a diagnosis from a doctor, psychologist or psychological associate that says your child has autism or a disorder that is considered to be toward the severe end of the autism spectrum.

The child will be assessed for eligibility for intensive behavioural intervention services by the clinical staff working with your regional service provider.

Developing the Framework through Collaboration



Supporting Seamless Transitions from Autism Intervention Program provider to Schools

Created in collaboration with Child Care Resources and four Lead School Boards from the North

Next Step...

To implement a consistent AIP/School Board framework for the “Connections” process in Northern Ontario with 15 School Boards.



- Algoma DSB
- CSDC des Aurores Boreales
- CSC du Nouvel Ontario
- CSP Grand Nord de l'Ontario
- Huron Superior Catholic DSB
- Keewatin-Patricia DSB
- Kenora Catholic DSB
- Lakehead DSB
- Northwest Catholic DSB
- Rainbow DSB
- Rainy River DSB
- Sudbury Catholic DSB
- Superior Greenstone DSB
- Superior North Catholic DSB
- Thunder Bay Catholic DSB

Past

- Two separate Ministries
- 3 week transition period from IBI to school
- Infrequent collaborative meetings
- Limited sharing of expertise, resources, and documentation
- Delivered in an IBI setting

Present

- Collaboration between both Ministries
- One year transition model
- Regular Multi-disciplinary team meetings
- Sharing of information, resources, and documentation
- Transition from IBI to ABA
- Long term planning for the success of the student
- ABA expertise in each board

Multi-Disciplinary Team's Roles and Responsibility

Transition teams will include Principal or designate (Team Lead), Parent/guardian, teacher(s), A.I.P. designate and a school board person with ABA expertise as required.

These teams may be supplemented by other multi-disciplinary expertise based on the child's needs, such as:

Educational assistants, special education resource teachers, mental health service providers, speech and language pathologists, occupational therapists, and physiotherapists

Resources

- Principal “Connections” Package
- Roles Responsibilities for both Ministries
- Appendix (sample agendas, etc.)
- “Connections” Brochure

Questions/Comments