

Supporting 2010 - 2011 PA Days Resource Collection Template

Resource Title	Connections For Students
Brief Description of PA Day Activity and Resources	<p>Lambton Kent District School Board and the St. Clair Catholic District School Board were part of the Phase 2 Collaborative Service Delivery Model Project. Partners in the London Region group included Thames Valley District School Board, Hamilton Wentworth Catholic District School Board, Hamilton Wentworth District School Board, Thames Valley Children's Centre and Hamilton Health Sciences.</p> <p>The half day session would consist of a Power Point Presentation and resources on the Connections for Students process. The presentation focuses on the historical perspective of the development of the process and parent/partner engagement. It highlights partnerships and the roles and responsibilities of the multi-disciplinary transition teams. Plans are mapped out for implementation, logic model outcomes and our goal or vision for all engaged in the process. Resources have been developed and would be shared with all participants. These resources consist of a Principal's Package which is a step by step guide for the implementation for Connections for Students. Also designed is a Meeting template that facilitates discussions, captures roles and responsibilities, action items and timelines.</p> <p>The final part of the session would be devoted to a group activity consisting of 4-5 people at a table with a scenario of a student that they could use the Connections process for and discuss how and what strategies would benefit the student, family and school. Participants would be asked to use the resources provided to assist them in the transition process.</p> <p>Our PA day would include all stakeholders. Teachers, EAs, administrators, board staff etc.</p> <p>Resources would include: Handout of Power Point Principal's Package Meeting Template Transition Scenarios</p>
Area of Focus (Please check off all applicable areas)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personalization <input checked="" type="checkbox"/> Precision <input checked="" type="checkbox"/> Knowing Your Students (i.e. student profiles, class profiles) <input checked="" type="checkbox"/> Assessment and instructional approaches for closing the gap (i.e. Universal Design for Learning, differentiated instruction, the tiered approach, and assessment for learning) <input checked="" type="checkbox"/> Early and on-going interventions <input checked="" type="checkbox"/> Transition planning <input checked="" type="checkbox"/> Individual Education Plan (IEP) <input checked="" type="checkbox"/> Professional Learning Communities (PLCs) Other (Please specify): <u>OUR VISION:</u> <input checked="" type="checkbox"/> Prepared Student <input checked="" type="checkbox"/> Prepared Educator <input checked="" type="checkbox"/> Prepared Environment <input checked="" type="checkbox"/> Prepared Family
Audience (Please check off all applicable audiences)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Elementary panel <input checked="" type="checkbox"/> Secondary panel <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Support staff (e.g. teachers' assistants, paraprofessionals, Child & Workers, <input checked="" type="checkbox"/> Administrators Parents
Board Name	Lambton Kent District School Board and St. Clair Catholic District School Board

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Connections for Students

January 20, 2010



Hamilton-Wentworth Catholic Schools
150 years of 'Believing, Achieving, Serving'



McMaster
Children's Hospital



A Caring, Learning Community



Thames Valley
Children's Centre



ST CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way Rejoicing in Our Journey



Our vision

A prepared student

A prepared family

A prepared educator

A prepared environment

A young girl with dark hair, wearing a patterned top, is smiling and holding a glass of water. The background is a light, textured pattern.

What is Connections?

**An initiative between EDU
and MCYS**

**Enhancing existing
transition practices**

**Improving supports
during transitions**

**Supports the
implementation of
PPM 140**

**A multidisciplinary,
student-specific
school-based team**

Historical Perspective

Minister's Autism Spectrum Disorders Reference Group
"Making a Difference" Feb 2007

34 Recommendations from the Minister's ASD Reference Group
(Many have been implemented already – PPM 140, Resource Guides)

Provincial Advisory Team
Ministry of Education, Ministry of Children and Youth Services, Parents

Collaborative Service Delivery Model – Phase 1
7 models in 8 school boards – SCCDSB co-terminous with LKDSB
Identify and build on successful delivery models for students with ASD

Collaborative Service Delivery Model – Phase 2
16 Boards and 9 Regional Autism Intervention Providers
Phase 1 Boards to Mentor Phase 2 Boards – Connections for Students



Collaborative Service Delivery Model – Phase 2

- 16 boards and 9 regional Autism Intervention Program providers
- Develop promising practices for all boards
- Sustainable practices
- Evaluation

Phase 2 – London Region

School Boards

- Hamilton-Wentworth Catholic District School Board
- Hamilton-Wentworth District School Board
- Thames Valley District School Board
- *Lambton-Kent District School Board*
- *St Clair Catholic District School Board*

Regional Autism Providers

- McMaster Children's Hospital - Hamilton Health Sciences
- Thames Valley Children's Centre

Parent Representation from AIP & Autism Ontario

**Ministry of Education
Ministry of Children &
Youth Services**



Logic Model Goals

Every student with Autism Spectrum Disorder transitioning from an Intensive Behaviour Intervention Program into and through school will have a collaborative transition plan.

Each transition plan will be seamless and represent ***a prepared student, a prepared family, a prepared educator and a prepared environment.***



Logic Model Standard Outcomes

- Parents as Partners
- Communication
- Multi-disciplinary teams
- Child-specific and Individualized
- Building capacity
- Environment
- Accountability



Implementation 2010

- Implementation of Connections For Students:
- All boards to implement Supporting Seamless Transitions (memo dated Feb 17/09)
- Year long process from AIP to school
- Has implications to be used with other exceptionalities



Role of Autism Intervention Program

- Facilitate referrals to SSP and board ABA staff
- Collaborate with parents and school around skills to support a successful transition to school
- Attendance at Transition Team Meetings prior to school entry



Role of SSP

- Provide support to transition teams
- Key point of contact for principals/ABA experts
- Supporting ABA practices into teaching practices
- Enhance educator's knowledge of ASD, environmental supports etc



Role of ABA Experts

- Plan with AIP/SSP for school entry
- Support transition team
- Provide and coordinate resources
- Facilitate communication between AIP providers and school
- Provide support to principals and teachers



Principal Responsibilities

- Implementation of Supporting Seamless Transitions (Connections)
- Lead multidisciplinary teams
- Ensure sustainability of process



Resources

- Principal's Package
- Ministry Resources
- Board Personnel with ABA Expertise
- School Support Program (SSP) Provincial Resources
- School Support Program-ASD Consultants



In closing

- Prepared student
- Prepared families
- Prepared educators
- Prepared environments

Connections for Students

Meeting Minute Templates



Includes:

- Monthly Meeting Agenda Suggestions
- Meeting Minute Templates
 - Before School Entry
 - After School Entry

This resource was created by the Connections for Students Phase II Regional Advisory Group. It was created to assist in documenting and recording the monthly meetings of Connections for Students. Other Ontario school boards or regional autism program staff can reproduce this resource without specific consent.

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Commonly Used Acronymns

IBI: Intensive Behavioural Intervention

ASD: Autism Spectrum Disorder

SSP: School Support Program

IEP: Individul Education Plan

ISP: Individual Service Plan

AIP: Autism Intervention Program

C4S: Connections for Students

PD: Professional Development

ABA: Applied Behaviour Analysis

Using These Templates

See:
Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, Ontario Ministry of Education, 2007

These meeting minutes templates are designed to assist the transition team through the Connections for Students (C4S) process. According to *Supporting Seamless Transitions, Connections for Students Memorandum*, the team holds regular meetings for a minimum of 6 months before school entry and 6 months after school entry.

These templates are guides to facilitate the meetings in C4S. More in-depth information on supporting and transitioning students with Autism Spectrum Disorder (ASD) is available in the supporting resources, listed on page 39. These are available through your special education department.

The templates in this booklet can be copied and tailored to the individual student, and are available on the accompanying CD.

Components:

1. **Acronyms:** Commonly referred to terms used within the templates.
2. **Agendas:** Meeting minute templates and agendas in an easy-to-complete format customized for each monthly meeting. When used in this booklet, minutes and goals from the previous month can be referred to when necessary.
3. **Month-by-Month Timeline:** An overview of the common activities in the C4S process for the 6 months before school entry and the 6 months after school entry.
4. **Supporting Resources:** Additional resources that assist in the C4S process.

Month-by-Month Timeline

Suggested Practice 6 Months Before School Entry

Transition Steps	Team Members	Target Date
MONTH 1 - WHAT IS CONNECTIONS FOR STUDENTS?		
<input type="radio"/> Provide overview of the C4S process, including timelines & projected start/end dates	Meeting 1: <ul style="list-style-type: none"> • Family • ASD-SSP Consultant • AIP Meeting 2: <ul style="list-style-type: none"> • ASD-SSP Consultant • Principal • ABA Facilitator 	
<input type="radio"/> Prepare goals for upcoming monthly meetings with schools		
<input type="radio"/> Incorporate school readiness goals onto the ISP		
<input type="radio"/> Sign consent forms to begin communication with school board		
<input type="radio"/> Schedule ASD Consultant observations of student in IBI program		
<input type="radio"/> Book next month's meeting date		
MONTH 2 - INDIVIDUALIZING THE TRANSITION PLAN		
<input type="radio"/> Discuss parent's goals and ideas for C4S	As above, including: <ul style="list-style-type: none"> • ABA Facilitator • Relevant School Board Personnel 	
<input type="radio"/> Review school readiness goals & review Transition Planning Kit (pg. 39)		
<input type="radio"/> Provide C4S Principal's Package to school (pg. 39)		
<input type="radio"/> Schedule school board observations of IBI program		
<input type="radio"/> Book next month's meeting date		
MONTH 3 - SHARING STUDENT INFORMATION		
<input type="radio"/> Review C4S process, including timelines & projected start/end dates	As above, including: <ul style="list-style-type: none"> • Teacher • Principal • Community Partners • Relevant Education Staff 	
<input type="radio"/> Set-up observations of IBI program & classroom(s)		
<input type="radio"/> Share on-going assessments & IBI documentation		
<input type="radio"/> Complete team contact list (pg. 9)		
<input type="radio"/> Create student's goals for the next month & book meeting date		
MONTH 4 - PLANNING THE TRANSITION PROCESS		
<input type="radio"/> Introduce the Universal Supports Planning Guide (pg. 39)	As above, including: <ul style="list-style-type: none"> • New team members if identified 	
<input type="radio"/> Identify PD needs & schedule dates		
<input type="radio"/> Complete <i>Student & Environment Preparation Questionnaires</i> in Transition Planning Kit to plan the student's transition (pg. 39)		
<input type="radio"/> Create student's goals for the next month & book meeting date		
MONTH 5 - PREPARING THE STUDENT & MATERIALS		
<input type="radio"/> Review C4S process, including timelines & projected start/end dates	As above, including: <ul style="list-style-type: none"> • New team members if identified 	
<input type="radio"/> Complete <i>Getting Started</i> in the Universal Supports Planning Guide (as appropriate) (pg. 39)		
<input type="radio"/> Set dates for the student's school visits		
<input type="radio"/> Create student's goals for the next month & book meeting date		
MONTH 6 - PREPARING THE ENVIRONMENT		
<input type="radio"/> Continue PD/consultation on ABA principles (classroom & school-wide)	As above, including: <ul style="list-style-type: none"> • New team members if identified 	
<input type="radio"/> Begin IEP & goal development discussions		
<input type="radio"/> Arrange for peer supports and student awareness activities		
<input type="radio"/> Create student's goals for the next month & book meeting date		

Student's Entry to School

Month-by-Month Timeline

Suggested Practice for Minimum 6 Months After School Entry

Transition Steps	Team Members	Target Date
MONTH 7 - INTRODUCING THE NEW ENVIRONMENT		
<input type="checkbox"/> Review C4S process, including timelines & projected start/end dates	As above, including: • AIP (if needed)	
<input type="checkbox"/> Develop IEP goals and strategies		
<input type="checkbox"/> Schedule classroom visits for ASD Consultant/ABA Facilitator		
<input type="checkbox"/> Continue PD & consultation		
<input type="checkbox"/> Review implementation of the Universal Supports Planning Guide		
<input type="checkbox"/> Create student's goals for the next month & book meeting date		
MONTH 8 - GOAL PLANNING & REVIEW		
<input type="checkbox"/> Develop, review, and consult IEP goals with family and all relevant team members	As above, including: • AIP (if needed)	
<input type="checkbox"/> Create student's goals for the next month & book meeting date		
MONTH 9 - CONTINUING CONSULTATION & PD		
<input type="checkbox"/> Review C4S process, including timelines & projected start/end dates	As above, including: • AIP (if needed)	
<input type="checkbox"/> Continue PD & consultation		
<input type="checkbox"/> Continue sharing of any new assessment updates		
<input type="checkbox"/> Create student's goals for the next month & book meeting date		
MONTH 10 - REVIEWING & PLANNING FOR UPCOMING MONTHS		
<input type="checkbox"/> Determine continued supports for the student following formal Connections for Students	As above, including: • AIP (if needed)	
<input type="checkbox"/> Review implementation of Universal Supports Planning Guide		
<input type="checkbox"/> Create student's goals for the next month & book meeting date		
MONTH 11 - DETERMINING CONTINUED NEEDS		
<input type="checkbox"/> Review and consult IEP goals with family and all relevant team members	As above, including: • AIP (if needed)	
<input type="checkbox"/> Determine new needs for PD/consultation		
<input type="checkbox"/> Create student's goals for the next month & book meeting date		
MONTH 12 - REVIEWING PROGRESS & TIMELINES		
<input type="checkbox"/> Review student's progress & goals	As above, including: • AIP (if needed)	
<input type="checkbox"/> Continue planning around upcoming year and placement supports		
<input type="checkbox"/> Plan for upcoming meetings, PD, and consultation (if needed)		
<input type="checkbox"/> Provide new contact information for the parents (if needed) (pg. 9)		
<input type="checkbox"/> Review the process for providing ongoing support for the student		
FOLLOW-UP - ONGOING SUPPORTS		
<input type="checkbox"/> Review student's progress & goals	As above, including: • AIP (if needed)	
<input type="checkbox"/> Book meetings, consultations, and PD as needed		

Team Contact List

Complete the list with all Connections for Students team member's contact information. Provide a copy to all team members.

Name	Role	Contact

What is Connection for Students?

Family Team Meeting Agenda

6 Months Before School Entry

Date: _____

In Attendance: _____

Regrets: _____

Minutes Recorded by: _____

Agenda Items

	Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/>	Provide overview of the C4S process, including timelines & projected start/end dates			
<input type="radio"/>	Prepare goals for upcoming monthly meetings with schools			
<input type="radio"/>	Incorporate school readiness goals onto the ISP			
<input type="radio"/>	Sign consent forms to begin communication with school board			
<input type="radio"/>	Schedule ASD Consultant observations of student in IBI program			
<input type="radio"/>	Book next month's meeting date			

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

	New Goals	Action Plan	Target Date
1.			
2.			
3.			

What is Connection For Students?

School Team Meeting Agenda

6 Months Before School Entry

Date: _____

In Attendance: _____

Regrets: _____

Minutes Recorded by: _____

Agenda Items

	Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/>	Provide overview of the C4S process, including timelines & projected start/end dates			
<input type="radio"/>	Prepare goals for upcoming monthly meetings with schools			
<input type="radio"/>	Incorporate school readiness goals onto the ISP			
<input type="radio"/>	Sign consent forms to begin communication with school board			
<input type="radio"/>	Schedule ASD Consultant observations of student in IBI program			
<input type="radio"/>	Book next month's meeting date			

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Individualizing the Transition Plan

Team Meeting Agenda

5 Months Before School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

	Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/>	Discuss parent's goals and ideas for C4S			
<input type="radio"/>	Review school readiness goals & complete Transition Planning Kit			
<input type="radio"/>	Provide C4S Principal's Package to school (pg. 39)			
<input type="radio"/>	Schedule school board observations of IBI program			
<input type="radio"/>	Book next month's meeting date			

Additional Items:

(Added by team members)

<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

	New Goals	Action Plan	Target Date
1.			
2.			
3.			

Sharing Student Information Team Meeting Agenda

4 Months Before School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

	Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/>	Review C4S process, including timelines & projected start/end dates			
<input type="radio"/>	Set-up observations of IBI program & classroom(s)			
<input type="radio"/>	Share on-going assessments & IBI documentation			
<input type="radio"/>	Complete team contact list (pg. 9)			
<input type="radio"/>	Create student's goals for the next month & book meeting date			

Additional Items:

(Added by team members)

<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

	New Goals	Action Plan	Target Date
1.			
2.			
3.			

Planning the Transition Process

Team Meeting Agenda

3 Months Before School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/> Introduce the Universal Supports Planning Guide (pg. 39)			
<input type="radio"/> Identify PD needs & schedule dates			
<input type="radio"/> Complete <i>Student & Environment Preparation Questionnaires</i> in Transition Planning Kit to plan the student's transition (pg. 39)			
<input type="radio"/> Create student's goals for the next month & book meeting date			

Additional Items:

(Added by team members)

<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Preparing the Student & Materials

Team Meeting Agenda

2 Months Before School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Month 5

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Review C4S process, including timelines & projected start/end dates			
Complete <i>Getting Started</i> in the Universal Supports Planning Guide (as appropriate) (pg. 39)			
Set dates for the student's school visits			
Create student's goals for the next month & book meeting date			

Additional Items: (added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Preparing the Environment

Team Meeting Agenda

1 Month Before School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Month 6

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Continue PD/consultation on ABA principles (classroom & school-wide)			
Begin IEP & goal development discussions			
Arrange for peer supports and student awareness activities			
Create student's goals for the next month & book meeting date			

Additional Items: (added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Introducing to the New Environment Team Meeting Agenda

1 Month After School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Month 7

Agenda Items

	Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/>	Review C4S process, including timelines & projected start/end dates			
<input type="radio"/>	Develop IEP goals and strategies			
<input type="radio"/>	Schedule classroom visits for ASD Consultant/ABA Facilitator			
<input type="radio"/>	Continue PD & consultation			
<input type="radio"/>	Review implementation of the Universal Supports Planning Guide			
<input type="radio"/>	Create student's goals for the next month & book meeting date			

Additional Items:

(Added by team members)

<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

	New Goals	Action Plan	Target Date
1.			
2.			
3.			

Goal Planning & Review

Team Meeting Agenda

2 Months After School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Develop, review, and consult IEP goals with family and all relevant team members			
Create student's goals for the next month & book meeting date			

Additional Items: (added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Continuing Consultation & PD

Team Meeting Agenda

3 Months After School Entry

Date: _____

In Attendance:

- | | |
|---|---|
| <input type="checkbox"/> Parent _____
<input type="checkbox"/> Principal _____
<input type="checkbox"/> Teacher _____
<input type="checkbox"/> EA _____
<input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> ASD Consultant _____
<input type="checkbox"/> ABA Facilitator _____
<input type="checkbox"/> Student _____
<input type="checkbox"/> ECE _____
<input type="checkbox"/> Other _____ |
|---|---|

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Month 9

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Review C4S process, including timelines & projected start/end dates			
Continue PD & consultation			
Continue sharing of any new assessment updates			
Create student's goals for the next month & book meeting date			

Additional Items:

(Added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Reviewing & Planning for Upcoming Months

Team Meeting Agenda

4 Months After School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Month 10

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Determine continued supports for the student following formal Connections for Students			
Review implementation of the Universal Supports Guide			
Create student's goals for the next month & book meeting date			

Additional Items:

(added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Determining Continued Needs

Team Meeting Agenda

5 Months After School Entry

Date: _____

In Attendance:

- | | |
|---|---|
| <input type="checkbox"/> Parent _____
<input type="checkbox"/> Principal _____
<input type="checkbox"/> Teacher _____
<input type="checkbox"/> EA _____
<input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> ASD Consultant _____
<input type="checkbox"/> ABA Facilitator _____
<input type="checkbox"/> Student _____
<input type="checkbox"/> ECE _____
<input type="checkbox"/> Other _____ |
|---|---|

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Review and consult IEP goals with family and all relevant team members			
Determine new needs for PD/ Consultation			
Create student's goals for the next month & book meeting date			

Additional Items:
(Added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Reviewing Progress & Timelines

Team Meeting Agenda

6 Months After School Entry

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Review student's progress & goals			
Continue planning around upcoming year and placement supports			
Plan for upcoming meetings, PD, and consultation (if needed)			
Provide new contact information for the parents (if needed) (pg. 38)			
Review the process for providing ongoing support for the student			

Additional Items: (added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Ongoing Supports

Team Meeting Agenda

Use as Needed for Follow-Up Meetings

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
Review student's progress & goals			
Book meetings, consultations, and PD as needed			

Additional Items:

(added by team members)

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Ongoing Supports

Team Meeting Agenda

Use as Needed for Follow-Up Meetings

Date: _____

In Attendance:

- | | |
|---|--|
| <input type="checkbox"/> Parent _____ | <input type="checkbox"/> ASD Consultant _____ |
| <input type="checkbox"/> Principal _____ | <input type="checkbox"/> ABA Facilitator _____ |
| <input type="checkbox"/> Teacher _____ | <input type="checkbox"/> Student _____ |
| <input type="checkbox"/> EA _____ | <input type="checkbox"/> ECE _____ |
| <input type="checkbox"/> Resource Teacher _____ | <input type="checkbox"/> Other _____ |

Consent given by parents to share this information electronically

Regrets: _____

Minutes Recorded by: _____

Updates

Item Discussed	Action Plan	Responsibility	Due
Parent Updates			
Student Input			
Classroom Updates			
Other Updates			

Agenda Items

Item Discussed	Action Plan	Responsibility	Due
<input type="radio"/> Review student's progress & goals			
<input type="radio"/> Book meetings, consultations, and PD as needed			

Additional Items:

(added by team members)

<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Current Goals

(To be determined from the meeting's discussions and reviewed the following month)

New Goals	Action Plan	Target Date
1.		
2.		
3.		

Supporting Resources

The following resources are available from your Special Education Department to assist in the Connections for Students transition process. Please see references to them at certain points throughout the Connections for Students Process.



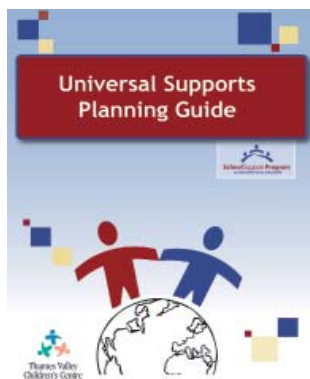
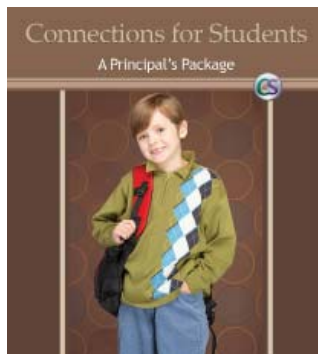
Transition Kit

The Transition Planning Kit supports educators in preparing for transitions for students with Autism Spectrum Disorder (ASD). The kit includes workbooks for four primary transitions: entry to school, grade-to-grade, elementary to secondary, and secondary and school leaving. The kit also includes a reference manual and This is Me booklet.

Connections for Students: A Principal's Package

This resource guides the Connections for Students Transition Team through the process and provide you with a variety of templates and resources that will assist you with the following:

- Identifying the transition team roles and responsibilities
- Establishing timelines/planning guides
- Recording transition team meeting minutes
- Completing student profiles
- Communicating
- Learning through additional resources



Universal Supports

The Universal Support Kit is designed to assist educators in arranging evidence-informed supports that have been shown to be effective for students with ASD. The Universal Supports include functional communication, visual strategies, instructional strategies, classroom supports, peer supports, and consistent behaviour programming.



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Lambton Kent
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Student Achievement ✓ Community Success



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DISTRICT SCHOOL BOARD
Lighting the Way - Rejoicing in Our Journey



Thames Valley
Children's Centre



A Caring, Learning Community

Connections for Students

Student's Transition Team Members

School Principal	Establishes and leads the transition team, ensuring all members are involved
Parent/ Guardian	Represents the child's needs and provides information
Classroom Teacher(s)	Implements and monitors the transition plan with the student
ASD – SSP Consultant	Supports the transition process from AIP to school incorporating ABA principles where appropriate
School Board ABA Consultant	Supports training and coaching of staff in implementing ABA in the school setting
Other Relevant Professionals (SLP, OT, ST's, Community Members)	Provides support for the child's transition as needed

Acronyms:

ASD: Autism Spectrum Disorder
ABA: Applied Behaviour Analysis
IBI: Intensive Behavioural Intervention
AIP: Autism Intervention Program
SSP: School Support Program
IEP: Individual Education Plan
ISP: Individual Student Profile
EA: Educational Assistant
SPST: Student Program Support Teacher
LST: Learning Support Teacher
ALT: Affiliate Liason Teacher
Spec Ed. LC: Special Education Learning Coordinator

For further information contact:



LONDON DISTRICT
**Catholic School
 BOARD**
www.ldcsb.on.ca
 519 675-4424



**THAMES
 VALLEY**
 DISTRICT SCHOOL BOARD
www.tvdsb.ca
 519 452-2000

Thames Valley Children's Centre



www.tvcc.on.ca
 519 685-8680



Connections for Students is:

- A collaborative initiative between the Ontario Ministry of Children and Youth Services (MCYS) and the Ontario Ministry of Education (EDU)
- Designed to facilitate the smooth transition of children with Autism Spectrum Disorder (ASD) from Autism Intervention Programs (AIP) to publicly funded school boards in Ontario

Connections for Students is meant to:

- Help children transition from AIP to school
- Promote information sharing between the family, school, and service providers
- Enhance teaching strategies that help children acquire and maintain new skills

This process may involve:

- Observing the child's AIP program
- Discussing transition and programming strategies with the AIP staff
- Sharing and reviewing assessments, service plans, and progress reports
- Having the child visit school environments he or she is entering
- Meeting regularly with the transition team

Autism Intervention Program (AIP)

- Child is supported by an IBI Program
- AIP team and family decide to start the transition to school process



Up To 6 Months Before School Entry

- AIP shares knowledge for the child's transition with the ASD-SSP Consultant
- Student's transition team is formed
- Regular transition team meetings begin
- Transition plan is created



Child Enters or Returns to School



For 6 Months After School Entry

- Regular meetings continue
- Transition plan is implemented
- Student's transition team provides ongoing support



After 6 Month Period (Ongoing Support)

- School team and parents work together to monitor the student's progress
- Members of the student's transition team can request additional meetings at any time
- Assistance is available through the school board's ABA Consultant and ASD-SSP Consultant at the school's request

