



Early Facilitation Parent Information Evening



Learning Together in Christ
Engaging, Enabling, Empowering

January 29, 2026



Presentation by: Student Services



Introductions

Jennifer Powers

Superintendent of Exceptional Learners

Lorrie Cipollone

Coordinator Special Programs, Elementary

Jennifer Wigston

Vice Chair the Board of Trustees, SEAC Member

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Special Programs Teacher; Vision / Orientation & Mobility Specialist

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Special Education Consultant, Hearing Services

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Program Consultant, Curriculum Department

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Manager, ABA Services, Behaviour Resource Services

Fran Zeppieri

Manager, Child Care Services

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Senior Coordinator, Behaviour Resource Services

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(Physical Management Department)

Sherry Leckey

York Region Early Interventionist, Infant and Child Development Services

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York Region Early Interventionist, Infant and Child Development Services

Lisa Whitney

Community Program Coordinator, EarlyON Children's Community Programs

Becky Camphausen

Program Manager, Kinark Child & Family Services

Isabel Khudr

Learning Disabilities Association of York Simcoe



Inclusion Prayer

Loving God, source of all wholeness,
help us to live out our belief that faith in
you gives meaning and purpose to life.

Everyone has unconditional value.
All human beings learn continuously.

Everyone can create change.
We all share in the responsibility
of caring for our children.

Everyone has the right to
self-determination.

Ending is a prerequisite to beginning.
All human beings are interdependent.
Everyone has a moral responsibility to
create a better world.

We ask this through Christ our Lord

Amen

YCDSB Symbol Supported Land Acknowledgment

 Land  Acknowledgement

 We  are  gathered  on  the ancestral  lands  and  waters of  all  Indigenous Peoples,

 who  have  left  their  footprints  on  Mother Earth  before  us .

 We  respectfully  acknowledge  those  who  have  walked  on  it ,  those  who  walk

 on  it  now ,  and  future generations  who  have  yet  to  walk  upon  it .

 We  pray  to the Creator  for strength  and  wisdom  that  all  may  continue to serve

 as stewards of the Earth .



Land Acknowledgement by YCDSB's First Nations, Métis and Inuit Steering Committee
 adapted with PCS by A. Miraglia & E. Marshall
 in collaboration with Speech and Language Services



Agenda

- **Early Facilitation Process**
- **York Region Early Intervention Services**
- **Kindergarten: Early Learning Program**
- **YCDSB Student Services**
- **YCDSB Supports for ASD Students**
- **York Simcoe Autism Network Entry to School Initiative**
- **Learning Disabilities Association of York-Simcoe**



Philosophy of Inclusion

Inclusion means not only the practice of placing students with special needs in the regular classroom but ensuring that teachers assist every student to prepare for the highest degree of independence possible.

- Children attend their home school
- Children are placed in the regular Kindergarten classroom with appropriate supports





Important Resource for Parents

Special Education Advisory Committee (SEAC)

SEAC is responsible for examining, reviewing and making recommendations to the Board with the respect to special education programs and services.

The role of SEAC is to ensure that the Board is aware and keeps pace with changing community and professional views and concerns.

Comprised of community agency representatives, SEAC members are often parents of exceptional students themselves and are available as a resource.

SEAC holds regular monthly meetings which are open to the public. For more information and meeting times visit ycdsb.ca



Early Facilitation

A process that allows YCDSB and School Staff:

- gather **information** about your child; and
- develop a Transition to School Action Plan to meet your child's needs, upon entry to school

Note: Kindergarten registration is required at your child's home school before the process can begin

Welcome to
Kindergarten!



Kindergarten Program 2026 / 2027

To find your home school, go to www.ycdsb.ca, click on “**School**” tab and select “**School Locator**”; ensure you select the correct school year and enter address.

Full Day / Every Day

All YCDSB elementary schools, offer the full day kindergarten program, with the exception of:

- St. Edward, St. John Bosco, St. Joseph, Aurora and Blessed Chiara Badano (solely French immersion: gr. 1 – 8)



Kindergarten Registration A Parent's Responsibility

ycdsb.ca/admissions/

- Kindergarten registration process has begun
- Kindergarten **Year 1**: children must be **4 years old** by December 31, 2026 (born in **2022**)
- Kindergarten **Year 2**: children must be **5 years old** by December 31, 2026 (born in **2022**)

Kindergarten! ... here I come!





Kindergarten Registration A Parent's Responsibility

Requirements include:

- Roman Catholic Baptismal Certificate (child or parent)
- Proof of age
- Proof of legal status in Canada
- Proof of residency
- Proof of Separate School Support (i.e. MPAC Assessment Notice) or you can complete a school support form that is included in the registration package



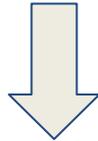
<https://www.ycdsb.ca/admissions/>



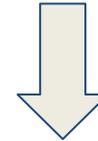
Pathway to Early Facilitation

Stage One: Registration and Consent

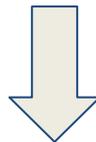
York Region Early Intervention Services (YREIS) sends “Notification of Support Needs for a Child Transitioning to School Form” to Coordinator of Special Programs. Parents must still register at home school.



Parent/Guardian registers child at home school and indicates on the Registration Package that his/her child has “SPECIAL NEEDS”. School Administrator notifies Coordinator of Special Programs of student requiring possible supports.



A letter is sent to Parent/Guardian that includes a “Consent to the Release of Confidential Information” (S7) for consent to share information with YREIS, health professionals or private providers. A copy of the S7 and related reports is stored in the Ontario Student Record (OSR).



If registration takes place online, the form can be mailed or delivered directly to the school to the attention of the principal.



Consent to the Release and Disclosure of Confidential Information™

I/We _____
(Print Last name of Parent/Guardian/Adult Student - Not Name, Last Name)

of _____
(Parent/Guardian/Adult Student Address) (Phone Number)

I hereby consent to the release of the following confidential information:

- | | | |
|----------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Psychological (including test scores) | <input type="checkbox"/> Educational Records | <input type="checkbox"/> Health Records/Communicable Disease |
| <input type="checkbox"/> Behavioral/Case Files | <input type="checkbox"/> Disciplinary | <input type="checkbox"/> Special Programs |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Test Results/Exams | <input type="checkbox"/> Learning |

to be released to _____
(Name of individual, agency)

Address, include suite no., city & postal code _____ (Phone Number)

A contact _____
(Name of Contact Person) (Phone Number including ext)

is representative of _____
(Name of institution, agency, or person) (Title of Contact Person)

Current School _____
(School Contact Person)

to be examined by _____
(Name of institution, agency, or person; e.g. New Catholic District School Board)

Address, include suite no., city & postal code _____ (Phone Number)

for the purpose of Educational Planning, Continuum of Service to assist the Student at School and/or _____
(Specify)

Information that is released and pertains to the student will be shared with the appropriate School Board personnel. This confidential information will be stored in a permanent record in the confidential file in the appropriate Student Services Department of the New York Catholic District School Board.

Please check here if you would like the a copy of this information to be placed in the student's Student Services Record (SSR).

Signature _____ Signature _____
(Parent/Guardian) (Printed - Not Student)

Witness _____
(Date (optional))

This consent to release information form remains valid for one year from date of signature.

Authorizing personnel may contact to change the above information(s) or writing at any time prior to the expiry date, unless prior written has been taken on the expiry of the authorization(s).

Please refer to the "Introduction to the Following Information Consent for the Release and Disclosure of Confidential Information" when filling out this form.

SSR-1001

PLEASE NOTE: Please direct all inquiries to the appropriate Student Services Department at the school. Once at the school it should be directed to Student Services (SSR).

Parental Information is released pursuant to the authority for and the knowledge provided by Information and Student Services when the information on this form is provided. Information provided is stored in the Student Services Record (SSR) and is available to all appropriate personnel. For more information, please contact the Student Services Department at the school. For more information, please contact the Student Services Department at the school. For more information, please contact the Student Services Department at the school.

Pathway to Early Facilitation

Stage Two: Information Gathering

School consultant contacts Parent/Guardian to schedule a meeting to include the parents, YREIS (if applicable) and relevant members of the school multidisciplinary team, as per parental consent to determine needed supports and create a draft **Transition to School Action Plan**

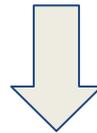




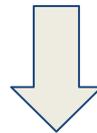
Pathway to Early Facilitation

Stage Three: Observation and Determining Supports

School notifies Parent/Guardian of the date and time of the First Impressions/Welcome to Kindergarten session



Observation takes place by member(s) of the Multidisciplinary and School Team at the time of the First Impression/Welcome to Kindergarten session



The Multidisciplinary Team and school team finalizes the **Transition to School Action Plan**. A copy is forwarded to the School Administrator and shared with Parent/Guardian



Pathway to Early Facilitation

Stage Four: Entry to School

- Follow up to obtain necessary reports to assist with transition and other processes.
- If the student meets criteria for Educational Assistant support as per Board Policy 229, Consent for Ongoing Special Education Support form (SE5) and Individual Education Plan (IEP) are generated
- Ongoing meetings to develop and implement your child's program



Before and After School Programs

York Catholic District School Board has Before and After School Programs in 85 elementary schools. We are pleased to partner with our pre-approved operators who are licensed by the Ministry of Education, meets all York Region Public Health regulations and provide a professional play based programs as an extension of the school day.

B&A Programs are open from 7am to the start of school and from after school until 6 pm (some 6:30)

They are staffed with Registered Early Childhood Educators or Director Approved ECEs and Program Assistants and meet Ministry of Education ratios for kindergarten and school age children.



Before and After School Programs

Registering at the B&A program is a separate process and once you complete that you can connect with the B&A Program Supervisor.

We recommend that you connect your child's current Early Interventionist with the B&A Program Supervisor to develop a transition to B&A program plan.

This will enable the B&A Program to start the process of accessing the Resources for Inclusion Support in Early Learning Settings (R.I.S.E.) in September 2026. This connection could happen as early as February 2026.

If you request, many B&A operators could also have RECE's available to participate in the **Early Facilitation school meetings.**



Before and After School Programs

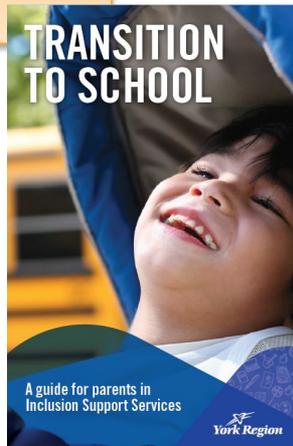
Once you register your child at school you can then register your child at the B&A Program.

On the YCDSB website each school has a child care tab with contacts information and fees.

<https://www.ycdsb.ca/programs-services/childcare/>

York Region Early Intervention Services: Supporting Your Child's Entry to School

**Inclusion
Support
Services (ISS)**



**Infant and Child
Development
Services (ICDS)**



Setting the Stage for a Smooth Transition to School

**Social Interaction
and
Communication**

**Attending and
Participating**

**School Routines
and Activities**

Transitions

**Playing
Independently**

Inclusion Support Services (ISS)

Early Intervention Services



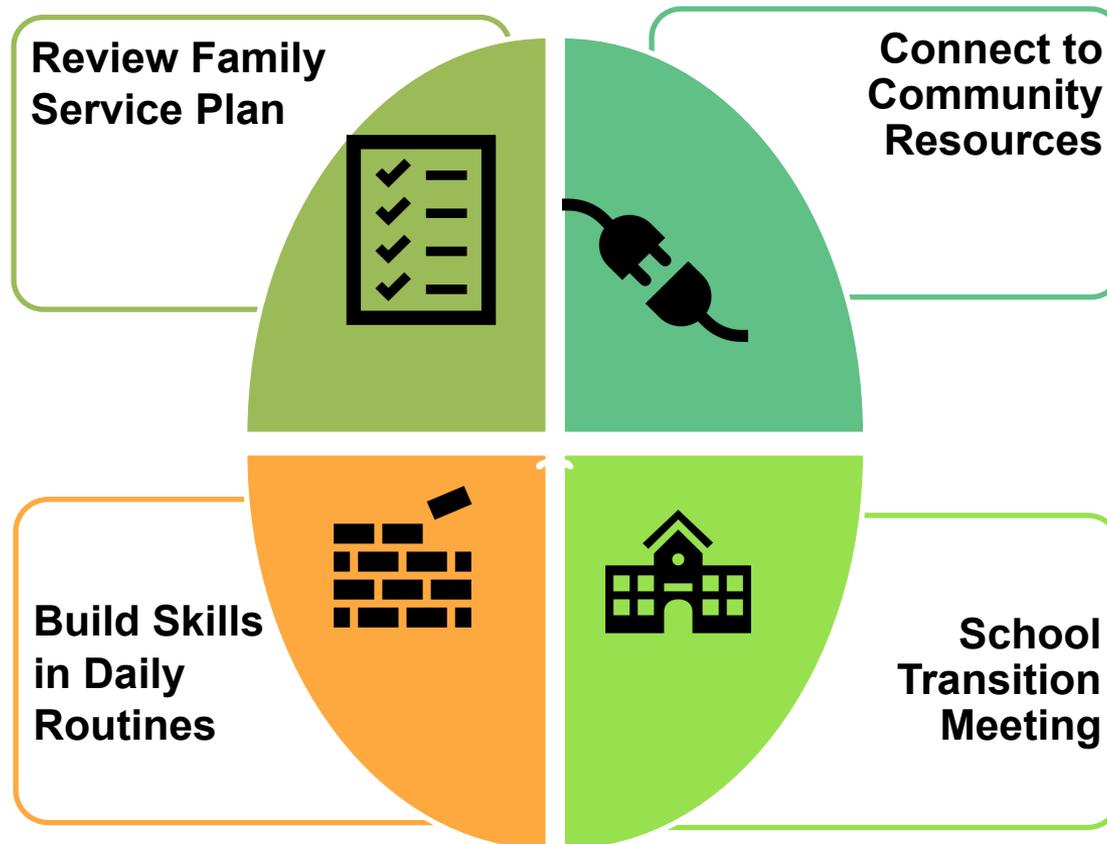
- **Partnering with childcare providers** to support learning and development
- Sharing the **Transition to School Guide**
- Inviting you to **Orientation Sessions** to learn about the process
- Complete the **Transition to School Notification Form** to share child info with school
- Prepare you for **School Board Transition to school Meetings**
- Complete a **Transition/Discharge Report**

After-school programs can request support by submitting a referral to Inclusion Support Services

www.york.ca/specialneeds

More details can be found in our **Transition to School Guide**. Available from your EI or at www.york.ca/specialneeds

Infant and Child Development Services (ICDS) Early Intervention Services





Child and Family Centre

EarlyON Child and Family Programs

EarlyON Child and Family Programs are family support hubs offering free, inclusive and welcoming programs for parents, caregivers and young children from birth to six years old. These high-quality programs are designed to cater to the diverse need of families and children.

- **In person and virtual parenting programs:** Triple P (Positive Parenting Programs), Public Health Packing Lunches and more
- **Child and family programs:** offered at over 60 locations across York Region
- **Journey to Kindergarten:** 6 session program with child and parent component
- **Learning Together Conference:** in partnership with York Region Child and Family Collaborative



Centre pour l'enfant et la famille



Welcome to Kindergarten

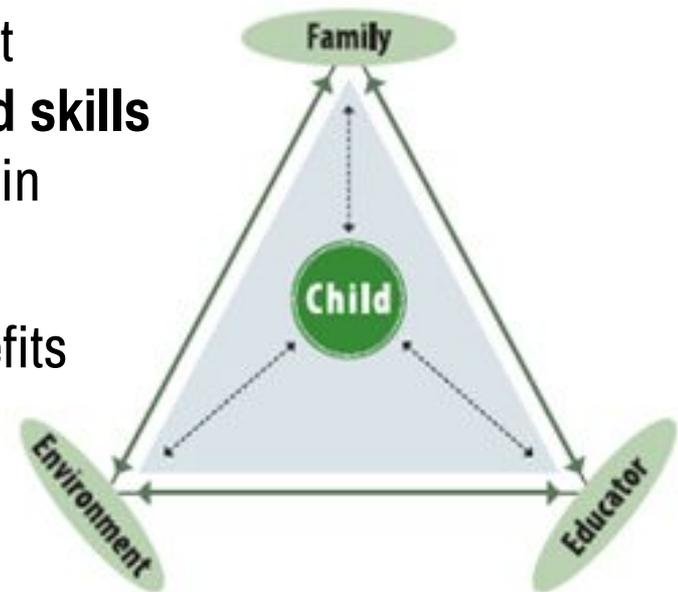




Vision, Purpose and Goals

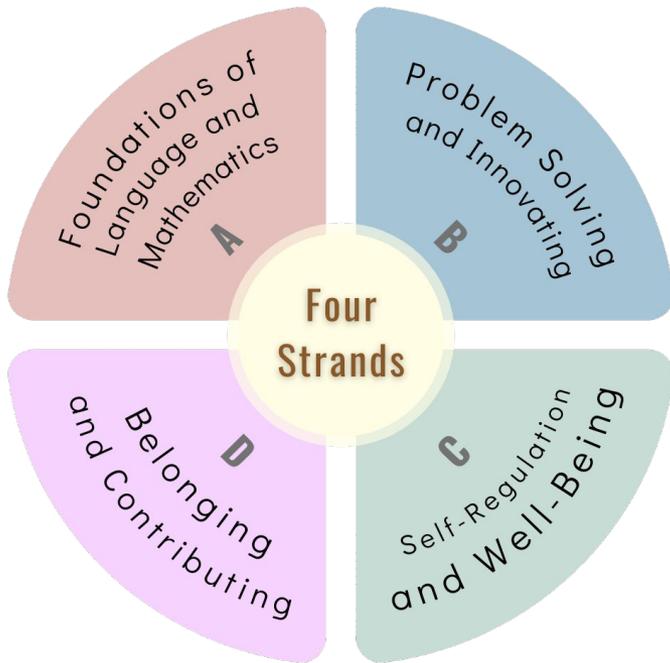
The primary goals of Kindergarten are to:

- establish a **strong foundation** for learning in the early years
- help children make a **smooth transition** from home, child care, or preschool to school
- provide evidence-based systematic and explicit instruction of the **foundational knowledge and skills** required for students to continue their learning in Grade 1 and beyond
- allow students to realize the many proven benefits of **learning through social interaction**





The Kindergarten Curriculum



2026 Kindergarten Curriculum Strands

- A. Foundations of Language and Mathematics
- B. Problem Solving and Innovating
- C. Self-Regulation and Well-Being
- D. Belonging and Contributing



2026 Kindergarten Curriculum

Play-Based Learning	Evidence-Based Systematic & Explicit Instruction
<ul style="list-style-type: none">▶ Ranges from student-directed exploration to educator-led activities based on the specific learning goal▶ optimal context for social-emotional growth▶ builds self-regulation, collaboration, and independence▶ Educators use "Guided" and "Educator-directed" play to help students apply and practice explicitly taught academic skills.	<ul style="list-style-type: none">▶ Purposeful instruction where teachers provide clear, step-by-step explanations of specific concepts, knowledge, and strategies.▶ Modeling & Scaffolding: Educators "think out loud" and model skills until students can apply them independently.▶ Progress Monitoring: Includes frequent review of previous lessons and timely feedback to ensure accuracy and fluency.
Inquiry-Based Learning	
<ul style="list-style-type: none">▶ Curiosity driven learning with a focus on students asking "big questions" about topics that are interesting and relevant to them.▶ Can be inspired by read-alouds, experiences through play, recess observations▶ Encourages higher-order thinking through a structured process of noticing, wondering, and exploring.▶ Three-Part Process: Students move through Initial Engagement (questioning), Investigation (testing ideas), and Communication (sharing findings).	



Universal Design for Learning

“...to provide access to the curriculum for all students, and to assist educators in designing products and environments to make them accessible to everyone, regardless of age, skills, or situation”

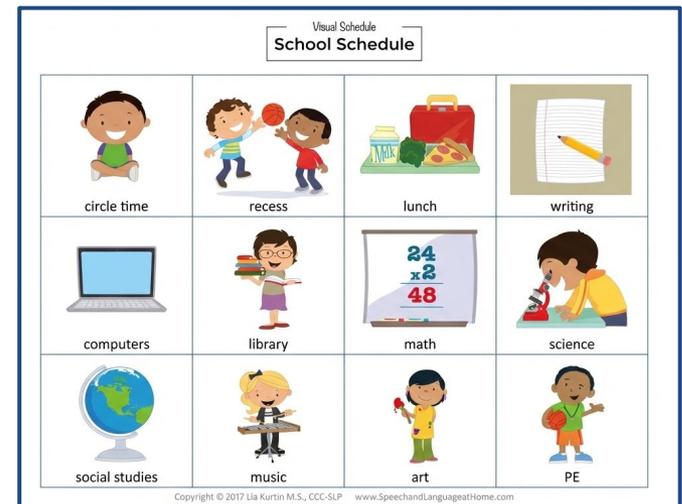
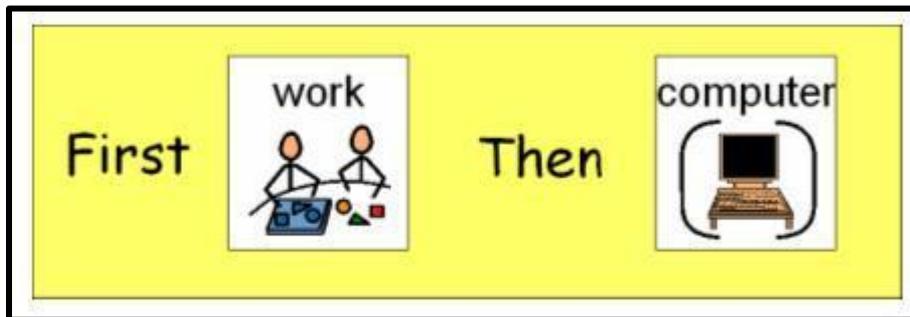
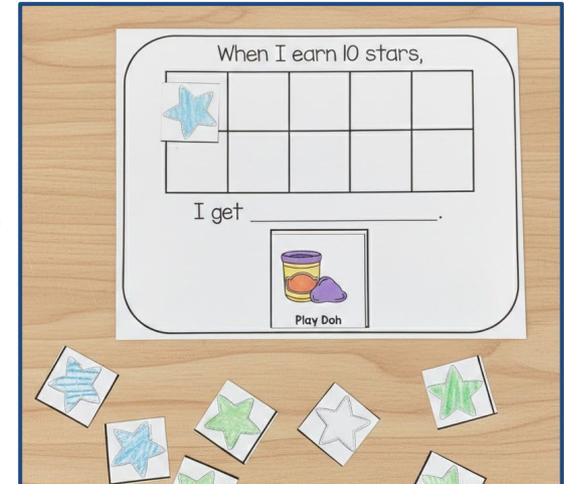
- (Learning For All, 2011)





Universal Design for Learning

- Movement breaks
- Visuals – class wide use, personal schedules, token boards, first/then board, communication logs
- Pre-teaching, scaffolding
- Use of positive reinforcement
- Predictable routines, planning for transitions
- Manipulatives and concrete materials
- Opportunities for Choice





A Collaborative Approach

School Level Team:

- Classroom teacher and ECE
- Special Education Teacher
- Principal/Vice Principal

Board Level Supports:

- Special Education Program Consultants
- Vision and Hearing Resource Teachers
- Psychological Services Staff
- Behaviour Resource Staff
- Occupational & Physical Therapists (Physical Management)
- Speech and Language Pathologists
- ABA Services Staff



Student Services

Our Student Services Multidisciplinary Teams:

- Assist educators in the development of programs which enable students to become effective learners.
- Provide resources at the individual, school, and system-levels
- Base their service on principles of early intervention, consultation and support within the school environment.
- Provide services along a continuum ranging from consultation to direct coaching and skill-building for staff to implement strengths-based programming for students





Special Education Program Consultant

- The Special Education Program Consultant is a specialist in special education with expertise in programming for a wide range of students with special needs
- Focus of the consultation is to provide initial and ongoing support in the development, and review of student's special education program by:
 - collaborating as part of the Individual Education Plan (IEP) writing team;
 - providing suggested strategies
 - reviewing student's needs and supports



❖ Vision Services

Vision:



- ❖ Available to students diagnosed as Blind or Low Vision.
- ❖ Students are enrolled in their home school on a regular classroom register with age-appropriate peers.
- ❖ Program focused to provide required program accommodations and/or specialized instruction by a qualified teacher of the blind.
 - braille, use of assistive devices, Orientation & Mobility training, etc....
- ❖ Mode of delivery ranges from classroom monitoring to resource withdrawal.





Hearing Services



In partnership with the student's school team and other Student Services staff, YCDSB Hearing Services aims to create a supportive, inclusive, and effective learning environment for students who are Deaf and/or Hard of Hearing.

- Students are enrolled in their home school on a regular classroom register with age-appropriate peers.
- Support is provided by qualified Teachers of the Deaf/Hard of Hearing
- Services are provided via a tiered model, prioritizing early intervention (i.e., most intensive supports offered to students in grades K-3.)



❖ Physical Management Services (Occupational & Physical Therapy)

The OT/PT staff within YCDSB support students with diverse physical, medical, developmental and learning needs.





❖ Physical Management Services (Occupational & Physical Therapy)

With parental consent, the core areas that OT/PT provide assessment and/or support include the following:

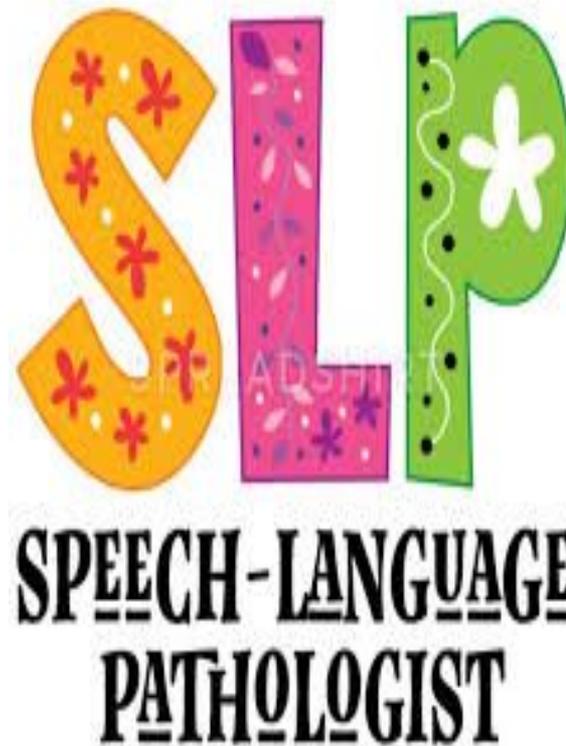
- fine and gross motor skills that affect function within the school environment
- written output; visual, motor and perceptual skills
- self care skills such as dressing, feeding, toileting that impact a student's independence at school
- sensory processing to support self regulation
- environmental access and safety
- functional life skills to support community and school access
- transition planning across a student's career
- assisting school staff in implementing board procedures around medical needs



Speech and Language Services

The focus of YCDSB Speech and Language Services is the communication abilities of our students

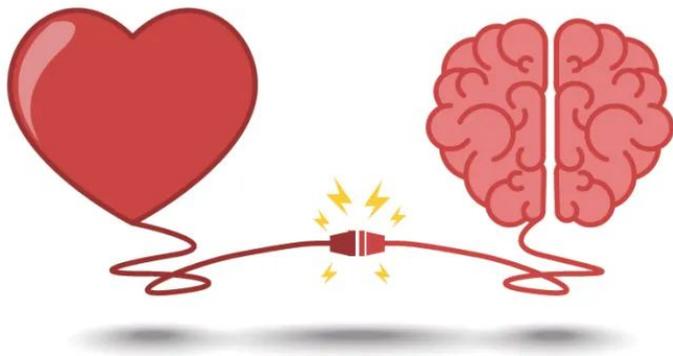
As a member of a multidisciplinary team, we aim to prevent, evaluate, remediate and/or offer compensatory strategies for students' communication difficulties within the educational environment





Behaviour Resource Services can include:

- Strategies to promote mental well-being, resiliency, and social emotional growth
- Proactive, evidence-based behavioural strategies (e.g., positive reinforcement) to assist with the development of adaptive behaviour (e.g., self-regulation, social skills, self-advocacy, etc.)



- Liaising with community agencies
- Inservicing to students, staff, parents, and Board personnel
- Consultation to school staff
- Direct Service to students



❖ Psychological Services

YCDSB Psychological Services

staff use their knowledge about human behaviour and development to understand and support the social, emotional, behavioural and learning needs of students.





Supporting ASD Students

- Autistic students, same as all students with special needs are integrated in the regular class with the age appropriate peers and supported by Classroom and Special Education Teachers.
- In some situations students may also receive support from Educational Assistants in the areas of daily life skills and alternative learning activities.
- In an effort to be more responsive to the unique needs and growing numbers of autistic students entering YCDSB we offer an Itinerant Autism Intervention Teacher.
- The Itinerant Autism Intervention Teacher provides an additional layer of support to the student and works in collaboration with the Classroom and Special Education Teachers.



Role of the Itinerant ASD Teacher

- Model student specific strategies in the FDK and Special Education classroom;
- Collaborate with Classroom and Special Education Teachers to establish appropriate baseline, IEP goals and expectations;
- Collaborate with Classroom and Special Education Teachers to identify appropriate tools in order to monitor progress and inform programming;
- Ensure appropriate strategies are implemented in all school settings and by all staff members;
- Support the implementation of new programs e.g. STAR;
- Support implementation of Multi Disciplinary Team (MDT) recommendations and strategies.



Entry to School



Early Years Programs

Caregiver mediated early years
Entry to School

Foundational Family Services

OAP

Urgent Response Services

Core Clinical



Entry to School (ETS) Eligibility

To participate, your child
must:

- be registered with the Ontario Autism Program (OAP);
- have received an invitation from the Access OAP;
- be between three to six years old as of December 31st of the year your child will be entering school; and
- be entering school (kindergarten or grade one) for the first time.



ETS Eligibility Continued

Some children are not eligible for the Entry to School program, including children:

- who are receiving **core clinical funding**;
- who have **already started** attending school.



Entry to School

The ETS program was developed to support children diagnosed with Autism Spectrum Disorder (ASD) between the **ages of three and six years old** successfully enter **school (kindergarten or grade one) for the first time.**



Phases of ETS Service



Group-based skill building program
(Offered 4 to 6 months)

Child enters school



Up to 6-months of individualized transition supports

Six Areas of Skill Development



Communication



Play



Social
Interaction



Function
al
Routines



Behavioural
Self-man
agement



Pre-acad
emics,
learning
and
attention



Programs



Individual programs will be developed by the Consultant/Behaviour Therapist and overseen by the Board Certified Behaviour Analyst (BCBA)



The early learning environment and classroom routine will be set up to follow a Kindergarten schedule.



Programs will be taught in a play-based and child directed format using the principles of Applied Behaviour Analysis, Inquiry based learning and How does Learning Happen

Programs



Individual programs will be developed by the Consultant/Behaviour Therapist and overseen by the Board Certified Behaviour Analyst (BCBA)



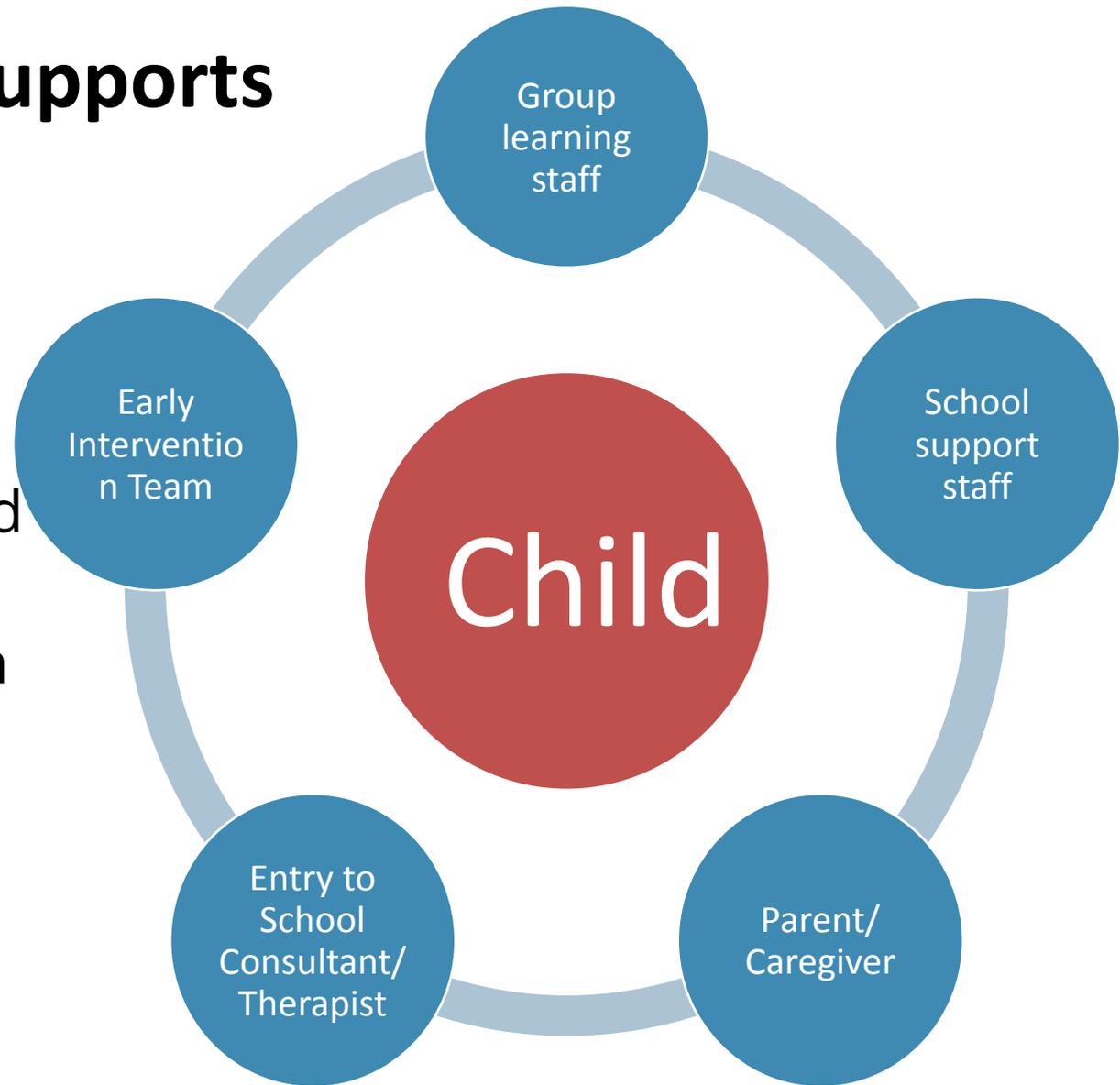
The early learning environment and classroom routine will be set up to follow a Kindergarten schedule.



Programs will be taught in a play-based and child directed format using the principles of Applied Behaviour Analysis, Inquiry based learning and How does Learning Happen

ETS Transition Supports

- Individual transition supports as your child enters school
- In collaboration with existing transition to school processes (Early Intervention Services, School Boards)





The ETS Team

- Instructor Therapist/ Early Childhood Educator/Behaviour Technician
- ETS Consultant/ Behaviour Therapist
- Board Certified Behaviour Analyst (BCBA)
- Occupational Therapist/OTA and Speech-Language Pathologist/CDA
- ETS Coordinator/ Manager



Collaboration

- Collaboration is a foundational aspect of the ETS program
- Collaboration will allow parents, members of their multidisciplinary team and the school team to work to best support the learner.
- This may involve:
 - Collaborative meetings
 - Consultative report writing
 - Session observations and consultations
 - Reviews and shared trainings



Entry to School Registration

To register for the Entry to School program,
please email OAPintake@ctnsy.ca ,
call **1-866-377-0286** or visit our website
at <https://www.ysanetwork.ca>



Already Registered?

What's Next...

- Families will receive a call from a YSAN team member to schedule your intake appointment this is when they will collect additional information and answer family-specific questions.
- The intake team will share site specific information including site locations, program times, and start date, once confirmed.
- You will be invited to a site visit prior to starting the group service.

About Us

- The **Learning Disabilities Association of York Simcoe** is a non-profit organization providing leadership in learning disabilities advocacy, research, education and services.
- We strive to advance the full participation of children, youth and adults with learning disabilities (LD) in society.
- Our vision is to assist individuals with Learning Disabilities achieve their full potential.

Our Programs

- Tutoring
- Social Skills
- SOAR Mindful Transitions
- March Break and Summer Camps
- Job Fit
- Strategies for Life
- Parent Support Group
- Adult Support Group



ldays • Learning Disabilities
Association of York Simcoe

The right to learn, the power to achieve



Building a Portfolio

Build a portfolio for your child. Share it with school personnel prior to the start of the school year.

For example:

- Any current assessment information
- Samples of your child's work
- Any pre-school reports
- Description of strategies that work with your child
- Your child's favourite things (e.g. food, toys, etc.)





This Is Me...A Portfolio of Your Child



THIS IS ME

Inset photo of your child

My name is _____.

I am in grade _____.

My school is _____.

York Catholic District School Board 

The "This is Me Booklet" was created by Student Services at the York Catholic District School Board.

This book is intended to provide elementary educators with information about students entering Year 1 / Year 2 by having students, with the help of their parent(s)/guardian(s), create an information booklet that is personalized by them. It is intended to be filled out at home with the assistance of an adult.

Student Services Staff at the York Catholic District School Board are available to provide further resources, consultation, or training for educators regarding transitions or other related topics. Our intention is to work with your child's school to help enhance knowledge and provide effective evidence-based teaching strategies to ensure a successful transition into school.



1

My Family Tree

_____		_____	
Sibling		Sibling	
_____		_____	
Mom		Dad	
_____		_____	
Grandma	Grandpa	Grandma	Grandpa

2



A Successful Transition

... results from a partnership between school, family and current programs/supports





Questions specific to your child should be directed to the School Principal



Contact Information

lorrie.cipollone@ycdsb.ca

Coordinator, Special Programs, Elementary

catherine.booth@ycdsb.ca

Manager, Speech and Language Services

connie.weber@ycdsb.ca

Vision/Orientation and Mobility Specialist

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