



Learning Together in Christ  
*Engaging. Enabling. Empowering.*

# Parent Information Evening Early Facilitation

January 25, 2024



Presentation by: Student Services



# Introductions

<b>Diana Candido</b>	<i>Superintendent of Exceptional Learners</i>
<b>Elsa Strano</b>	<i>Coordinator Special Programs, Elementary</i>
<b>Angie Cabraja</b>	<i>Coordinator Special Programs, ASD</i>
<b>Connie Weber</b>	<i>Special Programs Teacher; Vision / Orientation &amp; Mobility Specialist</i>
<b>Laura Marchetti</b>	<i>Special Education Consultant, Hearing</i>
<b>Dr. Diane Lood</b>	<i>Lead &amp; Manager, Psychological Services</i>
<b>Jane Lee</b>	<i>Supervisor, ABA &amp; Behaviour Resource Services</i>
<b>Carla Ruffolo-De Filippis</b>	<i>Supervisor, Occupational/Physical Therapy Services (Physical Management Department)</i>
<b>Catherine Booth</b>	<i>Supervisor, Speech and Language Services</i>
<b>Angela Grella</b>	<i>Chair, YCDSB Special Education Advisory Committee (SEAC)</i>
<b>Aman Kaskin</b>	<i>York Region Early Interventionist Inclusion Support Services</i>
<b>Chantal Arias</b>	<i>York Region Early Interventionist Infant and Child Development Services</i>
<b>Amanda Modrovsky</b>	<i>Clinical Supervisor, Kinark Child &amp; Family Services</i>



# 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

- Welcome, Introductions and Prayer
- 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



# 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](http://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 Registration A Parent's Responsibility

[ycdsb.ca/admissions/](https://ycdsb.ca/admissions/)

- Kindergarten registration process has begun
- Kindergarten **Year 1**: children must be **4 years old** by December 31, 2023 (born in **2020**)
- Kindergarten **Year 2**: children must be **5 years old** by December 31, 2023 (born in **2019**)

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/>



# Kindergarten Program 2024 / 2025

## Full Day / Every Day

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

- St. Edward and St. Joseph, Aurora (solely French immersion: gr. 1 – 8)
- To find your home school, go to [www.ycdsb.ca](http://www.ycdsb.ca), click on “**School**” tab and select “**School Locator**”; ensure you select the correct school year and enter address.



# 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) «Parents»  
(Print full name of Parent/Guardian/Adult Student: *First Name, Last Name*)

of «ADDR», «CITY», Ontario, «POSTALCD» «TELEPHONE»  
(Parent/Guardian/Adult Student Address) (Phone Number)

hereby consent to the release of the following confidential information:

- Psychological (including test scores)
- Educational/Academic
- Psychotherapy/Occupational Therapy
- Behavioural/Social Work
- Vision
- Speech/Language
- Attendance
- Medical/Psychiatric
- Hearing

compiled/prepared by: \_\_\_\_\_  
(Name of institution, agency)

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

Attention: \_\_\_\_\_  
Name of Contact Person Phone Number including ext.

in respect of: «Last\_Name», «First\_Name» «Birthdate»  
(Name of Student) (Date of Birth: m/d/y)

Current School «School\_Name», \_\_\_\_\_  
Principal School Contact Person

to be examined by: York Catholic District School Board  
(Name of institution, agency, or person: e.g. *York Catholic District School Board*)

320 Bloomington Road West, Aurora, Ontario, L4G 0M1 (905) 713-1211  
(Address, include Suite No., City & postal code) (Phone Number)

for the purposes of: Educational Planning, Co-ordination of Service to assist the Student at School, and/or  
Other: Planning transition to school  
(Specify)

*Information that is relevant and pertinent to the student will be shared with the appropriate School Board personnel. This confidential information/report will be stored as a permanent record in the confidential file in the appropriate Student Services' Department at the York Catholic District School Board.*

**Please check here if you would also like a copy of this information to be placed in the student's Ontario School Record (OSR).**

Signature \_\_\_\_\_ Signature \_\_\_\_\_  
(Parent/Guardian) (Student)

Witness \_\_\_\_\_ Date \_\_\_\_\_

This consent to release information form remains valid for one year from date of signature.  
\* Authorizing person(s) may cancel or change the above authorization(s) in writing at any time prior to the expiry date, unless action already has been taken on the basis of the authorization(s).  
\*\* Please refer to the "Instructions for Ensuring Informed Consent for the Release and Disclosure of Confidential Information" when filling out this form.

see over →

**PRINCIPAL:** Please forward original to the appropriate Student Services Department at the YCDSB. Copy of this form to be placed in student's Ontario School Record (OSR).

Personal Information is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Privacy Act*. Questions about the collection and use of this personal information should be directed to the Privacy Manager, York Catholic District School Board, 320 Bloomington Road West, Aurora, ON L4G 0M1 or (905) 713-1211, ext. 13848.



# 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 402, 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



# Early Intervention Services

Inclusion Support Services (ISS)

[www.york.ca/specialneeds](http://www.york.ca/specialneeds)

- Inviting you to a Transition to School Orientation session
- Reviewing kindergarten expectations and developing goals together on the Individual Program Plan
- Sharing information on school options and community resources
- Provide information to the school board through a Notification of Support Needs for a Child Transitioning to School report
- Developing an ISS report related to your child's Individual Program Plan prior to school entry
- Discharge from Inclusion Support Services will occur once your child leaves their licensed early learning and childcare program.



# Early Intervention Services

Infant and Child Development Services (ICDS)

[www.york.ca/specialneeds](http://www.york.ca/specialneeds)



Review their Family Service Plan to make sure there are goals that will support your child's success at school

Learn how daily routines and activities help to prepare your child for school

Learn about additional services and programs in the community and referral processes

Learn how to build positive partnerships with your school to best support your child

Understand how to prepare for your school transition meeting

Discharge from ICDS happens during the summer prior to school entry.



# Welcome to Kindergarten

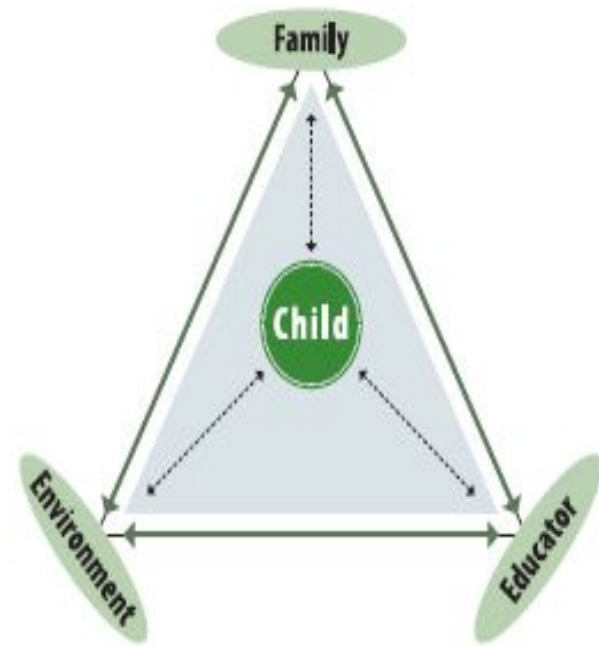




# The Vision, Purpose and Goal of the Kindergarten Program

The primary goals of the Kindergarten Program are:

- to establish a **strong foundation** for learning in the early years
- to help children make a **smooth transition** from home, child care, or preschool settings to school settings
- to allow children to reap the many proven benefits of **learning** through relationships, and through play and inquiry
- to set children on a path of lifelong learning and **nurture competencies** that they will need to thrive in the world of today and tomorrow





# Fundamental Principles of Play Based Learning

- Play is recognized as a child's right, and it is essential to the child's optimal development.
- All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.
- A natural curiosity and a desire to explore, play, and inquire are the primary drivers of learning among young children.
- The learning environment plays a key role in what and how a child learns.
- In play-based learning programs, assessment supports the child's learning and autonomy as a learner.



# The Four Frames of the Kindergarten Program



- Belonging and Contribution
- Self-regulation and Well-Being
- Demonstrating Literacy and Mathematics Behaviours
- Problem Solving and Innovating



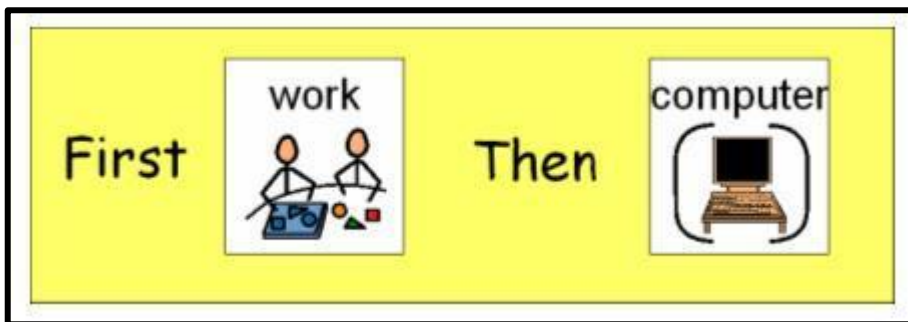
# Universal Design for Learning

**“...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 to Learning

- Movement breaks
- Visuals – class wide use, personal and mini schedules, token boards, first/then board, communication logs
- Pre-teaching
- 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 Specialists



# 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

## Hearing:

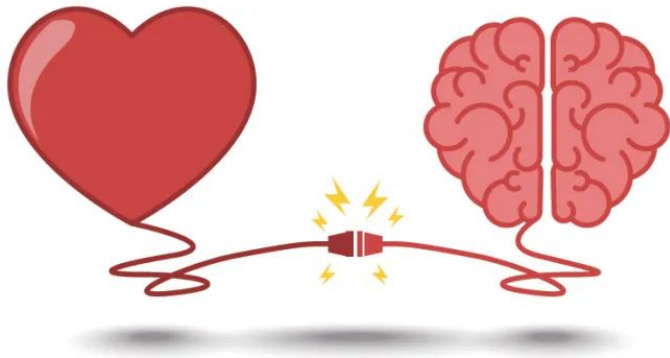
- Students who are diagnosed as deaf or hard of hearing are assisted in a variety of settings that reflect levels of skill acquisition, geography, and homogeneous groupings.
- Programs are focused to provide specialized instruction in speech, language, auditory learning and auditory management for students with significant permanent hearing loss.
- 3 levels of support
- Direct Service
- Monitor Service
- Hearing Centre Placement
- All students are supported by qualified Teachers of the Deaf/Hard of Hearing





## 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



# ❖ 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





# ❖ Psychological Services

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

With parental consent, Psychological Services can support by:

- Observing/interviewing
- Consulting with parents, school staff, other professionals
- Communicating with Outside Agencies
- Processing of Outside Agency Reports
- Inservicing staff to build their capacity to support young learners





# ❖ 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





# ◆ Speech and Language Services

With parental consent, SLPs can offer support such as:

- learning more about your child's communication through observations, completion of professional assessments and, if required, liaison with community partners;
- assisting the school team in planning and preparations for your child's entry into school;
- providing consultation and modelling to school staff with regard to strategies and/or use of communication aids;
- participating in program development;
- making referrals to community agencies.





# Autism Spectrum Disorder (ASD) team

The YCDSB ASD Team is one additional team that is available to support students and school staff, as needed. The team is comprised of:

- Program Consultant (Sp.Ed.)
- Behaviour Resource Services representative
- Occupational Therapist (Physical Management)
- Psychologist
- Speech/Language Pathologist
- ABA Specialist

Support to schools\* include:

- Building capacity of school staff through modeling and inservice
- Consultation for planning
- Program development for individual students

***\*Requested by schools if student needs go beyond the multidisciplinary team assigned to the school***



# 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 schools for the first time, we will be introducing a new role of Itinerant Autism Intervention Teacher.
- The Itinerant Autism Intervention Teacher will provide an additional layer of support to the student and will work 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

**OA  
P**

## 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 31<sup>st</sup> 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



Functional Routines



Behavioural Self-management



Pre-academics, 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



# The ETS Team

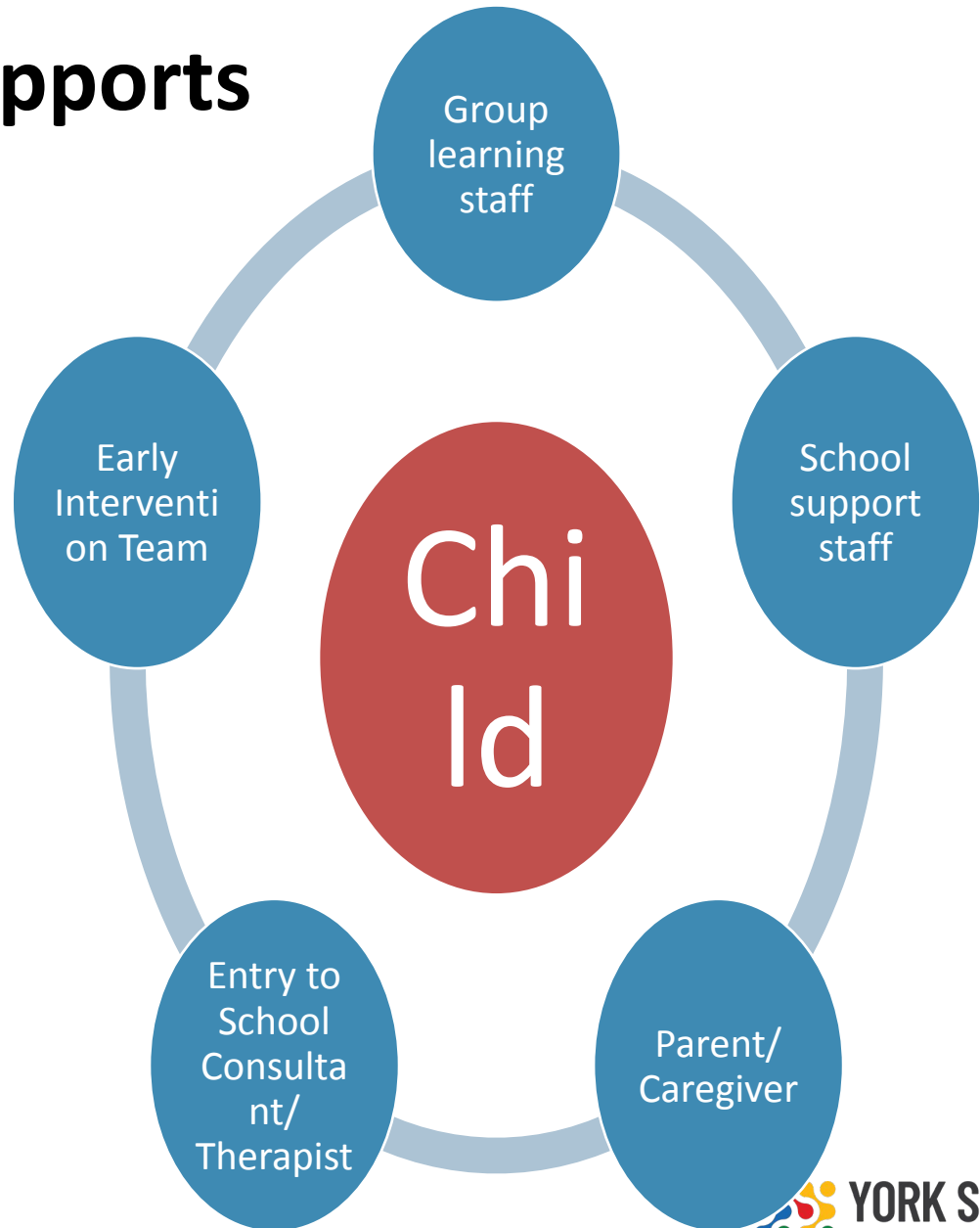
- Instructor Therapist/ Early Childhood Educator/Behaviour Technician
- ETS Consultant/ Behaviour Therapist
- Board Certified Behaviour Analyst (BCBA)
- Occupational Therapist/OTA and Speech-Language Pathologist/CDA
- ETS Coordinator/ Manager





# ETS Transition Supports

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



# 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](mailto: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.



# 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





Please submit any general questions via the link provided on the YouTube Page. An FAQ document and the slides from our presentation will be shared with registered participants and posted on the YCDSB website.

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





# Contact Information

[elsa.strano@yahoo.com](mailto:elsa.strano@yahoo.com)

*Coordinator, Special Programs, Elementary*

[angie.cabraja@ycdsb.ca](mailto:angie.cabraja@ycdsb.ca)

*Coordinator, Special Programs, ASD*

[connie.weber@ycdsb.ca](mailto:connie.weber@ycdsb.ca)

*Vision/Orientation and Mobility Specialist*

[laura.marchetti@ycdsb.ca](mailto:laura.marchetti@ycdsb.ca)

*Special Education Consultant, Hearing*

[jane.lee@ycdsb.ca](mailto:jane.lee@ycdsb.ca)

*Supervisor, ABA & Behaviour Resource Services*

[carla.ruffolo-defilippis@ycdsb.ca](mailto:carla.ruffolo-defilippis@ycdsb.ca)

*Supervisor, Occupational/Physical Therapy Services*

[catherine.booth@ycdsb.ca](mailto:catherine.booth@ycdsb.ca)

*Supervisor, Speech and Language Services*

[diane.llood@ycdsb.ca](mailto:diane.llood@ycdsb.ca)

*Lead & Manager, Psychological Services*

York Region Early Intervention Services: [www.york.ca/specialneeds](http://www.york.ca/specialneeds)

York Region Early Intervention Services: [www.ysanetwork@kinark.on.ca](mailto:www.ysanetwork@kinark.on.ca)