

TCDSB/Surrey Place Connections for Students Roles and Responsibilities

Role of Parents:

- Share information with school board staff regarding their child's needs;
- Participate on the transition team and provide input to the development of their child's transition plan and IEP.
- Identify any relevant professionals/community agencies involved with their child who should be invited to participate and to provide input to the transition team.
- Provide feedback to the transition team on their child's progress and any issues arising during the transition.
- Collaborate with the principal and teacher to monitor the child's progress at key transition points.

Role of Project Lead/TCDSB Chief of Autism Services

- Collaborate with appropriate parties to support the comprehensive implementation of the Connections for Students initiative within TCDSB.
- Liaise between TCDSB and Surrey Place Centre and other outside service providers.
- Notify TCDSB Connections for Students staff when students are identified to exit from Toronto Partnership for Autism Services (TPAS), ideally six months before discharge.
- Share relevant information about students discharging from AIP with members of the TCDSB's Support Services for Students with Autism team.
- Liaise with the Ministry of Education and the chairs of the Provincial Advisory Team (PAT) regarding Connections for Students, completing reporting requirements and attending meetings as necessary.
- Lead the implementation of an Advisory Group for Connections for Students within TCDSB.
- Manage any issues that may arise between the outside agencies and the TCDSB.
- Coordinate the management of data and assessments.

Role of Principal (or Designate)

- Establish and lead the multidisciplinary team to facilitate successful transitions.
- Liaise with Project Lead /Chief of Autism Services (TCDSB) and the TCDSB Connections for Students staff.
- In collaboration with the TCDSB Connections for Students staff, ensure parties (parents/guardians/caregivers, ASD consultant, outside agencies, relevant TCDSB members) are contacted and invited to scheduled meetings. Ensure that everyone has the opportunity to provide input.
- Establish and facilitate regularly scheduled transition meetings beginning six months before the child's exiting TPAS.
- Collaborate with the parents/guardians/caregivers and the TCDSB Connections for Students staff to ensure that appropriate individuals who support the child are invited to the planning meetings.
- Be the primary contact for the parents/guardians/caregivers once the child has entered school.
- Ensure the development of the IEP and implementation of the transition plan
- Continue to work with the parents/guardians/caregivers and teacher to monitor the child's ongoing progress at key transition points to provide appropriate supports.

Role of Classroom Teacher

- Attend regularly scheduled school-based transition meetings that are chaired by the principal or designate.
- Provide input into the development of the child's transition plan.

- Collaborate with transition team members and appropriate TCDSB staff on the development of the IEP.
- Implement components of the transition plan related to classroom instruction.
- Provide feedback to the transition team on the child's progress and any issues arising during the transition.
- Continue to work with the parents/guardians and principal to monitor the child's progress at key transition points to provide appropriate supports.

Role of SSP- ASD Consultant Connections for Students staff

- Collaborate and participate in joint planning with TCDSB Connections for Students staff.
- Collaborate and participate at school level transition team meetings with TCDSB Connection for Students staff.
- Arrange and participate in joint visit to see student at AIP.
- Participate in joint visit to see student at school.
- Be the key resource and contact regarding the student's progress at AIP and share information on how this impacts on transition to school. This includes gathering all necessary documentation and reports from AIP and distributing as appropriate.
- Prepare list of materials the child uses at the AIP.
- Gather/prepare materials for use at school as appropriate.
- Provide a coordination function within the AIP related to the child's transition.
- Provide information, upon request, regarding supports available in the community with ASD.
- In collaboration with TCDSB Connections for Students staff, support the implementation of ABA teaching practices.

Role of TCDSB Connections for Students staff

- Collaborate in and participate in joint planning with Surrey Place Centre Connections for Students staff.
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students staff.
- Participate in joint visits to see student at AIP. This includes participating with AIP clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the AIP to school.
- Arrange and participate in school visits to observe the student.
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff re: placement options.
- Contact school principal about plan for discharge from AIP.
- Offer/provide resources and inservice education for receiving school staff.
- Provide family with the school board's parent guide to special education.
- Provide support to school staff as required, including coaching on ABA-based teaching strategies.
- Provide a coordination function within the school related to the child's transition.
- Initiate referrals for other special services, as appropriate (e.g. Speech-Language, OT, Psychology, Social Work, Behaviour consultation).

Special Services Staff (TCDSB):

As needed, to be determined on an individual basis:

- Participate on transition planning meetings, as appropriate.
- Provide input to the development of the student's transition plan and IEP
- Provide support for student transitions as needed.
- Continue to support the student after completion of the Connections for Students process (6 months after discharge).