'Supporting Transitional Actions for Youth' (STAY) Committee

Haliburton

Peterborough

Kawartha Lakes

Clarington

Northumberland

ANNUAL REPORT
2009-2010

COMMITTEE MEMBERS 2009-2010

Bob Bennett (CHAIR)	
Christine Crough (VICE CHAIR)	Alternatives Community Program Services
Ray Walt	PVNCC District School Board
Connie Friar	Trillium Lakelands District School Board
Christine Orton	Kawartha Pine Ridge District School Board
Kim Grieg	Central East Community Care Access Centre
Carol Gordon	Kawartha Participation Projects
Shannon Colson	Community Living – Campbellford/Brighton
Amy Spencer	Community Living – Campbellford/Brighton
Ashley McMurray	Community Living – Campbellford/Brighton
Cathy Lampa	Community Living – Oshawa/Clarington
Susan Nobes	Community Living – Oshawa/Clarington
Kim Steele	Community Living – Peterborough
Allison Mountney	Community Living – Peterborough
Darlene Callan	Five Counties Children's Centre
Gene Canning	Ontario Disability Support Program – Employment Supports
Lesley Banner	Tri-County Community Support Services – TAY Program
Alex Muir	Service Coordination for Children and Youth
Sarah Levis	Community Living - Haliburton County
Patti Babineau	Community Living - Haliburton County
Tanya Yakely	Community Living – Kawartha Lakes
Marshall Elliott	Community Living – Kawartha Lakes
Bonnie Roe	Community Living – Kawartha Lakes
Vikki Etchells	Alternatives Community Program Services
Sheila Gillott	Alternatives Community Program Services
Kristie Longyear	Alternatives Community Program Services
Julie Wilson	Alternatives Community Program Services
Kim Lawrence	Alternatives Community Program Services
Laura Hewitt	Alternatives Community Program Services
Karen Poole	Community Living – West Northumberland
Tammy Spicer	Community Living – West Northumberland
Tracy Farrell	Community Living – West Northumberland

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PREAMBLE:

In the early 1990's it was recognized that youth with a developmental disability who left high school without an implemented transition plan often found themselves spending more and more time at home with few outside or inside activities to interest them. By the time these people had been at home for months, with little to do, they started to lose the day to day living, safety and community connecting skills they had learned while in school. Even worse, they started to lose their self-confidence. It was obvious that after a year or so of living like this, their quality of life had deteriorated noticeably.

As this Committee's history will tell you, we started to address this problem in earnest commencing in the mid-1990's, and, for the following reasons, we continue to do so today.

1. Effective transition plans, properly implemented, produce many benefits for the individual and his/her family, namely: improved quality of life, improved community inclusion and improved day to day living, safety and social skills.

2. From a somewhat limited study conducted in the early 2000's, it is clear that when matched for age, educational experience and ability, for the two years following the month in which the individual left high school, students with a well thought-out transition plan that was effectively implemented, as compared to students with no transition plan, had an improved quality of life and they required only 1/3 of the paid services.

3. Families that actively participated in the drafting and implementation of Transition Plans improved their family capacity and noticed an improvement in community capacity.

Today the Committee is grappling with the reality of a provincial government with a huge deficit and very little new money for the resources many families currently lack, especially those with high need adult children living at home.

The Committee is intent on discovering new ways to make existing resources go further and to generating synergy through collaboration and co-operation.

Note: Re Clarington

Clarington is included in this report because Peterborough, Victoria, Clarington Catholic DSB (PVCCDSB) and Kawartha Pine Ridge DSB (KPRDSB) cover Clarington. Both School Boards want the Building Bridges Program to be available in all areas served by their Boards.

For further information, we encourage you to read through this report.

SYSTEMS THINKING

W. Edwards Deming is often referred to as one of the three "fathers" of modern high quality production or service systems. Edwards Deming demonstrated that…

"94% of performance outcomes are attributable to the system."

Improving systems rather than individual efforts is the most effective way to leverage improvement. The term "system" means, ***an indivisible whole consisting of people, behaviour, things, and ideas that act and interact to achieve a common purpose***. Each part of the system has its own purpose but at the same time is dependent on the other parts. While every part is connected to the aim of the whole, no part by itself can achieve that aim. In a system, all of the parts are interdependent. That is, a change in any part will affect one or more other part. Hence, a system in NOT the sum of its parts; rather it is the sum of its parts **PLUS** the sum of the interaction of all of the parts.

Deming identified the parts of the system as: **people, culture and environment, methods and structure, equipment, and materials.**

The sum of the parts PLUS the sum of the interaction of the parts of a system as Deming defined it is 5! (5 factorial) = 5x4x3x2x1 = 120

See: "The New Economics – 2nd Edition" by W. Edwards Deming

The Committee heeds Deming's work and conclusions. Transition plans are useful only once they are implemented, and sometimes these plans are difficult if not impossible to implement because of a lack of necessary supports or services. In such cases this Committee tries to find a way to provide what is lacking or a reasonable substitute by encouraging improvements within the broadly defined Four County service deliver system, which consists of paid supports + generic supports and services + community and family capacity.

HISTORY:

In 1995 and 1996, prior to the inception of either the Tri-County Senior Staff Group or the Developmental Services Network – Haliburton, Kawartha, Pine Ridge (DSN-HKPR) Cheryl Anderson (then Curry) (E.D., Community Living Haliburton), Mike Coxon (E.D. Community Living – Kawartha Lakes) and Bob Bennett (E.D., Alternatives Community Program Services) met several times to discuss what could be done to better assist high school students with a developmental disability to transition more effectively from high school to adult life in the community.

These discussions concluded with an agreement that the three organizations would jointly draft a proposal seeking funding from the Ministry of Community and Social Services (MCSS) to put in place a "high school to life in the community" transitions planning program that would operate throughout the counties of Haiburton, Peterborough and the City of Kawartha Lakes. In late 1996 MCSS approved funding for this purpose, and the Building Bridges Program came into existence. At approximately the same time, Community Living –West Northumberland (CL-WND) was granted funding by MCSS for combined Children's/High School Transitions initiative and, soon thereafter, opted to become a "founding" partner in the Building Bridges Program that had just been initiated.

In order to ensure the effective delivery of the Building Bridges Program, the four founding organizations decided an overseeing Committee should be established and that other (non MCSS Adult Developmental Services Transfer Payment Agencies) organizations that had an interest in helping youth with a developmental disability effectively transition from high school to adult life in the community, would be invited to become members of this overseeing Committee. Hence, the Four County Transitional Aged Youth Committee came into existence. The four founding organizations agreed they would do whatever work was necessary to ensure this new Committee functioned effectively, on a continuing basis. Throughout the existence of this Committee, the four founding organizations have honoured their "all necessary work" promise, and the Committee has grown and matured.

In December 1997, MCSS decided to withdraw funding from this initiative even though outcomes achieved during 1997 exceeded the expectations of the founding organizations and the Ministry.

The four founding organizations decided the Building Bridges Program was much too important to lose, and set about lobbying for funding to be reinstated. After several months of lobbying the Ministry's Peterborough Area Office, without success, the decision was made to try to affect a meeting with the Minister, John Baird. This meeting finally "happened" in the late fall of 1997. Minister Baird was impressed with the concept and what had been achieved, and agreed to reinstate funding, in the amount of $100,000 for Building Bridges, for the four founding organizations, so that Building Bridges could again be made operational throughout the Four Counties.

The Building Bridges Program was reintroduced in early 1998, with the following staffing complement:

> Haliburton County and City of Kawartha Lakes – 0.8 FTE
> Peterborough County – 1.0 FTE
> Northumberland (West) County – 1.0 FTE

Shortly after funding was re-established in early 1998, the four founding organizations invited the staff members of all programs that operate under the support and coordination of the Four County Transitional Aged Youth Committee to participate fully in all committee planning and decision making. In

addition, it was hoped these staff members would share their expertise with, and learn from each other. The "program staff" standing subcommittee was formed and meetings of this subcommittee were scheduled to take place in the morning of the same day Committee meetings are held – to provide all staff members the opportunity to interact and discuss issues of their choosing and to then, should they wish to, attend Committee meeting in the afternoon. It was agreed that issues, concerns, etc., from the Program Staff meetings would be received and acted on by the Committee as its first order of business, during each and every regular meeting.

TERMS OF REFERENCE

MISSION:

To improve the quality of life of high school students with a developmental or other disability by effectively addressing the challenges these students face and by creating or leveraging opportunities they are unable to create or leverage on their own; both while they attend school and afterwards as they enter adult life in the community.

GUIDING PRINCIPLES:

 Primary Guiding Principle:

To reduce dependence on the formal adult service / support system by striving to ensure that all students with disabilities grow up prepared to be as in(ter)dependent as possible by learning required functional skills (safety, social, emotional intelligence competencies, community connecting, vocational and day to day living skills) and that they become connected with generic (natural) supports and peer group friends that will allow them to enjoy a life of quality (as they define it) in their community.

a)   That the special challenges students who are on the borderline between those with a developmental disability and those of average intelligence is recognized, understood, and addressed. It is understood these students are clearly encompassed by the MCSS definition and guidelines that all MCSS Adult Developmental Services transfer payment agencies must adhere to.

b)   The Committee will strongly advocate for and fully support all inclusion/anti-bullying initiatives/programs within Four County elementary and secondary schools.

c)   The Committee supports the "Passport Mentoring Initiative" – which is intended to help high school students with a developmental disability make better and more informed post high school decisions, prior to leaving high school. This is achieved through the counsel of experienced adult mentors with a developmental disability who share their experiences regarding post secondary education, employment opportunities, volunteer work and community involvement.

d)   i) The Committee will collect data/information re: age, gender, relative ability and years to graduation, for all youth with a developmental or other disability who attend Four County secondary schools. This information will be updated annually, summarized appropriately and published in a document that is easy to read and understand. This document, together with the date/information mentioned in d) ii), below, will be forwarded to the Developmental Services Network – Haliburton, Kawartha, Pine Ridge (DSN-HKPR), all other relevant planning 'tables' and all relevant Ontario Government ministries.

ii) In addition to the data/information mentioned in d) i) above, the Committee will also collect, compile and publish a document that contains the following:

- Number of people served by the Building Bridges Program and the Foundations (Passports) Program during the whole of the previous year.
- Number of people who were waiting for Building Bridges and Foundations (Passports) service/support as tabulated at the end of the year just ended.
- Number of Building Bridges and Foundations (passports) successes (using the agreed definition of success the Committee developed) during the whole of the previous year.
- A list of services/supports that students with developmental and other disabilities, who will leave high school in the next 1-3 years, will need that are currently either unavailable or not available in sufficient quantity. The number of people who will require each of these services will also be spelled –out.

Copies of this document will be forwarded to the same parties mentioned in d) i) above.

Note: Although it is not specifically mentioned above, it is understood that all of the data/information mentioned in d) i) and ii) above, will also be made available to all members of the Four County TAY Committee.

e) Using the data/information mentioned in d) ii) above, the Committee will actively advocate for the introduction of the 'lacking' services mentioned.

f) The Committee will continue to recognize the three Four County Boards of Education as VERY important partners, and will work collaboratively with these Boards as they implement new initiatives or strengthen current programs that better support/assist students with a developmental or other disability.

g) That funding allocated to this Committee to strengthen the Building Bridges Program will be used to hire additional staffing for this Program at the location within the Four Counties where the current demand for this Program is most pressing. Prior to advising the funder how this new funding will be utilized, the Chair and/or Vice-Chair will contact all Committee members to secure their vote re: a motion in this regard. This might happen during a regular or special Committee meeting or by telephone or e-mail. The utilization of new funding allocated to the Committee for ANY other purpose will be decided by the Committee as a whole during a regular or special meeting on the basis of priorities the Committee will establish from time to time, beforehand.

h) Membership in the Four County Transitional Aged Youth Committee is open to organizations that serve youth with disabilities within the Four Counties and Clarington.

i) That the Committee Chair, Vice-Chair and members shall carry out their duties within the parameters spelled out in Appendix "A", attached.

j) This Committee and all Committee members shall operate in an open and transparent manner at all times.

k) Matters that come before this Committee for resolution or a decision shall, whenever possible, be decided by consensus. When a consensus cannot be achieved during a given meeting, the matter in question will be tabled and further discussion deferred to the next regularly scheduled meeting. If, during the next regularly scheduled meeting a decision cannot be reached by consensus, a vote will be called. For any vote, each member organization shall have one vote. Votes will be called only when a quorum is present and organizations present and prepared to vote.

l) The Committee will advocate for the resources the Committee decides are necessary for the effective provision of the programs and initiatives (e.g. the Building Bridges Program, the Foundations (Passports) Program) that the Committee supports and coordinates.

m) On a continuing basis and in a timely manner the Committee will ensure all funders and Committee members are fully informed of the work the Committee accomplishes directly and the work that is done and the successes that are achieved by Building Bridges and Foundations (Passports) staff members, and the challenges the Committee faces.

n) In a timely manner the Committee will provide the Developmental Services Network – Haliburton, Kawartha, Pine Ridge (DSN-HKPR) with the information the DSN needs to do its work effectively. The Committee will also provide relevant information, in a timely manner, to all other relevant Four Counties and Clarington planning 'tables'.

o) The Committee will expect appropriate responses, in a timely manner, from the Developmental Services Network – Haliburton, Kawartha, Pine Ridge and all other relevant planning 'tables' regarding all matters that Four County Transitional Aged Youth Committee refers to these planning 'tables' that are within their purview.

p) While respecting each member organization's mandate, and when asked to do so, the Committee will devise a plan that addresses the formulation of transition plans for students with a disability other than a developmental disability, who attend Four County elementary and secondary schools and who need this form of assistance. Once an agreed plan is in place, the Committee will advocate for the resources necessary to make the agreed plan fully operational.

COMMITTEE MEETING SCHEDULE:

The Committee will meet four times each year, in January, April, June and October. Normally meetings will take place on the third (3rd) Wednesday from 1:00 pm to 3:00 pm. Program Staff members normally meet on the same day from 10:00 am until 12 noon.

CHAIR AND VICE-CHAIR:

The members of the Committee will elect a Chair and Vice-Chair from within the membership of the Committee. Each will normally serve for a term of three (3) years. Both the Chair and the Vice-Chair shall serve in a voluntary capacity.

SECRETARY:

The Chair and Vice-Chair will appoint a competent secretary who will be paid for the work she/he does.

STANDING SUB-COMMITTEES:

The Committee may, at any time, decide to establish one or more standing sub-committees. In doing so, the Committee shall first draft and approve terms of reference for the sub-committee the Committee wishes to establish. Presently, one standing sub-committee exists, namely the Program Staff Sub-Committee.

AD HOC TASK GROUPS:

The Committee may, at any time, decide to establish one or more ad hoc task groups. In doing so, the Committee shall first draft and approve terms of reference and a timetable, and all task groups established shall 'dissolve' in accordance with the agreed timetable unless the Committee wishes to extend the dissolution deadline.

AGREED WORK PLAN:

A formal work plan shall be drafted and agreed upon at 24 month intervals. All Committee members and Program Staff Sub-Committee members shall be invited to participate in the planning and approval process. The plan shall not be agreed on the day it is drafted. Further, a draft plan shall be circulated to all Committee and Standing Sub-Committee members to review and consider before they are asked to approve same. The approval process will take place at the next regular Committee meeting. All Committee and Program Staff Sub-committee members shall be invited to attend the approval process meeting(s), at which time anyone present shall have the right to suggest amendments, changes, additions, etc. Suggested amendments, changes, additions, etc., shall be discussed and agreed before they are added to the draft plan. The draft plan, including all agreed amendments, additions, changes, etc., will then be discussed and agreed "as a whole".

The Committee may amend the agreed plan at any time, and any member can suggest changes. However, the Committee will not consider proposed changes during any regularly scheduled or special meeting unless the members have been provided with the proposed changes at least one full week prior to the meeting at which the member (s) who forwarded the proposed change wish this proposed change discussed.

Progress against the agreed plan will be tracked and discussed during each regularly scheduled meeting.

Appendix "A"

Role of the Chair, Vice-Chair and Committee Members:

PREAMBLE:

For any Committee or task group to be effective, the following must be in place;

- An agreed mission and goals statement that is clear and unequivocal
- An agreed work plan that translates mission and goals into concrete action steps with agreed completion dates
- A High level of trust must exist (which results from transparency, demonstrated competence, etc.) Please refer to "The Speed of Trust – The One Thing That Changes Everything", Stephen Covey and Rebecca R. Merrill, Free Press, 2005)
- Agreement re: the role of the Chair, Vice-Chair and Committee Members. The Chair, Vice-Chair and Committee members must then contribute in accordance with the agreement
- Effective leadership
- Effective follower-ship

The Committee's expectations re: the role of the Chair and the Vice-Chair are set out below, and speak to effective leadership. The Committee's expectations re: the role of the Committee members are set out below, and speak to effective follower-ship;

- To attend all Committee meetings, and to arrive on time and fully prepared
- To ensure only one conversation at a time takes place during Committee meetings
- To help the Chair and Vice-Chair keep discussions on track
- To ensure that all work a Committee member volunteers to complete is completed by the agreed upon deadline and with the necessary quality
- To ensure the Committee always speaks with one voice
- To support all decisions the Committee makes
- To help new members 'learn the ropes' as quickly and painlessly as possible
- To raise complaints and/or concerns tactfully and with respect
- To ensure all conversations re: any issue that is before the Committee happen 'in the room'
- To be tough on issues but easy on people
- When mistakes are made to adopt the attitude "Everyone makes mistakes and they do so frequently – hence when a mistake is made everyone will direct his/her attention and energy to 'fixing' the mistake, not to casting blame."

The following is summarized from "Conducting Effective Meetings" and other books and articles by John Tropman, Professor Emeritus, School of Social Work, University of Michigan.

The Chair and Vice-Chair are responsible for the orderly operation of the Committee. Therefore, their duties are as follows;

1. To appoint a competent secretary and to specify the secretary's duties.

2. To ensure an agreed plan is in place that is clear and unequivocal re: what is to be accomplished, who is responsible, when completion is expected to occur, and how everyone involved will know that completion has occurred (quantity and quality aspects must be clearly spelled-out together with how these will be measured).

3. To ensure progress against the agreed plan is discussed during all regularly scheduled meetings – and that a corrective plan is formulated and implemented should a deviation from the agreed plan occur.

4. To ensure an agreed schedule of meetings is in place (date, time, place and duration).

5. To ensure effective agendas for all regular and special meetings are prepared and forwarded to all members not later than approximately 14 days prior to each meeting. Note: During meetings, the members of a committee or task group do only 3 things, namely, a)Share information, b)discuss and c) make decisions, therefore, what is required for each agenda item should be clearly specified. All necessary background information must accompany the agenda and be written so that a new member can easily read and understand the document.

6. To ensure all meetings start and end on time.

7. To ensure that accurate and complete minutes are written and forwarded within three (3) weeks, following each meeting.

8. To ensure all guiding principles are adhered to.

9. To ensure all members are fully conversant with each item to be discussed, that a 'full and fair' discussion occurs for each and every agenda item. Further, that the wording of all motions is clear and unequivocal, and that the result of every decision making process is clearly enunciated during the meeting and clearly and accurately recorded in the minutes.

10. To ensure all members have the opportunity to participate as they wish to. This means the Chair should encourage 'quiet' members and place limits on 'very vocal' and 'vociferous' members.

11. To ensure the Committee members are given the time they require to make decisions. Please see guiding principles.

12. To ensure that all discussions and decisions re: matters before the Committee take place 'in the room', and that the Committee is not asked to 'rubber stamp' decisions that have already been made elsewhere.

13. To ensure the Committee always speaks with one voice. Therefore, no Committee member, including the Chair and Vice-Chair, should speak on behalf of the Committee re: any matter currently before the Committee unless she/he has been specifically empowered to do so.

14. The Vice-Chair shall chair meetings when the Chair is unable to attend and at other times when it is advisable that this happen (for example, when the Vice-Chair is better informed regarding an agenda item).

15. FUN should be a part of every meeting. It is so important; it should never be left to chance.

16. Approximately six (6) months prior to the end of their term in office, the Chair and Vice-Chair will initiate a discussion with the members of the Committee regarding the election of a new Chair. When the decision has been made re: a successor, the current Chair and Vice-Chair shall offer the successor(s) every assistance and support to ensure an orderly, seamless, transition takes place.

ORIENTATION/COMMUNICATION - TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: Orientation/Communication
Date of Report: February 11, 2010

MEMBERS OF TASK GROUP:

Karen Poole – (Community Living West Northumberland)
Vikki Etchells – (Alternatives Community Program Services)
Sheila Gillott – (Alternatives Community Program Services)

PURPOSE OF TASK GROUP:

This task group was formed to complete three tasks;
1. Membership; Develop an up-to date list of members on the STAY Committee. The membership list will include the organizations they represent as well as a primary representative and an alternate representative to attend committee meetings.
2. Orientation Package; Develop an orientation package for existing and new members, to ensure that members of the STAY Committee have the most current information. The package is to provide a history, membership list, operating principles, current work plans, and current minutes.
3. Communication; Develop a format for the working task groups to report progress and to collate information for the STAY Committee Annual Report.

SUMMARY:

1. Membership; A template was created to list member organizations with a primary representative and an alternate representative from each organization. This list will be available at each meeting for updating. This list creates a bond between member organizations and allows for partnerships to be developed. A 'Letter of Welcome' was designed that illustrates the commitment from each member organization.
2. Orientation Package; Membership Manuals were developed and distributed to each member organization of the STAY Committee. The manuals are working documents where new information flows in and old information flows. The attending representative will bring the manual to each committee meeting in order to reference current information, reduce redundancy, and ensure that the tasks of the STAY Committee continue to move forward.
3. Communication; A template was developed for reporting the progress of the annual work plans. From these 'Task Group Reports' an annual report from the STAY Committee will be collated and presented to SEAC (Special Education Advisory Committees), to DSN (Developmental Services Network), to Ministry Management Groups, to Children's' Services, to Respite Advisory Groups and to Access Centres.

The STAY Committee Annual Report is meant to provide accountable, current and statistical information to community partners and Government officials as the STAY Committee continues to advocate for people with disabilities and lobby for much needed resources.

BARRIERS:

All items on this work plan have been successfully completed.

HIGH SCHOOL ENROLLMENT DATA - TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: High School Enrollment Data
Date of Report: February 8, 2010

MEMBERS OF TASK GROUP:

Ray Walt (Peterborough, Victoria, Northumberland, Clarington Catholic DSB)
Christine Orton (Kawartha Pine Ridge DSB)
Connie Friar (Trillium Lakelands DSB)

BACKGROUND INFORMATION:

Planning, while always a necessity for an effective service delivery system, has been done in a very haphazard manner within the social services field for many years. Now, with funding for new resources at a decade and one half low, planning to make the most of the resources that currently exist has become a priority. Good planning requires relevant 'hard data' and accurate information

PURPOSE OF THE TASK GROUP:

Collect relevant and current high school enrollment data for students with disabilities. Collect data on an annual basis, summarize and publish this data.

LIST THE ITEMS AND ACTIONS COMPLETED:

Task group members collected enrollment information from all the schools listed on page 18. The Ontario Ministry of Education's "Categories and Definitions of Exceptionalities" (see pgs 22, 23 and 24), as well as the names of the secondary schools in Trillium Lakelands DSB, Kawartha Pine Ridge DSB, Peterborough, Victoria, Northumberland, Clarington Catholic DSB (see page 18) are included in this report to explain the data that was collected.

Note:

1. The numbers presented (see pgs 19, 20 and 21) are minimum totals. It is important to note that there are additional students that are not included in the data because they have not been presented at a system level IPRC (Identification, Placement and Review Committee).
2. Also the numbers shown in Grade 12 represent students up to 21 years of age, some who will have completed 7 years in High School.

LIST OF SCHOOL BOARDS AND SECONDARY SCHOOLS

COUNTY	SCHOOL	BOARD
Haliburton County	Haliburton Highlands Secondary	TLDSB
City of Kawartha Lakes		
	Fenelon Falls Secondary	TLDSB
	I.E. Weldon Secondary	TLDSB
	Lindsay Collegiate and Vocational Institute	TLDSB
	St. Thomas Aquinas Secondary	PVNCCDSB
Peterborough County		
	Lakefield District Secondary	KPRDSB
	Norwood District Secondary	KPRDSB
	Adam Scott Collegiate Vocational Institute	KPRDSB
	Crestwood Secondary	KPRDSB
	Kenner Collegiate Vocational Institute	KPRDSB
	Peterborough Collegiate Vocational Institute	KPRDSB
	Thomas A. Stewart Secondary	KPRDSB
	Holy Cross Secondary	PVNCCDSB
	St. Peter's Secondary	PVNCCDSB
Northumberland County		
	Campbellford District High	KPRDSB
	East Northumberland Secondary	KPRDSB
	Port Hope High	KPRDSB
	Cobourg District Collegiate Institute East	KPRDSB
	Cobourg District Collegiate Institute West	KPRDSB
	St. Mary's Secondary	PVNCCDSB
Municipality of Clarington		
	Clarington Central Secondary	KPRDSB
	Clarke High School	KPRDSB
	Bowmanville High	KPRDSB
	Courtice Secondary	KPRDSB
	Holy Trinity Secondary	PVNCCDSB
	St. Stephens Secondary	PVNCCDSB

KPRDSB
(Kawartha Pine Ridge DSB)

PVNCCDSB
(Peterborough Victoria Northumberland Clarington Catholic DSB)

TLDSB
(Trillium Lakelands DSB)

SCHOOL ENROLLMENT DATA, BY COUNTY, AS OF MARCH 2010

Note:
Students in Grade 12 could be up to 21 years of age and could have attended High School for up to 7 years.

Northumberland County						
Grade	9	10	11	12	Total	
Physical						
Kawartha Pine Ridge DSB	1	1	4	1	7	
PVNC Catholic DSB	1	1	0	0	2	9
Multiple						
Kawartha Pine Ridge DSB					0	
PVNC Catholic DSB	2	3	4	11	20	20
Autism						
Kawartha Pine Ridge DSB	7	3	7	18	35	
PVNC Catholic DSB	0	0	1	0	1	36
Developmental						
Kawartha Pine Ridge DSB	9	9	21	27	66	
PVNC Catholic DSB	1	0	1	4	6	72
Mild Intellectual						
Kawartha Pine Ridge DSB	22	39	40	1	102	
PVNC Catholic DSB	6	2	1	2	11	113
					Total	**250**

Municipality of Clarington						
Grade	9	10	11	12	Total	
Physical						
Kawartha Pine Ridge DSB	2	0	0	2	4	
PVNC Catholic DSB	0	0	2	0	2	6
Multiple						
Kawartha Pine Ridge DSB					0	
PVNC Catholic DSB	1	3	3	10	17	17
Autism						
Kawartha Pine Ridge DSB	10	9	8	9	36	
PVNC Catholic DSB	8	4	6	5	23	59
Developmental						
Kawartha Pine Ridge DSB	9	7	8	18	42	
PVNC Catholic DSB	1	2	1	1	5	47
Mild Intellectual						
Kawartha Pine Ridge DSB	18	6	25	37	86	
PVNC Catholic DSB	2	2	3	5	12	98
					Total	**227**

City of Kawartha Lakes

Grade	9	10	11	12	Total	
Physical						
Trillium Lakelands DSB	3	3	1	2	9	
PVNC Catholic DSB	0	0	2	0	2	11
Multiple						
Trillium Lakelands DSB					0	
PVNC Catholic DSB	1	3	1	6	11	11
Autism						
Trillium Lakelands DSB	5	8	10	12	35	
PVNC Catholic DSB	2	1	3	4	10	45
Developmental						
Trillium Lakelands DSB	12	5	9	15	41	
PVNC Catholic DSB	0	1	0	4	5	46
Mild Intellectual						
Trillium Lakelands DSB	22	27	20	26	95	
PVNC Catholic DSB	0	2	2	1	5	100
					Total	**213**

Peterborough County

Grade	9	10	11	12	Total	
Physical						
Kawartha Pine Ridge DSB	3	3	2	2	10	
PVNC Catholic DSB	0	1	1	2	4	14
Multiple						
Kawartha Pine Ridge DSB					0	
PVNC Catholic DSB	12	6	5	14	37	37
Autism						
Kawartha Pine Ridge DSB	9	8	6	16	39	
PVNC Catholic DSB	8	9	8	12	37	76
Developmental						
Kawartha Pine Ridge DSB	19	19	26	73	137	
PVNC Catholic DSB	0	0	1	4	5	142
Mild Intellectual						
Kawartha Pine Ridge DSB	35	20	26	60	141	
PVNC Catholic DSB	0	0	3	6	9	150
					Total	**419**

Haliburton County

Grade	9	10	11	12	Total	
Physical						
Trillium Lakelands DSB	0	0	0	0	0	
						0
Multiple						
Trillium Lakelands DSB					0	
						0
Autism						
Trillium Lakelands DSB	1	3	3	5	12	
						12
Developmental						
Trillium Lakelands DSB	2	4	1	3	10	
						10
Mild Intellectual						
Trillium Lakelands DSB	4	7	2	3	16	
						16
					Total	**38**

SUMMARY OF TOTALS BY COUNTY

Northumberland County	250
Municipality of Clarington	227
City of Kawartha Lakes	213
Peterborough County	419
Haliburton County	38
Total	**1147**

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

These broad categories include the following definitions, as clarified in the memo to school boards of January 15, 1999:

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;

b) excessive fears or anxieties;

c) a tendency to compulsive reaction;

d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

Autism

A severe learning disorder that is characterized by:

a) disturbances in:
   - rate of educational development;
   - ability to relate to the environment;
   - mobility;
   - perception, speech, and language;

b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of:
   - language delay;
   - dysfluency;
   - voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:
   - impairment of vision;
   - impairment of hearing;
   - physical disability;
   - developmental disability;
   - primary emotional disturbance;
   - cultural difference;

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
   - receptive language (listening, reading);
   - language processing (thinking, conceptualizing, integrating);
   - expressive language (talking, spelling, writing);
   - mathematical computations; and

c) may be associated with one or more conditions diagnosed as:
   - a perceptual handicap;
   - a brain injury;
   - minimal brain dysfunction;
   - dyslexia;
   - developmental aphasia.

Name of Task Group: High Needs
Date of Report: February 8, 2010

MEMBERS OF TASK GROUP:
Marshall Elliott (Community Living Kawartha Lakes)
Bob Bennett (Lead)
Patty Babineau (Community Living Haliburton County)
Shannon Colson (Community Living Campbellford Brighton)
Carol Gordon (Kawartha Participation Projects)
Kim Steele (Community Living Peterborough)

BACKGROUND INFORMATION:
For many years families with high needs adult children living at home, who reside within the counties of Haliburton, Peterborough, Northumberland and City of Kawartha Lakes, have experienced great difficulty in obtaining the supports and services they require to help them to support their family members(s) at home. The lack of appropriate respite services, especially respite for several consecutive days, has been a huge problem for these families. These families were encouraged to learn of the introduction of the Passports funding, and Bill 77 (which enables the Ontario Government to flow funding directly to families), however neither of these measures has, so far, been of much help to the vast majority of families.

PURPOSE OF THE TASK GROUP:
This task group is striving to find ways to provide some assistance to the above-mentioned families, within currently available resources, by trying to find ways to improve the performance of the broadly defined Four County service delivery system (paid supports + generic supports and services + community and family capacity).

LIST THE ITEMS AND ACTIONS COMPLETED:
Task group members have been and are currently interviewing high needs families in all four counties to find their answers to the following questions:
- What are the two most difficult problems your family faces?
- Have you come up with solutions of your own to these problems?
- Have you thought about how your family could work with other families for your mutual benefit?
- Is your daughter/son currently on a wait list for an existing service?

When these interviews have been completed the information garnered will be summarized, discussed and shared with the Committee as a whole. This task group will then use this information to try to address the most pressing problems these families identified.

THE ECONOMY AND THE FUTURE – TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: The Economy and the Future
Date of Report: March 31, 2010

MEMBERS OF THE TASK GROUP:

Gene Canning (Ontario Disabilities Support Program-Employment Support)
Leslie Banner (Tri-County Community Support Services – TAY Program)
Ray Walt (PVNCC District School Board)

PURPOSE OF THE TASK GROUP:

To investigate programs offered at various Ontario Community Colleges that would be helpful to students with disabilities after they have left secondary school.

LIST THE ITEMS AND ACTIONS COMPLETED:

Programs that are offered by several Ontario Community Colleges were reviewed by Task Group members. After discussing the relative merits of these programs, the members of this Task Group felt that a program similar to the 'Community Integration Through Co-operative Education Program' currently offered by Durham College would benefit youth with disabilities who have left secondary school and who reside within the counties of Peterborough, Northumberland, Haliburton and City of Kawartha Lakes.

A detailed program proposal was then drafted and discussed with Joyce Wade of Fleming College and the Ontario Disabilities Support Program (Ministry of Community and Social Services - Province of Ontario).

Several meetings with both of the above were held, and while nothing concrete has yet been agreed, these discussions are progressing.

Ray Walt was invited to become a member of the Fleming College Program Advisory Council and agreed to do so.

GRIFFIN CENTRE - TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: Griffin Centre
Date of Report: March 31, 2010

MEMBERS OF TASK GROUP:

Front-line Staff in each of the Four Counties

PURPOSE OF TASK GROUP:

1. To improve awareness and knowledge, in general, regarding sexuality issues for students we support.
2. Connect students in each of the four counties, who have an intellectual disability, with appropriate information to increase their awareness around LGBTQ (Lesbian Gay Bisexual Transsexual Questioning) issues.
3. Invite the sprOUT staff from the Griffin Centre to offer their expertise in this area. Arrange for a meeting with sprOUT, enabling students to feel supported to attend social events and increase their own personal acceptance of their own sexuality. School teachers and Educational Assistants will also be invited to be a part of this awareness building process.

LIST THE ITEMS AND ACTIONS COMPLETED:
Actions:
- sprOUT, a program of the Griffin Centre, was invited to offer suggestions about how to approach sensitive sexuality issues in rural areas. Information about the Sex Esteem program, a training project in Southern Ontario for students and staff was provided. More information about this project, led by a community planning committee, will be explored.
- In the summer of 2009 this task group collaborated with Community Living Peterborough to host a community meeting. Students in Foundations and Interdependent Living programs were invited to attend. Low registrations for this event resulted in cancellation.
- Discussions with Susan Lovell, Coordinator of Special Services and Heather Truscott, Special Programs Consultant with Trillium Lakelands DSB took place, indicating support for connecting LGBTQ (Lesbian Gay Bisexual Transsexual Questioning) groups in two local school boards. Teacher support staff will be contacted in each school to arrange a future meeting.

SUMMARY:

This has been a learning process. The task group is still looking at ways of exploring how to improve awareness and knowledge of sexuality for the students we support, as well as support to LGBTQ (Lesbian Gay Bisexual Transsexual Questioning) students.
BARRIERS:

The sprOUT invitation/flyer for the community meeting to be held on November 27th was cancelled due to limited registration. (See flyer on page 27) The task group felt that the flyer was too strong or off-putting for students.

Sexuality, in general, is a very sensitive issue and we need to look further at how to best provide information. Programs that work in an urban area may be different than what works in a rural area.

FUTURE PLANS:

- Share and review existing agency resources.
- Meet with Tri-county Behavioural Support Services to review the support offered and referral process.

Front line staff in each of the Four Counties has independently decided the future direction of this initiative for their regions.

Campbellford / Brighton Area…felt this was unnecessary for this area as there has not been an interest or request. No further plans are being developed.

Peterborough and County…staff will attend the 'Train the Trainer' workshop for "Sex Esteem" in October 2010. Plans to implement the "Sex Esteem" program in all the area high schools will be developed.

Haliburton County…no further plans have been developed to address the issue of sex education for people with disabilities in the high schools.

Northumberland County…will develop a new work plan with regards to Sex Education Training for students with Intellectual Disabilities.

City of Kawartha Lakes…will provide on-going information on sprOUT to the staff resource teachers of the existing LGBTQ (Lesbian Gay Bisexual Transsexual Questioning) in schools. Assist when needed to arrange meetings with the Griffin Centre and sprOUT staff.

sprOUT is funded by:
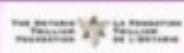
www.trilliumfoundation.org

Are you a Self Advocate? Do you want to meet new people and learn more about the lesbian, gay, bisexual and transgender communities where you live?

Free

A <u>S</u>upporting <u>T</u>ransitional <u>A</u>ctions for <u>Y</u>outh Committee Initiative:

**Friday November 27, 1 - 3 pm
Peterborough Public Library
345 Alymer Street North**

If you are interested in attending, or want more info please contact: Kristie Longyear at 705 742 0806 x 225 or alternatives_foundationskl@yahoo.ca

Travel subsidy is available if needed.

sprOUT & STAY
Workshop

ReachOUT

Come out for a fun workshop!

Snacks included

gc
griffin centre
EVERYBODY COUNTS

24 Silverview Drive
North York ON
416-222-1153 x 137

WHO IS NOBODY - TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: Who Is Nobody
Date of Report: March 31, 2010

MEMBERS OF TASK GROUP:

Front-line Staff in each of the Four Counties

PURPOSE OF THE TASK GROUP:

"Who Is Nobody" is a character education program that can be implemented in the elementary and/or secondary schools. Peterborough County appealed to a service club in the area to purchase 2-3 kits for 2-3 schools in Peterborough.

The "Who is Nobody" program allows each student to take home the 'Who is Nobody' doll (a featureless cloth doll) for one week at a time. Students are asked to make **NOBODY** into **SOMEBODY** by creatively putting their own mark on the doll with items that reflect their own passions and personalities. Students also involve themselves in a community project of their choice. At the end of the week they would share their experience, actions and learning with the class.

To have the "Who is Nobody" character education program incorporated into School Board curricula to promote empathy, respect and build on students personal strengths. (See information sheet on page 31)

LIST THE ITEMS AND ACTIONS COMPLETED:

Actions from Trillium Lakelands District School Board (TLDSB):
- Community Living Kawartha Lakes required and obtained clarification from supervisor that this project fit their mandate.
- Initial discussions took place with the Trillium Lakelands DSB Consultant representative on this committee and it was established that 'Who is Nobody' had been offered in this Board in the past. Attempts were made to locate a kit unsuccessfully.
- A meeting took place with the new Coordinator of Special Services Trillium Lakelands DSB in January 2010 to discuss Building Bridges, the role of Supporting Transitional Actions for Youth Committee and the appropriateness of this committee's goals to character education in Board curriculum. The outlay of teaching time and the cost of the kit were also discussed. It was explained that it would depend on the agreement from individual teachers who have to self teach and implement this project into their individual curriculum.
- The project was then referred to the Special Programs Consultant in February 2010 who informed that it is successful in Bracebridge. It was felt that "Who is Nobody" currently fits with the inclusion policy of the Board and recommended a Grade 4-5 level, possibly Grade 9, and could be implemented in September 2010, if a teacher steps forward to be involved. There is also an eco green doll, "Who is Nobody" which could be used.

- Trillium Lakelands DSB was also supportive of 'Spinclusion', the inclusion board game from Community Living Toronto.

Actions from Peterborough County (Alternatives):
- Made contact with the local school board administration to ensure approval of the implementation of "Who is Nobody" within this Board region. Received approval from Board to move forward with this initiative.
- Connected with "Who Is Nobody' founder and coordinator, Kelly Clark, to arrange a presentation to Rotarians in Peterborough in order to appeal for funding for program kit for the local schools. Kelly Clark presented the "Who is Nobody" program to Peterborough Rotarians on March 2, 2009.
- Special Education teachers from Kawartha Pine Ridge DSB were invited to the Rotary Meeting presentation above.
- Letter was submitted to the Peterborough Rotary Club appealing for a donation to purchase 2 kits, approximately $ 450.
- On June 1, 2009, Kelly Clark along with two STAY Committee members attended a Rotary Meeting where they were presented with a donation (cheque) to purchase 2 kits.
- Following this donation a 'thank you 'card was sent to Peterborough Rotary Club.
- Implement program within Peterborough high school (s) once the program kits are purchased.

Actions from Community Living West Northumberland:
- Contacted Kelly Clark, founder and coordinator of "Who is Nobody". Kelly informed that this program is currently offered in a number of schools in the area. Community Living West Northumberland will facilitate the program internally with the summer program.

SUMMARY:
City of Kawartha Lakes: "Who is Nobody" and Spinclusion will be included as part of their 2010-11 work plan. It is hoped that both programs can be implemented in a school in the Fall of 2010. There is a possibility of obtaining a handmade version of the doll.

In Peterborough County, Kits have been purchased and are ready to implement in 2010-11 school year. Decisions will be made about which schools will receive and implement the program. Also decisions will be made to follow up with teachers who are implementing the program, to follow up with Kelly Clark, founder of the "Who is Nobody" program, and to follow up with the Peterborough Rotary Club to show them how their donation is working in the community.

BARRIERS:
In City of Kawartha Lakes…

- The turnover in Trillium Lakelands DSB initially deferred meetings with the Board Coordinator to explain the project. However, support has been very positive based on teachers volunteering to support the projects.
- Discuss a work plan to implement the 'Spinclusion' game from Community Living Toronto as part of the Trillium Lakelands DSB's inclusion policy in the Fall of 2010.

Who is NOBODY?

Kelly Clark is the director of the Who Is NOBODY? program

Who is NOBODY?

Schools are always looking for new ways to help students build character and get involved in community projects. Thanks to downtown resident and former Toronto District School Board (TDSB) teacher Kelly Clark, NOBODY is there to help. Clark is the founder of Who is NOBODY? an initiative, which sees a cardboard suitcase containing a non-descript denim doll, a how-to DVD, karaoke CD, study guide and other supplementary materials delivered to classrooms.

Clark said the idea for the project came to her while she was teaching. "I saw how much energy the kids spent trying to be like everybody else and I wanted to help them be different and explore their own interests while doing things to help others," she said. Clark said the concept is to get kids involved in ways that appeal to them by tapping into their personal strengths. Individual projects must help people, animals or the environment either locally or globally. Beyond the obvious benefit of helping others, the project helps students explore and express their individuality and build character. The students have gained self-esteem and a philanthropic side as they have seen their hard work have an impact.

Students take turns working on charitable or community-building projects of their own choosing, which they then present to their classmates. The students then add features such as clothing to the doll to reflect the work they did, slowly turning NOBODY into somebody who reflects their own interests.

Some 25,000 students have already taken part in Who is NOBODY? at schools across Canada, the United States and the United Kingdom.

Who is NOBODY? also fits within School Board curriculum, enhancing four strands of literacy - reading, writing, oral presentation and media literacy - by writing about and presenting their initiatives to the class and affixing a 3D attachment to the NOBODY doll.

Because the participants lead their own individual projects, Who is NOBODY? is flexible enough to work for students of any age and at any level.

Seeing the benefits, various Rotary Clubs have donated dolls to schools and some teachers have bought the doll with their own funds through the Who is NOBODY? website (www.whoisnobody.com).

STOMPING OUT STIGMA- TASK GROUP REPORT
(2009 - 2010)

Name of Task Group: Stomping Out Stigma
Date of Report: March 31, 2010

MEMBERS OF TASK GROUP:

Front-line Staff in each of the Four Counties

PURPOSE OF THE TASK GROUP:

Champion the implementation of the "Stomping out Stigma" program for the students in the Kawartha Pine Ridge DSB and Peterborough Victoria Northumberland Clarington Catholic DSB in Peterborough County.

The goal of the "Stomping out Stigma" program is to decrease stigma by combining factual information about mental health issues with powerful, personal stories of recovery. (See information sheet on page 33)

LIST THE ITEMS AND ACTIONS COMPLETED:

The Committee invited Bob Heeney, Professional Practice Leader for Adolescents at Ontario Shores, to present the program to the Committee in 2008.

After further discussions with Bob Heeney and the Trillium Lakelands DSB, Community Living Kawartha Lakes decided that developing the community coalition and being a resource to the program was too time intensive for staff and teachers. It was decided that this was a better fit for the Canadian Mental Health Association. Likewise, committee members from Community Living West Northumberland decided that this initiative was too time-intensive to move forward with at this time.

Front-line staff in Peterborough County chose to champion the project for their area.

SUMMARY:

In Peterborough Alternatives will proceed with this project after the implementation of the other STAY front-line initiatives, namely, "Who is Nobody" and "Sex Esteem".

STOMPING OUT

stigma

Information Sheet

Talking About Mental Illness
T.A.M.I. Durham

Purpose:
To bring together community agencies, schools, youth, people with mental illness and other community members to develop and deliver awareness programs for secondary school students in Durham Region. This program was originally created by the Mood Disorder Association of Ontario, the Centre for Addiction and Mental Health and the Canadian Mental Health Association.

In Durham Region a local T.A.M.I. coalition was formed and has been working on addressing the issues associated with stigma and mental illness for over five years.

Membership:
Ontario Shores Centre for Mental Health Sciences
The Youth Centre
The Canadian Mental Health Association - Durham
Pinewood Centre of Lakeridge Health
Mood Disorders Association of Durham
Durham District School Board
Durham Catholic District School Board
Durham Mental Health Services
Durham Family Court Clinic
Resources for Exceptional Children and Youth - Durham Region
Kawartha Pine Ridge District School Board
Kinark Child and Family Services- Durham
Frontenac Youth Services

Goals:
To eliminate or reduce the stigma associated with mental illness.

To provide secondary school teachers with the appropriate support and materials to implement an in-class awareness program.

To provide secondary school students and teachers with the appropriate support and materials to develop school wide, student driven awareness programs.

To provide an opportunity for secondary school students to learn from people who have experienced mental-illness first hand.

To help students to understand where and how they can access help for themselves and their peers.

For more information contact:
Ontario Shores Centre for Mental Health Sciences
905-668-5881
ext. 6014

Secondary School In-class Program:
Teachers are provided with a teachers manual and student workbooks to guide them through the program.

An introductory session (one class period) is facilitated by a TAMI coalition member where a pre-test is delivered and the stage is set for the weeks work.

During the week teachers guide students through the workbook in preparation for the end of week presentation.

At the end of week presentation, a TAMI coalition member will facilitate a session (one class period) of moving presentations by people living with mental illness. There is an opportunity for students to ask questions. School Administrators, guidance counselors and school social workers should be invited to the final session. Students are given a list of resources available to them in their community.

This program can formally fit into the Ontario Secondary School Curriculum Guidelines for many subjects including: Healthy Active Living Education (Grade 11), Health for Life (Grade 11), Intro to Anthropology, Psychology and Sociology (Grade 11), Media Studies (Grade 11), Leadership and Peer Support (Grade 11), Philosophy (Grade 11), Individuals and Families in Diverse Society (Grade 12), Healthy and Active Living Education (Grade 12), Parenting and Human Development (Grade 12).

This program can also fit into the school curriculum where there are "teachable moments". Examples include: English classes studying a novel where a character may have a mental illness, Art classes where there may be a study of an artist with a mental illness etc…

T.A.M.I. Summit
Teachers and up to four students per school are invited to attend the annual T.A.M.I. Summit.

Attendees participate in activities and exercises that talk about the stigma associated with mental illness.

Attendees will have an opportunity to meet and hear the moving stories of people living with mental illness.

Each school will be given a manual and resources to assist them with planning awareness activities within their home schools that will work on reducing the stigma associated with mental illness.

Each school will be assigned a member of the T.A.M.I. coalition as their direct support person to assist with the development of their awareness plans.

T.A.M.I. Speaker Training

The T.A.M.I. coalition is privileged to have members of the community who are living with mental illness share their experiences with others.

Speaker screening, training, support and recognition is provided by the T.A.M.I. coalition to the dedicated individuals who are part of the program.

"Be the change you want to see." - Gandhi

MEMBERSHIP ORGANIZATIONS 2009-2010

Member Organizations

Kawartha Pine Ridge District School Board (KPRDSB)
Trillium Lakelands District School Board (TLDSB)
Peterborough, Victoria, Northumberland, Clarington Catholic District School Board (PVNCCDSB)
Central East Community Care Access Centre – Peterborough
Kawartha Participation Projects (KPP)
Community Living – Campbellford/Brighton
Community Living – Oshawa/Clarington
Community Living – Peterborough
Five Counties Children's Centre
Ontario Disability Support Program (ODSP) – Employment Supports
Tri-County Community Support Services – TAY Program
Ministry of Community and Social Services (MCSS) – Province of Ontario
Ministry of Children and Youth Services – Province of Ontario
Service Coordination for Children and Youth

FOUNDING ORGANIZATIONS