



Passport Guidelines

An initiative for young people who have a developmental disability and who have left school and are seeking community participation supports

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SECTION 1: Introduction to the Passport Initiative

These guidelines have been developed to facilitate the implementation of Passport: An initiative for young people who have a developmental disability who have left school and are seeking community participation supports. They are intended to be a tool to guide the operation and the work between the Ministry of Community and Social Services' (MCSS) regional offices, community organizations and district school boards in delivering this initiative. These guidelines are available to the public upon request.

Overview

In 2005/06, the government created Passport: an initiative designed to enhance opportunities for individuals who have a developmental disability and who have left school and are seeking community participation supports. This initiative provides funding for activities using community partnerships, suited for a range of functional abilities. Through this initiative, participants are exposed to a wide range of experiences that focus on post-school activities and the personal development each individual needs to achieve his/her goals for living as an adult in the community. Passport is also intended to reflect what has been learned from the Ministry's review of the Foundations program, the work of the Ontario Community Inclusion Project, *It Takes a Village Where All People Belong*, and it also builds on the School Support Program model to work with school boards.

Description

The key goals of this initiative are to:

- Improve the quality of participation in the community by providing supports that focus on individual goals, work activities and community participation
- Assist participants to make the transition from school to life as an adult in the community
- Promote independence
- Foster social, emotional, and community participation skills
- Promote continuing education and personal development.

Target Population

This initiative focuses on residents of Ontario (Canadian citizen, landed immigrant, Minister's permit, permission to remain by Citizenship and Immigration Canada, e.g., refugee) who have a developmental disability confirmed by a qualified medical practitioner and/or psychologist in writing and who:

- Have left school and would benefit from community participation supports; or
- Have been waiting for service and are in need of community participation supports; and
- Are not eligible for Ontario Disability Support Program (ODSP) employment supports (i.e. where individual does not meet the criteria for funding through ODSP-Employment Supports); and
- Are living at home with their families or in other living arrangements including group homes, living on their own or with room mates (supported independent living) or with a Familyhome provider. **However, priority will be given to applicants who are living at home with their families.**

This initiative is intended to be suitable for individuals who have a wide range of functional abilities.

Key Components

Passport consists of the following key components:

- **Mentoring:** An in-school opportunity to expose students at the secondary level who have a developmental disability to post-school experiences and options.
- **Planning:** Individuals and families working in partnership with educators and local agencies designated by the Ministry of Community and Social Services' regional offices to assist in supporting the development of individual transition plans as identified under Regulation 181/98 of the *Education Act*. Some funding is available through Passport to assist with planning for individuals who are no longer in school.
- **Funding of community participation supports:** Individuals and/or families have the option of receiving funding directly to purchase supports and services or they can choose to access services through transfer payment agencies. Local access mechanisms or designated agencies will obtain input from community planning/advisory committees on the effective delivery of the Passport initiative in their particular community.

In combination, these activities both serve to strengthen transition planning and enhance the capacity of community participation and/or work activities to address the needs of the target population.

Mentoring Initiative

The Ontario Community Inclusion Project, *It Takes a Village Where All People Belong*, works in partnership with People First of Ontario and other self-advocacy groups to provide mentoring initiatives in selected schools. Referrals to the mentoring initiative can be made by educators in consultation with students, families, the Ontario Community Inclusion Project, *It Takes a Village Where All People Belong*, and People First of Ontario. Individuals and families also have the option of self referral.

Key elements include:

- Career shadowing including work, community participation activities, and volunteering;
- Peer support groups that focus on social skills, peer relationships, and adjustment to community participation activities upon leaving school;
- Standardized data collection to measure outcomes such as service targets and participant outcomes.

(Please see Appendix A for more detailed information on the mentoring component of the initiative.)

Planning

Under Regulation 181/98 of the *Education Act*, for exceptional students who are age 14 or over and who are not identified solely as gifted, the student's Individual Education Plan must include a transition plan for the student's transition from school to work, further education, and/or community participation activities. Specifically, the process is intended to anticipate the future needs of students so that schools, families, and community resources can plan together for students leaving school and make critical information available to students, parents, schools, and community agencies in order to provide proactive transition planning.

To support the above requirement, the Ministry of Community and Social Services' regional offices will have designated a lead agency to work with school boards to inform the development of transition plans and assist individuals who have a developmental disability to access community participation activities. *(See section 3 for more detailed information on transition planning with school boards.)*

Individuals and families are encouraged to work in partnership with educators and/or community-based organizations to develop preliminary individual plans that build on transition plans developed by school boards consistent with the Ministry of Education's *Transition Planning: A Resource Guide 2002*.

For those individuals and families not connected to community-based organizations, and who choose to use direct funding to purchase community participation supports,

funding is available for planning if necessary upon determination of eligibility and funding allocation (see section 2 for further details).

To the extent possible, individuals should apply for Passport with a plan that outlines the type of community participation supports they require and the goals and objectives they expect to accomplish.

A planning guide developed by the Individualized Funding Coalition for Ontario titled “*Creating a Good Life in Community: A Guide on Person-Directed Planning*” is available to individuals and their families with the Passport application form to support their application for Passport supports. Families are encouraged to use the planning guide with their son or daughter when thinking about the type of community participation supports available through Passport that would help to meet the goals and objectives they wish to accomplish. Copies of a plain language version of the planning guide are available at the Ministry of Community and Social Services website, www.mcscs.gov.on.ca and the Individualized Funding Coalition for Ontario website, www.individualizedfunding.ca

Funding of Community Participation Supports

Funding is provided to individuals and/or families by local access mechanisms or designated agencies using payment processes approved by the regional office. (See Section 2 for more detailed information on funding.)

To promote an accessible, fair and sustainable system, a consistent provincial application form is used for Passport. The goal of using this form is to assure that a similar level of funding is provided to individuals with similar needs across the province for community participation supports.

For Directly Funded Supports:

The flexibility and choice offered to individuals and their families through direct funding presents a more responsive way of the Ministry administering funds for community participation supports.

Passport funding can be used to purchase key activities that focus on continuing education, personal skills development such as work activities, employment preparation and vocational activities, volunteering, daily living activities, leisure and social skills. The maximum hours of support available for an individual should be based on a full time equivalent of 30-35 hours per week.

The local access mechanism or designated agency can administer funding for individuals who choose direct funding once eligibility and funding allocations have been determined.

For Transfer Payment Agency Services:

Existing processes are to be used for individuals choosing to access community participation supports through the existing transfer payment agency system.

SECTION 2: Administration

Background

In April 1999, the Ministry introduced Making Services Work for People, which presented an overarching framework to help reshape social services for children and for persons with a developmental disability in Ontario. Its goal was to improve these services by making the most of the resources that are available in each community and to allocate resources to those most in need. To promote such change, the Ministry identified four key shifts in direction in the delivery of services:

- From government responsibility to shared responsibility
- From services that respond to entrenched problems to services that anticipate needs, respond earlier and reduce the need for future services
- From services organized by an agency to services that respond to individuals and families
- From addressing needs through growth to doing better with existing resources.

In order to achieve the intended outcomes, Making Services Work for People emphasized the importance of local communities in managing and shaping services and outlined key system features to help families and individuals to access services that were most appropriate for their needs.

One of these features described a developmental services system in which access to services occurred through fewer entry points in the community. Regional offices have, as a result, developed local “access mechanisms” which operate as part of a broader system management structure to assist in shaping and managing the delivery of services and supports to persons with a developmental disability.

In some regions, this access mechanism has been implemented by creating or mandating a lead agency to assume a brokerage and decision-making function for persons applying for services. In other regions, this has been accomplished through a collaborative process where a collective of developmental services agencies acts as an entry point for individuals and families and determines the amount and type of services that may be available to respond to their needs. The key objective is to enable individuals to access the service system through one contact, without having to provide information and supporting documentation repeatedly.

The administration of the Passport initiative builds on the role of the local access mechanism or designated agency to manage entry into the developmental services system in accordance with local and/or regional guidelines and procedures as well as to administer the essential components of the initiative, including eligibility, priority access and funding determination.

Service Principles

The administration of the Passport initiative is guided by the following underlying service principles:

- **Person-centred:** Amount of government funding for each individual's supports is based on a consistent provincial application process involving the identification of an individual's strengths, preferences, needs and individual plans.
- **Choice and flexibility:** Individuals/families may choose to receive direct funding and arrange supports themselves or to receive services from a developmental services agency.
- **Equitable funding:** Provide a similar level of funding to individuals with similar needs across the province.
- **Strong families:** Recognize that the family is the primary support for adults with a developmental disability.
- **Accountability:** Individuals, families and service delivery agents are responsible to ensure that funding is used for its intended purpose and is being effectively managed to achieve the goals and objectives identified in the individual plan.

Access/Application Process

Eligibility for Passport is determined by the access mechanism or designated agency based on the target population for this initiative (see Introduction).

How to initiate a referral?

Students leaving school and individuals who are no longer in school but seeking community participation supports can apply directly to their local access mechanism or designated agency to determine whether they are eligible for Passport. Family members and agencies can also apply on behalf of individuals. Applications may also be initiated while the individual is still a student; however, the application cannot be funded until the individual has actually left school.

How are applications processed?

Passport introduces a consistent application form for use across all regions. The Passport application form is intended to provide a fair and consistent approach to accessing community participation supports.

- Upon receipt of a referral, the local access mechanism or designated agency forwards a Passport application form and an accompanying planning guide to the individual/family.
- The completed application form is returned by the individual/ family to the access mechanism or designated agency along with the individual plan, if available.
- The submitted information is reviewed by the local access mechanism or designated agency.
- The local access mechanism or designated agency utilizes existing processes and tools to determine those individuals found to be most in need of community participation supports, keeping in mind:
 - the intent of the Passport initiative
 - the target population, and
 - competing service pressures of individuals who have recently left school, and those who have been waiting for service.
 (*See section on considerations for prioritizing access for more detailed information*)
- Once the local access mechanism or designated agency has reviewed the application and has determined both eligibility for Passport and priority for service, an interview could be arranged with the individual or their family or agency where this is considered helpful to inform decision making.
- Following a review of the local service and support options, the individual chooses the method by which supports are provided. This may involve receiving the funding directly, or the individual may choose to access services through a developmental services transfer payment agency in their community. (*See section on funding levels and Appendix B for more detailed information*).

In order to respond to individuals' changing needs and to reflect their ongoing personal plans, the local access mechanism or designated agency will require the individual to submit an application form every three years, unless requested earlier by the individual or family. This allows for an opportunity to revise the individual plan and level of funding based on the attainment of personal goals, as well as any changes in the individual's level of need.

Considerations for Prioritizing Access

In order to promote a fair and equitable service system, the following considerations represent a minimum provincial standard for local access mechanisms or designated agencies when determining those most in need and prioritizing access to community participation supports. These considerations augment and support local processes and tools where they exist.

- Ability to benefit from support as it relates to individuals in each category of support need. (i.e. the potential for skill development and independence for individuals with low/ minimal support requirements versus quality of life issues for individuals with high/significant support requirements)
- Effect of supports in preventing crisis (for individual and/or family)
- Ability of the family to cope
- Community capacity (i.e. availability and range of generic services and supports)
- Availability of unpaid supports (to the individual and/or family)
- Length of time the individual/family has waited for community participation supports

Funding

The local access mechanism or designated agency reviews the Passport application form along with the individual's plan or any other submitted information to determine the amount of funding that may be available for community participation supports. In order to promote fairness, the level of approved funding is the same whether the individual/family choose direct funding or transfer payment agency community participation supports. The amount of funding available for an individual plan is based on the application of funding bands which correspond to four categories of support:

| <u>Category of Support</u> | <u>Funding Bands</u> |
|----------------------------|----------------------|
| Low / Minimal | up to \$6,250 |
| Medium / Moderate | \$6251 to \$12,500 |
| High / Significant | \$12,501 to \$18,750 |
| Exceptional | \$18,751 to \$25,000 |

Please note that these funding levels include the cost of administration for both direct funding and transfer payment agency services.

In order to guide the local access mechanism or designated agency in determining funding levels, a profile of typical support needs is provided in Appendix C. It should be emphasized that each of the above funding levels represents the maximum funding available and is based on a 12 month funding period. Individual allocations are informed by the identification of the person's support requirements and capacities as outlined in their Passport application form and accompanying documentation.

After three years, the individual's circumstances are re-evaluated by the local access mechanism or designated agency to review goal attainment and level of need. Individual funding allocations are subject to adjustment to respond to the different types of community participation supports required to reflect changing needs.

Consistent with the service principles for this initiative, funding allocations for Passport are intended to be portable and available to the individual should they choose to re-locate to another community in Ontario.

For Directly Funded Supports:

Once the funding amount has been determined, the local access mechanism or designated agency administers direct funding to the individual/family or to someone on the individual's behalf, as identified on the Passport application form.

Some individuals or their families may require support in developing and coordinating a plan for community participation supports or may require assistance in managing their direct funding. In such circumstances, individuals may use up to 10% of their total approved allocation to purchase planning and/ or brokerage and administrative supports of their choice.

For Transfer Payment Agency Services:

Once the local access mechanism or designated agency has determined the level of approved funding, the individual participates in their chosen transfer payment agency community activity using the normal Ministry service contract processes and business practices. This funding includes the cost of administration, if applicable.

The decision of an individual/ family to receive services through a transfer payment agency should be carefully considered in order to avoid untimely and disruptive changes in the method of allocating funding. Circumstances which would warrant a review/ change in service delivery agency and/or allocation method might occur, for instance, where the agency is no longer able to provide suitable services, an alternate service becomes available in the community which can better serve the needs of the individual, or the needs of the individual or their support network substantially change.

What can be funded?

Examples of the type of supports that are eligible for funding include:

- Supports to enable participation in further education, including creative post-secondary experiences which promote an integrated academic training program along with personal development. Some examples of such programs include:
 - the Community on Campus Model sponsored by Community Living Mississauga and the University of Toronto

- College Bound sponsored in collaboration with St. Lawrence College and H'Art School of Smiles.

Note: costs of tuition for post-secondary education programs that are eligible for government student assistance programs, as well as supports available through the on-campus Special Needs Office cannot be approved for funding through Passport.

- Employment preparation activities where the individual does not meet the criteria for funding through ODSP Employment Supports
- Work activities, including participation in community settings
- Volunteer activities
- Activities of daily living that enhance social skills, independent living and personal management
- Activities that develop skills in utilizing community infrastructure such as transportation services, shopping, libraries and recreation opportunities.
- Personal supports to assist in developing individual plans that identify available unfunded supports as well as required purchased supports.*
- Administrative/ brokerage supports to assist individuals and families to manage human resources and financial/ reporting requirements related to funded supports.*

* Note: As outlined on page 10 a maximum of 10% of the total direct funding allocation may be used to fund these activities.

Staff Resources

Local access mechanisms or designated agencies need to maintain the human resource capacity to deliver Passport – including accepting applications, prioritizing access, and making individual funding decisions. Additionally, staff need to be knowledgeable of the local resources and programs available in the community in order to make informed funding decisions in the context of the individual community support plans.

Local access mechanisms or designated agencies need to work closely with MCSS regional offices to ensure:

- recruitment of qualified staff
- implementation of adequate staffing resources given available funding
- development of clear roles and responsibilities as they relate to Passport
- provision of adequate and timely staff orientation and training.

The MCSS regional office is responsible to provide support to local access mechanisms or designated agencies in accordance with current practice and to oversee program and funding decisions in the context of Ministry policies and procedures.

Business Practices

The local access mechanism or designated agency provides critical support between the individual, the development of an informed plan, and the determination of funding resources to put the plan into effect.

As part of this support role, it is important that the local access mechanism or designated agency work closely with the lead agency that is responsible for liaising with local school boards and maintaining information received from the local school boards regarding the number and the types of support needs of individuals leaving the school system. This information will be used by both local planning groups as well as the MCSS regional office to project and proactively shape developmental services in the community. (See Section 3 for more information on *Liaising with District School Boards.*)

The local access mechanism or designated agency is responsible for collecting and maintaining data regarding the number of individuals served through the Passport initiative, as well as the hours of support funded.

Examples of the type of data to be collected include:

- Funds approved and committed
- Actual expenditures for the fiscal year
- Average cost of community participation supports per individual served by category of support
- Frequency of reporting
- The age of individuals served
- Type of living arrangement at time of application (i.e. family residence, group home, SIL, FamilyHome)
- Number of individuals who choose direct funding
- Number of individuals who choose community participation supports through a transfer payment agency
- Number of individuals served full-time
- Number of individuals served part-time
- Total number of individuals served

The MCSS regional office supervises the performance and service outcomes of the local access mechanism or designated agency based on the normal business practices applicable to transfer payment agencies.

Accountability and Quality Assurance

Local access mechanisms or designated agencies cannot be providers of MCSS funded day support/community participation services and must have policies in place to address conflict of interest.

In order to maintain a high level of accountability and quality assurance in the delivery of Passport, it is essential that the local access mechanism or designated agency adhere to an equitable and transparent process in determining access to services and level of funding. To assist in achieving this objective, the local access mechanism or designated agency is to work in consultation with a community planning/ advisory group designed to inform service provision.

As well, a separate forum with representation from families and self-advocates is required to inform Passport service provision. The role of the forum is not intended to adjudicate applications to Passport but rather to support the role of the local access mechanism or designated agency by:

- Advising about service needs in the community.
- Providing advice and feedback on the effectiveness of current practices and procedures.
- Providing input into proposed changes to policy, practices and procedures to improve service provision.

Local access mechanisms or designated agencies are expected to have an impartial review process that is available to individuals or families who feel that the application process and/or funding decision has not been fair and equitable. The review committee will meet with the individual and/or family, if requested, to review their application information as well as any additional relevant information and make recommendations regarding the funding decision or other procedures and practices for consideration by the access mechanism or designated agency. In the event that a resolution can not be achieved through local processes, outstanding issues may be referred to alternate regional dispute resolution processes that may be in place.

For Directly Funded Supports:

Funding provided to the individual or their family/agency must relate to the individual's needs as outlined in the application form and individual (transition) plan, where available.

The terms and conditions of the funding are outlined in a contractual agreement between the individual or family/agency and the access mechanism or designated agency. (See Appendix D, Passport Funding Agreement: Key Components.)

It describes:

- The amount of the approved funding
- The effective dates for the approved funding
- The roles and responsibilities of the respective parties.
- A general description of the outcomes that are to be achieved
- An agreement to an annual review to confirm that funds have been spent in accordance with the agreed purposes.
- An agreement that directly funded services and supports must adhere to Ministry values and principles.

Funding is provided to individuals and/or families by local access mechanisms or a designated agency using payment processes approved by the regional office.

Individuals and/or families must be willing to manage their own funding themselves or through a third party and are responsible for submitting invoices required to substantiate actual expenditures and reconcile payments. For some families, paying for supports up front may cause financial hardship. In such situations, local access mechanisms or designated agencies have an option of providing families with advance payments for approved Passport supports. These advance funds are then reconciled against actual expenditures and subsequent instalments are adjusted to avoid overpayments.

Responsibility for compliance with tax and other laws and regulations, quality assurance and liability rests with the individual (or where designated, the individual's family/agency).

Complaints about the quality of supports purchased through direct funding are taken up with the service provider delivering the program by the individual (or where designated, the individual's family/agency).

Random auditing of funding decisions and individual budgets, using accepted audit processes, is delegated by the regional office to local access mechanisms or designated agencies to assure compliance with provincial legislation and policies.

For Transfer Payment Agency Funded Services:

MCSS regional offices continue to use existing business practices (i.e. service contracts, quarterly reporting, random audits), provincial legislation, and policy.

Roles and Responsibilities

Individual/Family

- Act as the primary source in the development and revision of an individual plan.
- Identify and mobilize all natural supports to achieve personal goals (i.e. friends, extended family, and support circles).
- Engage in utilizing programs and resources that are available to achieve negotiated goals.
- Participate fully in evaluating the effectiveness of funded supports and services as determined by the achievement of identified goals.
- Where applicable, administer direct funding in a manner which is responsible and accountable. Where supports are being purchased directly by the individual/family, invoices are submitted to the local access mechanism or designated agency to verify the use of direct funding in a manner which is consistent with the approved plan.

Transfer Payment Agency

- Use existing financial and data systems to monitor funding commitments and service data for individuals supported through Passport funding.
- Adapt internal policies and procedures to respond to individuals who may wish to purchase services through their direct funding. This provides an opportunity for the agency to “market” programs and customize them to respond to individual demands
- Maintain effective human resource strategies to respond to the flexibility required by individuals/families seeking purchase of service arrangements.
- Maintain strategic monitoring to achieve the necessary balance between flexibility in the service system and program stability to ensure the integrity of the agency infrastructure.

Local Access Mechanism or Designated Agency:

- Maintain current and comprehensive information regarding community resources and programs to inform the development of individual plans.
- Coordinate with lead agency designated by the regional office to inform transition plans developed by educators under Regulation 181/98 of the *Education Act*.
- Review submitted information to determine eligibility and priority access for persons applying to Passport.
- Coordinate with community planning/ advisory groups designed to inform service provision.
- Review Passport application forms to determine level of funding and accept full applications every three years to evaluate changing needs and adjust funding levels accordingly.
- Where applicable, administer direct funding payments in accordance with approved funding levels, including:

- reconciling payments to actual expenditures based on documentation submitted by individuals/families/agencies.
- maintaining required financial tracking and reporting processes
- Maintain effective working relationships with transfer payment agencies, other service providers, and family members.
- Work with MCSS regional offices, local system management committees and local school boards to identify future service pressures and needs.

The administration of Passport requires sufficient capacity of local access mechanisms or designated agencies in a number of areas:

- An effective data collection system to maintain both individual information as well as information on community programs and resources.
- An effective strategy for orientation and training of staff.
- Maintenance of staff resources and other logistical supports.
- Skills and knowledge required to assess eligibility, determine funding allocations and, where applicable, administer direct funding payments.

SECTION 3: Liaising with District School Boards

Context

This section of the guide is intended to assist Ministry of Community and Social Services' regional offices to work with the local access mechanism and/or the designated agency to carry out their roles to encourage liaison with schools and district school boards to support transition planning. This will help to provide a more consistent transition planning process across the province, with agreed-upon guidelines that encourage and support a more inclusive planning process.

Note that agencies that are designated to deliver Passport may also liaise with school boards, or a separate agency may be chosen to perform this role.

Objectives

The key objectives of liaising with school boards are:

- To make critical information available to students, families, and educators about developmental services community participation supports to inform transition planning
- To support referrals to Passport for students leaving school who would benefit from community participation supports
- To forecast community participation support needs and plan for young adults who have a developmental disability and are leaving school, in collaboration with local access mechanisms and/or designated agencies.

Roles and Responsibilities

Families/Students:

Families/students may play active roles in:

- Liaising with teachers and the school principal to learn more about transition planning and to participate as part of the planning team
- Speaking with the local access mechanism or designated agency to inquire about locating and accessing local developmental services.

Access Mechanisms or Designated Agencies:

The role of the local access mechanism or designated agency is to:

- Be available if contacted by the local school or district school board to inform transition plans
- Work with MCSS' regional offices to forecast service pressures and trends in the developmental services sector

- Support students and families in the referral process for Passport community participation supports
- Coordinate applicants' access to supports.

Ministry of Community and Social Services Regional Offices:

The role of regional offices is to:

- Designate a lead agency to:
 - Work with school boards to inform the development of transition plans
 - Liaise with schools and families/individuals to inform and provide information about available community supports and services – i.e. conduct workshops in schools or inform planning teams
- Work with local access mechanisms or designated agencies to deliver Passport
- Work with the local access mechanism or designated agencies and Ministry of Education (EDU) regional offices to forecast future needs and service pressures.

Ministry of Community and Social Services' regional offices and the local access mechanism or designated agency will have established a working partnership with local school boards to aid in the implementation of the Passport guidelines (See Template for Local Protocols). Similar to the School Support Program, district school boards are invited to work with the local access mechanism or designated agency to develop protocols that outline the key contacts and roles and responsibilities for collaborative transition planning.

District School Boards

District School Boards are encouraged to:

- Be available if contacted by local access mechanisms or designated agencies to inform the transition planning process
- Share information about available community supports and services with schools and parents
- Work with the designated agency to develop a local protocol with local access mechanisms or designated agency in support of transition planning.

Ministry of Education (EDU) Regional Offices

Ministry of Education regional office staff are encouraged to work jointly with MCSS regional offices to:

- Establish and maintain communication links in support of the Passport initiative, transition planning, and MCSS planning to meet future post-school service needs
- Introduce the Passport Guidelines to local school boards and the designated agency and encourage the development of local protocols (see below)
- Facilitate communication between local school boards and community agencies

- in support of the Passport guidelines and transition planning
- Share information about successful practices among school boards and community agencies
- Identify implementation issues (re. Passport Guidelines and transition planning) and: (1) assist to resolve these issues locally where possible, and (2) inform Ministry policy makers of emerging systemic issues
- Facilitate the provision of (aggregate) information about students to MCSS regional offices to help them to determine the community supports and services required to meet the needs of the students after they leave school.

Template for Local Protocols

MCSS and EDU regional offices are invited to work together to encourage local access mechanisms or designated agencies and school boards to develop local protocols in support of transition planning. Possible topic areas might include:

1. Contact information
 - Local contact information of access mechanisms or designated agencies and school board offices
2. Information Sharing
 - Community programs and services information
 - Program descriptions
 - Service system management
 - Referral processes
 - Information to support transition planning (i.e. transition planning documents for agencies' use)
 - Data collection to inform forecasting future service needs
 - Aggregate individual profile descriptors
3. Support Activities in the School Community
 - i.e. agencies' participation at school events (i.e. parent information nights) etc.

APPENDIX A

Mentoring Initiative

This component of the strategy is delivered by Ontario's Community Inclusion Project, *It Takes a Village Where All People Belong*, in partnership with People First of Ontario and/or other self-advocacy organizations in the community.

Initiative Description

The Passport Mentoring Initiative is an "in-school" opportunity to expose students, who have a developmental disability at the secondary school level, to post-school experiences and options. It is intended to enhance their capacity to make informed post-school decisions prior to leaving school, and is available to students between the ages of 14 and 21. This is achieved through adult mentors, who have a developmental disability and Mentor Coordinators in concert with school personnel, parents, and community and support providers (where applicable).

Experienced adult mentors work with the Mentor Coordinators to provide direct exposure to career shadowing, interaction in meaningful community activities, volunteer options and the exploration of alternate post-school opportunities. Additional in-school support includes exposure to and training in social interaction, relationship building, post-school transition adjustments, decision-making approaches and exploration. Mentoring approaches are individualized for each student.

Mentors are individuals who have:

- A developmental disability
- Active participation in their community (either through daily activities, volunteering, recreation/leisure or work activities)
- An identity through a self-advocacy group.
- A range of functional, relevant and experiential abilities.

Characteristics of a mentor include:

- Adult person who has a developmental disability
- People who have "been there".
- People who can offer support and bring valuable experiences
- People who are eager to listen and interact with those students seeking future options.

Students are typically people who:

- Have a developmental disability from regular and self-contained secondary school classes
- Are between the ages of 14 and 21 years of age
- Seek active participation within chosen options in their communities following school.

- Would benefit from leadership/mentoring for transition into community participation activities.

Goals of the Mentoring Initiative

The goals of the initiative include:

- Improved quality of participation in the community beyond secondary school education
- Increased exposure to post-school education opportunities for meaningful activities/options
- Increased collaboration between schools, educators, mentors, students and families to assist in identifying post-school opportunities.

Key Features

- Opportunities to learn in both group and individual settings
- Opportunities to participate in the development of social relationships
- Opportunities for family participation
- Community-based learning
- Exposure to an array of activities and experiences
- Work training and volunteer involvement
- Self-directed planning with links to Individual Education Plan (IEP) and student transitional plans
- Development of community linkages and partnerships
- Focus on independence, participation, and inclusion
- Involvement of experienced adults who have a developmental disability in the design, development, and mentoring role for this initiative.

This initiative is an ongoing, interactive relationship between identified students, families, school environments, mentors, and the broader community.

The culmination of this initiative provides students with exposure to post-school experiences and options, which will enhance their opportunity to make informed decisions and to connect with these options.

The anticipated outcomes for students include:

- New skill development for daily living, inter-personal relationships and tangible life options
- Ability to express own interests and options
- Exploration and exposure to new community opportunities
- Informed decision-making capacity
- Presence in social/educational/vocational settings
- Interaction and cooperation between parents, community options, and peers.
- Smooth transition from school to adult living

- Community participation.

This is an innovative initiative that provides tangible interaction between people who have a developmental disability, school environments, parents, and support providers (where applicable) which enables informed decision-making to take place and open up new life opportunities.

This is achieved through direct exposure to career shadowing, interaction in meaningful community activities, volunteering and the exploration of alternate post-school opportunities.

Additional support includes social interaction, relationship building, post-school transition adjustments, decision-making approaches, and self-exploration.

Roles and Responsibilities

Role of the Ministry of Community and Social Services

- Provide annualized funding to the Ontario Community Inclusion Project to design and implement the mentoring initiative.
- Negotiate and monitor the agreement with the Ontario Community Inclusion Project to assure compliance with Passport initiative guidelines, MCSS policies/procedures and quality assurance and evaluation procedures.

Role of the Ontario Community Inclusion Project

The Ontario Community Inclusion Project, *It Takes a Village Where All People Belong*, will work in partnership with People First of Ontario and/or other self-advocacy organizations in the community to:

- Administer and deliver the initiative
- Develop initiative framework, building on existing best practices
- Introduce and provide the initiative to willing school boards and schools. .
- Determine access to mentoring in consultation with Mentoring Teams, which includes students, families, educators, Mentor Coordinators, People First of Ontario, other self-advocacy groups, and other relevant stakeholders.
- Ensure the goals of Passport (as indicated in these guidelines) align with the initiative operations
- Gather all necessary information to determine outcome measures and quality assurance
- Match students with mentors, and provide the required support and training to ensure a successful match. Ongoing monitoring of the matches and progress checkpoints (and re-matching if required) would be strongly encouraged
- Meet the implementation requirements within the capacity and resources that are available.

- Oversee spending of all allocated funds by the end of the fiscal year, and ensure that they are managed within spending guidelines
- Develop and conduct an evaluation of the initiative
- Adhere to all government program standards, including compliance with any quality assurance procedures and random spot audit checks.

Role of People First of Ontario and/or other Self-Advocacy Organizations in the Community

People First of Ontario, or another self advocacy organization where a local chapter of People First does not exist, will:

- Participate in the development of the initiative's framework
- Participate in the administration and delivery of the mentoring initiative
- Assist in recruiting mentors
- Assist in matching mentors with students
- Participate as mentors
- Assist in the screening of students
- Participate in peer support opportunities
- Assist in providing social support and role modeling to students
- Participate in self-advocacy training.

Role of District School Boards

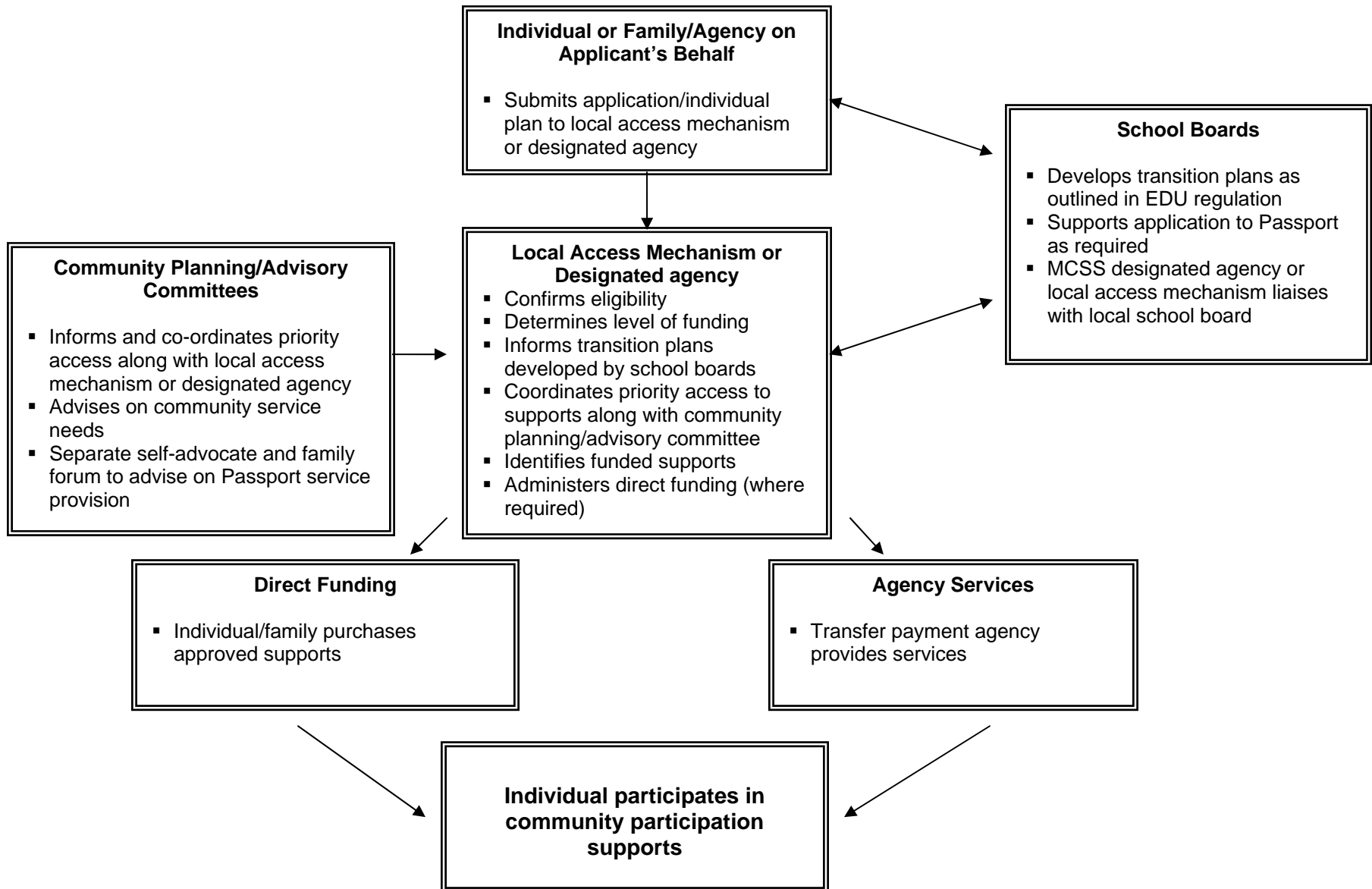
Local school boards are invited to support the introduction and ongoing implementation of the mentoring initiative and work in partnership with the Ontario Community Inclusion Project and People First of Ontario or other self-advocacy groups.

School boards, supported by EDU, are encouraged to:

- Provide relevant information to inform the development and scope of the initiative
- Share information about the initiative with relevant educators, students and families
- Facilitate the participation of relevant educators
- Identify potential participants for the initiative.

APPENDIX B

Application and Referral Flow Chart



APPENDIX C
Typical Characteristics and Categories of Support for Individuals
Accessing Community Participation Supports

| Category of Support | None | Minimal | Moderate | Significant | Exceptional |
|---|--|---|--|---|--|
| <p>Communication and Social Abilities</p> <p>Ability to appropriately communicate and engage in interpersonal and social activities.</p> | <ul style="list-style-type: none"> Enjoys/ works well in group settings Able to convey information, feelings, wants and needs effectively with little/no need of support | <ul style="list-style-type: none"> Experiences occasional and brief difficulties in managing social interactions. Able to appropriately communicate with periodic, brief support | <ul style="list-style-type: none"> Requires occasional but more prolonged support in managing social interactions Communication skills moderately impaired. Requires periodic but more prolonged intervention/ support. | <ul style="list-style-type: none"> Able to work in group situations but requires significant direct supports. Can communicate with significant supports/ intervention | <ul style="list-style-type: none"> Unable to be supported in group situations. Requires direct supports at all times to reinforce social skills and appropriate communication strategies. |
| <p>Personal Supports</p> <p>Level of external support/ intervention required to participate in chosen activities.</p> | <ul style="list-style-type: none"> Able to identify appropriate activities and self-direct to complete them. Able to follow directions and established routines Significant positive experience in integrated community settings/ volunteerism with little/no support required. | <ul style="list-style-type: none"> May require some external personal supports but these can be withdrawn for significant periods of time Some experience in community settings with occasional personal supports required. | <ul style="list-style-type: none"> Able to engage in activities but requires regular re-direction/ prompts Personal supports can be withdrawn only occasionally Some experience in community settings but with significant personal supports. | <ul style="list-style-type: none"> Limited capacity to engage in activities without direct support. Frequent need to re-direct activities. Minimal community experience even with significant supports | <ul style="list-style-type: none"> Unable to engage in activities, follow directions and/or routines without direct support. |
| <p>Behaviour</p> <p>Refers to both the frequency and intensity of behaviours</p> | <ul style="list-style-type: none"> Little / no evidence of extraordinary behaviours. | <ul style="list-style-type: none"> Mild behaviours that pose no risk to self, others or environment. | <ul style="list-style-type: none"> Significant behaviours occur occasionally but still pose little risk to self, others and/or | <ul style="list-style-type: none"> Significant behaviours occur frequently and with an intensity that poses risk to self, others and/or | <ul style="list-style-type: none"> Similar to "significant" category but require occasional back- up supports to control/ |

| Category of Support | None | Minimal | Moderate | Significant | Exceptional |
|--|---|--|--|---|--|
| <p>which require interventions beyond normal support expectations.</p> | | <ul style="list-style-type: none"> Behaviours able to be managed through reasonable and brief levels of intervention. | <p>environment.</p> <ul style="list-style-type: none"> Able to be managed primarily through informal interventions. Formal behavioural interventions or protocols are required only occasionally and for a limited period of time. | <p>environment.</p> <ul style="list-style-type: none"> Behaviours may include aggression with little/ no antecedents, self-injurious behaviours, property destruction, running/wandering with little awareness of personal safety. Formal behavioural procedures and protocols required for sustained periods of time. | <p>re-direct behaviours.</p> <ul style="list-style-type: none"> Often requires adherence to extensive formal behavioural procedures/ protocols. |
| <p>Personal Health and Medical Care</p> <p>Refers to the ability of the individual to manage his/her own personal care and the level of medical interventions required to maintain appropriate levels of personal health.</p> | <ul style="list-style-type: none"> No extraordinary medical needs are present Able to manage personal care with little/no assistance. | <ul style="list-style-type: none"> Minimal and occasional health issues are present and pose reasonable demands on support workers. Requires periodic and brief prompts in some aspects of personal care | <ul style="list-style-type: none"> Significant but occasional medical conditions are present but pose minimal health risk to the individual. Interventions are intermittent and/or brief and are effective in resolving condition Occasional medical procedures may be required but do not require specialized staff. Occasional but | <ul style="list-style-type: none"> Significant and frequent medical conditions are present that pose moderate, but non life-threatening risk to the individual. Occasional formal medical interventions/ procedures are required. Occasional formal medical Interventions are required Interventions/ procedures require personal supports with some training in | <ul style="list-style-type: none"> Exceptional and prolonged/permanent medical issues or conditions requiring frequent and complex interventions. High level of technological dependence. Medical condition is considered “fragile” where appropriate and timely medical supports are required to avoid medical crisis. |

| Category of Support | None | Minimal | Moderate | Significant | Exceptional |
|---|---|---|--|--|--|
| | | | <p>more prolonged prompts required for most areas of personal care. May require occasional hand over hand support.</p> | <p>specialized procedures.</p> <ul style="list-style-type: none"> • Dependent on personal supports for most aspects of personal care. | <ul style="list-style-type: none"> • Total dependence in all aspects of personal care. |
| <p>Supervision</p> <p>The amount and intensity of supervision required to access community participation supports.</p> | <ul style="list-style-type: none"> • Requires little or no direct supervision. | <ul style="list-style-type: none"> • Requires occasional but brief periods of direct supervision | <ul style="list-style-type: none"> • Requires frequent but brief periods of direct supervision. | <ul style="list-style-type: none"> • Requires frequent but more prolonged periods of direct supervision. | <ul style="list-style-type: none"> • Requires dedicated direct supervision occasionally requiring periods of enhanced staffing. |

A resource to Local Access Mechanisms/ Designated Agencies to assist in developing or augmenting direct funding agreements

**APPENDIX D
PASSPORT FUNDING AGREEMENT
KEY COMPONENTS**

It should be noted that the information provided below is intended as a guide for use by access mechanisms. It is advisable that local access mechanisms obtain legal advice in developing the contractual agreement used to administer direct funding.

A. Acknowledgments

1. Acknowledgement that the local access mechanism¹ is a non-profit organization recognized by the Ministry of Community and Social Services (MCSS) as a transfer payment agency to receive funds intended to provide support services for individuals with a developmental disability.
2. Acknowledgement by the individual² that, while the local access mechanism may have provided information to the individual with respect to services and supports available in the community, the final decisions with respect to the manner in which services and supports are to be provided as well as decisions to hire, contract with or engage, any persons/agencies/companies or other entities to provide any of the services or supports have been made by the individual.
4. Acknowledgement by the individual that the local access mechanism has no responsibility or liability to the individual for any of the services or supports provided by the provider. Personnel hired by the individual to provide supports and services are not employees of the local access mechanism.

B. Responsibilities of the Individual

Individuals may wish to obtain legal and other professional advice, as required, to clarify their responsibilities and recommended practices.

1. Where supports are being provided by staff hired by the individual, the individual will ensure that administrative and personnel practices are in

¹ Denotes either the local access mechanism or designated agency.

² May also be a member of the individual's family or an unrelated person from the individual's support network, on behalf of the individual.

- place that meet the requirements of Employment Standards, the Labour Relations Act, the Workers' Compensation Board and Canada Revenue Agency and will be responsible for ensuring that adequate general liability insurance is in place.
2. Where supports are being provided by staff hired by the individual, there is agreement that the individual is responsible to:
 - a) Hire, set wage rate, supervise and schedule the worker(s).
 - b) Adhere to acceptable personnel practices as required by Employment Standards, Labour Relations Act, Workers' Compensation Board, Canada Revenue Agency and any other government legislated act as relates to employer/employee relations.
 - c) Be responsible for the supervision of workers, quality of services and for any liability pursuant to any matter between workers and family including responsibility of ensuring that adequate general liability insurance is in place when support is provided by a person hired as an employee.
 - d) Be solely responsible for remitting to the proper authorities all necessary statutory payments and remittances (if any) including, without limitation, Income Tax, Employment Insurance, Canada Pension Plan, Employer Health Tax, Federal and Provincial Taxes, including G.S.T.
 3. Where the individual engages services from a self-employed support worker:
 - a) It is advisable for the individual to clarify in writing that the self-employed worker is solely responsible for remitting to the proper authorities all necessary statutory payments and remittances (if any) as stated in 2.(d) above.
 - b) Keep on file all invoices from independent contractor for support services as per contract as required in 3.(a).
 4. The individual is responsible to report to the local access mechanism in a timely manner as to the disposition of funds received and the effectiveness of purchased services and supports in achieving identified goals and objectives.
 5. The individual agrees to provide the local access mechanism with such reasonable documentation as it requests including all documentation required by MCSS.

C. Responsibilities of the Local Access Mechanism

1. Agreement to disburse to the individual such funds as are received by it on behalf of the individual in a timely manner as per the approved budget set forth in the funding agreement.
2. Agrees to be accountable to MCSS for the disbursement of funds as set out in the funding agreement.
3. Agrees to provide the individual with a report, upon request, outlining expenditures to date and the amount of funding remaining for the term of the funding agreement.
4. Agrees to accept no responsibility for hiring, supervision, evaluation or liability pursuant to any matter between the support service provider and the individual.

D. Terms of Funding

1. Clear identification and agreement between the individual and the local access mechanism, outlining the amount of funding to be provided pursuant to the agreement.
2. Clear identification and agreement between the individual and the local access mechanism, outlining the term of the funding agreement, including the start date and end date.
3. Agreement that all funds disbursed by the local access mechanism, pursuant to the funding agreement shall be used to purchase community participation supports and services consistent with the objectives of Passport.
4. Agreement that the direct funding contract may be terminated by either party, upon 30 days notice in the event that funding from the Ministry of Community and Social Services ceases or in the event that alternate arrangements are requested.
5. Agreement that the local access mechanism may terminate the funding agreement at anytime without notice if sufficient cause exists that funds are not being used for their intended purposes.

E. Waiver of Confidentiality

1. Inclusion of a statement that addresses:
 - Agreement by the local access mechanism to respect the right to privacy of all individuals and strictly protects and keeps confidential all personal information gathered in the course of providing a service, subject only to legal limitations and audit requirements.
 - Agreement that the individual understands that the local access mechanism will not forward any confidential information respecting the individual and/or his or her family to MCSS, but acknowledges that MCSS has the right, as a condition of funding, to audit confidential financial files on a demand basis.

F. Execution of Agreement

1. Inclusion of a statement that the funding agreement has been agreed upon by the parties, indicating the date of execution of the agreement.
2. Inclusion of appropriate space for signatures of individual and signing authority on behalf of the local access mechanism, including date of the respective signatures.