

# Appendices



## INITIATING THE PROCESS

High School Entry  
(Age 14 to 16)

Age 16 to 17

AGE 17 to 18

Students and/or parents/guardians with support networks, substitute decision maker(see Appendix H), teachers,

- become aware of options & planning process
- think about potential community experiences, graduation date, adult options
- provide information on strengths/ interests/ dreams

- explore residential support services of personal preference or plan to reside in family home
- understand the implications of leaving school before completing graduation requirements, or availability of adult supports

- at age 18 a person with disability may contact Employment & Income Assistance for assessment of eligibility
- apply for appropriate ID
- age 18 may involve move to adult residential facility with support from adult programs (ex: SLP,MH)

## School

- appoint case manager for transition planning
- co-ordinate initial planning meeting with those closest to student (IEP team)
- begin appropriate work/community experiences\*
- explore potential grad date and senior years programming direction with student, family and IEP team
- inform families about adult support options & transition planning process
- contact adult program (SLP, MH, VR) where no children's worker involved or co-ordinate contact with children's worker

- co-ordinate annual transition planning meeting
- research eligibility criteria for adult programs
- initiate referrals to adult programs (SLP, VR, MH) in consultation with parents
- include adult worker in IEP/ITP meetings
- assist with gathering information regarding supports required at home and in community

- co-ordinate annual transition planning meeting
- increase focus of instruction towards priority outcomes for transition
- advocate for establishment of community supports for adult life, where none currently exist

\* May include ongoing career development, volunteer experiences, exploration of day programming options, exposure to recreational opportunities, transportation training, skills for living in the community with independence etc.

## Services for Children

### Child and Family Service Agencies\*

- inform the family about the transition planning process and discuss potential adult service options. (EIA, VR, etc.) and eligibility requirements
- complete referrals for appropriate adult services in collaboration with the parents.
- attend school transitional planning meetings.

- complete referrals for appropriate adult services in collaboration with the family.
- link the appropriate adult service worker(s) to the family, upon confirmation of program eligibility
- participate in school transitional planning meetings to ensure continuity of planning for services and supports

- continue to plan and make referrals to appropriate adult resources

### Children's Special Services,

- inform the family about the transition planning process and discuss potential adult service options. (EIA, VR, etc.) and eligibility requirements
- complete referrals for appropriate adult services in collaboration with the parents.
- attend school transitional planning meetings

- complete referrals for appropriate adult services in collaboration with the family.
- link the appropriate adult service worker(s) to the family, upon confirmation of program eligibility
- participate in school transitional planning meetings to ensure continuity of planning for services and supports

- In consultation with adult worker***
- continue to plan and make referrals for required supports

### Children's Mental Health

- inform the family about the transition planning process and discuss potential adult service options (EIA, VR, etc.) and eligibility requirements
- complete referrals for appropriate adult services in collaboration with the parent/ legal guardian
- attend school transitional planning meetings

- complete referrals for appropriate adult services in collaboration with the family
- link the appropriate adult service worker(s) to the family, upon confirmation of program eligibility
- participate in school transitional planning meetings to ensure continuity of planning for services and supports

- In consultation with adult worker***
- continue to plan and make referrals for required supports

### Regional contacts:

Children's Special Services (CSS) Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_  
 (Other) \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_  
 \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

years where overlap may occur		
	<i>One Year Before Graduation</i>	<i>Graduation Year</i>
<b>siblings, relatives, friends, advocates, foster parents or group home staff</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> plan for post-secondary education/ training, work/community placement, or vocational/day service</li> <li><input type="checkbox"/> choose supports that match individual preferences/needs or new/enhanced services</li> </ul>	<p>make informed decisions about</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> employment</li> <li><input type="checkbox"/> move to post-secondary education/training, work/community opportunities</li> <li><input type="checkbox"/> accessing a variety of supports/services from community based service providers.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> co-ordinate annual transition planning meeting</li> <li><input type="checkbox"/> increase work/community experiences</li> <li><input type="checkbox"/> ensure curriculum supports a planned move to post secondary education/training</li> <li><input type="checkbox"/> ensure completion of SLP day services: information gathering and referrals</li> <li><input type="checkbox"/> include assigned adult community worker in planning meetings</li> <li><input type="checkbox"/> identify resources required: work/community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> co-ordinate annual transition planning meetings</li> <li><input type="checkbox"/> increase work, community and /or recreation experiences</li> <li><input type="checkbox"/> ensure curriculum supports move to post-secondary education/ training</li> <li><input type="checkbox"/> ensure completion of SLP Day Services: information gathering and referrals</li> <li><input type="checkbox"/> include assigned Adult Community Worker in planning meetings and provide current information</li> <li><input type="checkbox"/> identify resources required: work/community</li> </ul>
	<ul style="list-style-type: none"> <li>• a child and family services agency may continue involvement beyond age 18 for children who are permanent wards under the guardianship of the CFS agency, depending on individual circumstances</li> </ul>	

## INITIATING THE PROCESS

High School Entry  
(Age 14 to 16)

Age 16 to 17

AGE 17 to 18

### Services for Adults (Employment and Income Assistance, Supported Living Program, vocational rehabilitation services,

- provide transition team with general information re referral process, eligibility criteria, & adult service options

#### Home Care Program

- receive referral and conduct assessment to determine eligibility
- provide information on adult resources
- case co-ordinator collaborates in developing care plan
- case co-ordinator arranges services specified in care plan
- participate in the facilitation of alternate residential placement in community

#### Supported Living Program (SLP)

- acknowledge receipt of referral, check eligibility & assign community worker
- community worker participates in planning meetings with transition team (at least one before assuming case responsibility)
- provide information regarding adult supports/ service providers
- request for funding for residential/support services if required at age 18
- complete referrals to residential service provider of choice as required
- provide information regarding the establishment of community supports for adult life, where none currently exist

#### Day Services

- check eligibility & assign community worker
- provide information on adult programs and resources in community

#### Regional Health Authorities (RHA)

##### Mental Health (MH) Services and Supports

- check eligibility & assign community worker
- assigned worker participates in planning meetings (at least one before assuming case responsibility)
- provide information re adult resources
- complete referrals to adult resources
- request for funding for residential and/or support services if required at age 18

#### Home Care Program

- assess and facilitate request for funding for residential/support services if appropriate at age 18

#### Regional Community Workers:

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

#### Regional contacts

##### RHA Contact Information:

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

##### Community Mental Health

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

##### Supported Living Program

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

##### Employment and Income Assistance

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

##### Vocational Rehabilitation Program

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

##### Other

Name \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

years where overlap may occur

*One year Before Graduation*

*Graduation Year*

**mental health services and supports, Home Care Program)**

**Employment and Income Assistance**

- apply in person at age 18 and beyond

Regional Office Address: \_\_\_\_\_

Phone # \_\_\_\_\_

**Vocational Rehabilitation Program FSH, RHA, designated agency (SMD, CNIB, CPA)**

- acknowledge receipt of referral, check eligibility & assign community worker
- community worker participates in meetings with transition team
- provide information on adult supports/ service providers
- develop individual vocational plan
- identify and initiate referral to service provider of choice and request funding for services, including technical assessments, upon student leaving school

**Regional Vocational Rehabilitation community workers:**

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

**Designated Agency Contacts:**

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

**Supported Living Program (SLP) – Day Services**

- ensure completion of previous steps in the referral process
- community worker participates in meetings
- request funding for day service resources two years before graduation
- referrals to day service resources and adult clinical services

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_ E-mail \_\_\_\_\_ @ \_\_\_\_\_

## **APPENDIX B**

### ***Transfer of a pupil file and continuation of transition planning when a student changes schools or school divisions.***

A pupil file and the pupil support file will contain information important for the transition planning team including a copy of the latest individual plan for the student. When a student transfers to another high school there is an expectation that transition planning will be carried on by the new team and the plan will be adjusted as necessary.

A student's pupil file and pupil support file will typically include:

- information on the student's citizenship and legal entitlement to work in Canada
- the most recent individual education plan (IEP) and/or health care plan specifically devised for the student and any amendments
- current notes on referrals to/contacts with external agencies (ex: child and family services) or caregivers
- detailed documentation from school clinicians and special education/resource staff about all inter-agency contacts and services
- ongoing health/psycho-social/counselling information, whether medical, psychological or behavioural
- the results of special diagnostic tests
- reports from service providers such as agencies, hospitals and clinics
- any other assessment or evaluations the parents/legal guardians or the student wants placed in the file

## **Transition Case Checklists**

### **Transition Checklist - High School Entry - Age 14 to 16**

	<b>Name</b>	<b>Phone #</b>
<b>Student</b>		
<b>Parent</b>		
<b>Legal Guardian</b>		
<b>Case Manager (Transition)</b>		
<b>Children's Program Contact</b>		
<b>Community Worker</b>		

### **School**

<i>Date Initiated</i>	<i>Complete</i>	<i>Not Applicable</i>	
			Identify case manager for transition planning.
			Provide general information to students, parents or legal guardian about adult options and planning process.
			Co-ordinate initial planning with those closest to student (IEP team).
			Introduce community experiences.
			Explore potential graduation date and high school programming direction with students, parents or legal guardians and IEP team.
			Make initial contacts with adult programs (SLP, MH, VR, Home Care) if no children's worker is involved or co-ordinate contact with children's worker.
			Initiate referrals to SLP, VR and Home Care if appropriate.

### **Student - With help from the Support Network**

<i>Date Initiated</i>	<i>Complete</i>	<i>Not Applicable</i>	
			Become aware of options and planning process.
			Think about potential for
			<input type="checkbox"/> community experiences
			<input type="checkbox"/> graduation date
			<input type="checkbox"/> for adult options available
			<input type="checkbox"/> to share information on strengths/interests/dreams

### Transition Checklist - Age 16 to 17

	Name	Phone #
Student		
Parent		
Legal Guardian		
Case Manager (Transition)		
Children's Program Contact		
Community Worker		

### School

Date Initiated	Complete	Not Applicable	
			Identify case manager for transition planning.
			Co-ordinate annual transition planning meetings.
			Gather information on supports required at home and in community..
			Review eligibility criteria for adult programs.
			Include assigned adult community worker in planning meetings.
			Make initial contacts with adult programs (SLP, MH, VR, Home Care) if no children's worker is involved or co-ordinate contact with children's worker.
			Increase community (work and/or recreation) experiences.
			Ensure curriculum supports a planned move to post secondary education/training.
			Identify resources required (work/community).
			Gather information and initiate referral to Supported Living Program.
			Initiate referrals to Community Mental Health if appropriate.

### Student - With help from the Support Network

Date Initiated	Complete	Not Applicable	
			Choose residential support services of personal preference or plan to reside in family home.
			Understand the implications of leaving school before completion of graduation requirements, or availability of adult supports.
			Plan for post-secondary education/ training, work/community placement or vocational/day services.
			Choose supports that match individual preferences/needs or advocate for new/enhanced services.

## Transition Checklist - Age 17 to Graduation

	Name	Phone #
Student		
Parent		
Legal Guardian		
Case Manager (Transition)		
Children's Program Contact		
Community Worker		

## School

Date Initiated	Complete	Not Applicable	
			Identify case manager for transition planning.
			Co-ordinate annual transition planning meetings.
			Increase focus of instruction towards priority outcomes for transition.
			Help determine appropriate community options for adult life.
			Include assigned community worker in planning meetings.
			Provide information on the student's current performance and needs, including clinical (OT, PT SLP, Nutrition), to assigned community worker.
			Ensure graduation requirements have been met.
			Initiate long-term work/ community experiences and investigate continuity post graduation in collaboration with community worker and support network.

## Student - With help from the Support Network

Date Initiated	Complete	Not Applicable	
			If student is 18 or older, contact Employment and Income Assistance for persons with disabilities for assessment of eligibility.
			Make informed decisions about: <ul style="list-style-type: none"> <li><input type="checkbox"/> employment options</li> <li><input type="checkbox"/> move to post secondary education/training, work/community opportunities</li> <li><input type="checkbox"/> accessing supports/services from community based service providers</li> </ul>
			Choose adult community based supports or service provider from available options.
			Apply for appropriate identification.

## APPENDIX D

### *Appropriate Educational Programming*

Students are eligible to attend school until they graduate or until June of the calendar year in which they turn 21, whichever comes first. Appropriate educational programming is determined by the school team in collaboration with the student and parents/legal guardians through the individual education planning (IEP) process. The direction of programming is determined by the student's profile of need.

**This programming and planning is directed by The Public Schools Act, Appropriate Educational Programming in Manitoba: Standards for Student Services, and several supporting documents and guidelines. They can be found at: [www.edu.gov.mb.ca/k12/specedu/aep/index.html](http://www.edu.gov.mb.ca/k12/specedu/aep/index.html).**

#### ***Potential Programming Directions Include:***

##### **Adaptations**

Adaptation is the act of making changes in the teaching process, assessment process, instructional materials, or student products. These include, but are not limited to, changes to the physical environment, social environment, presentations, tests and assessments, assignments and projects, organizational supports, time required to achieve provincial outcomes. Adaptations are used when students with exceptional learning needs are able to meet the same learning outcomes as their peers, through adaptations such as those listed above.

##### **Modification / Modified (M) Course Designation**

Students who have exceptional needs may benefit from participating in the learning opportunities offered in grades 9 to grade 12 courses. If students have significant cognitive disabilities that do not allow them to meet the Manitoba curriculum outcomes, even with supports, the school team determines that these students' courses will be modified and they will receive a Modified (M) course designation. It is important that students and parents are included in this decision. The (M) course designation is applied on an individual course basis to those courses developed or approved by Manitoba Education Citizenship and Youth. Modification means that the number or content of the Manitoba curriculum outcomes are changed to meet a student's cognitive learning needs. Modifications need to be outlined in an IEP and identified on a student's report card. Students in Grade 9 to Grade 12 receive a percentage mark according to their achievement of the modified curriculum.

**For more information, see to *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* at: [www.edu.gov.mb.ca/k12/specedu/modified/index.html](http://www.edu.gov.mb.ca/k12/specedu/modified/index.html).**

## ***Individualized Programming/Individualized Programming Designation***

Some students' cognitive disabilities are so severe that they require learning outcomes that are individualized and different than the Manitoba curricular outcomes. These students need appropriate educational programming based on highly individualized and, functional student-specific outcomes within age-appropriate school and community environments. A team that includes parents makes the decision to provide individualized programming based on the student's cognitive ability. The student's specific outcomes or goals should be outlined in an IEP. Students receiving an individualized programming designation in high school do not use Manitoba Education, Citizenship and Youth curriculum. Individualized programming often includes vocational and transition planning for life after school. The Individualized (I) programming designation is not course specific but identifies a full year of individualized programming. Students do not receive marks; their progress is documented through the IEP process.

Note: students can participate in the modified course designations (M) or individualized designations (I), but not both.

For additional information on individualized programming, see *Towards Inclusion: A Handbook for Individualized (I) Programming Designation, Senior Years* at: [www.edu.gov.mb.ca/k12/specedu/individu/index.html](http://www.edu.gov.mb.ca/k12/specedu/individu/index.html).

## ***High School Graduation***

Opportunities are available for students (including those with significant cognitive disabilities) to choose courses that are of interest to them. High school students earn credits for compulsory and optional courses, locally developed courses, distance education courses, post secondary courses (college and university) and others such as community service. Students who have completed the required number of compulsory and optional courses, including (M) course designations, receive a Manitoba high school diploma.

For more information on graduation requirements in Manitoba see: [www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html).

### **Certificate of Completion for Students Receiving Individualized Programming Designation**

In March 2007, Manitoba Education, Citizenship and Youth introduced a certificate of completion for an Individualized Senior Years program, effective in the 2006 to 2007 school year. This certificate recognizes the achievement of students with significant cognitive disabilities who benefit from a highly individualized, functionally appropriate learning experience.

Information guidelines for awarding the certificate are available at [www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html).

Certificates of completion can be ordered through the Manitoba Text Book Bureau at [www.mtbb.mb.ca/](http://www.mtbb.mb.ca/), stock #72501.

## APPENDIX E

### Person-Centred Planning Tools

#### ***Making Action Plans (MAPS)***

MAPS was developed by Marsha Forest and is based on 24-Hour planning by Karen Green McGowan. The framework of MAPS:

1. What is the history of the student? The student and the family are given opportunities to tell the team what the student's life has been like.
2. What are the dreams of the student? The student (and his/her support network, if necessary) is asked to describe the dreams or visions of the student.
3. What are the potential nightmares or overriding issues? The team brainstorm on what will happen if they do not work together to make change or leave things as they are?
4. Who is the student? The student and the team establish a detailed understanding of the individual.
5. What are the student's strengths, gifts, and talents?
6. What are the student's needs?
7. What is the plan of action? What are the goals, steps or supports required to achieve the goals?

#### ***Planning Alternative Tomorrows with Hope (PATH)***

PATH was developed by John O'Brien, Marsha Forest and Jack Pierpoint of Inclusion Press. The PATH process involves the following:

1. Identifying dreams and values of the student
2. Setting positive and achievable goals, based on the identified dreams of the student
3. Identifying the current capacity of the student, the resources available and the gap between present needs and desirable goals
4. Identifying people to enroll who can help achieve the goals
5. Recognizing ways to build strength through services or resources
6. Charting action for the next few months
7. Planning the next month's action
8. Committing to the first step

**For Further information visit:  
Inclusion Press at [www.inclusion.com](http://www.inclusion.com)**

## Conducting a Planning Meeting

### Before the meeting:

- send an agenda to the potential participants
- indicate time and place of meeting
- assign a meeting facilitator (may or may not be the case manager)
- preview the agenda, process, and expected attendants of the meeting with the student and parents and discuss concerns or issues that they would like to raise

### During the meeting:

- introduce everyone present, when necessary, and their roles
- state the purpose of the meeting and its expected time limits
- review the agenda and make changes as required
- assign a recorder
- focus on person-centred and outcome-oriented planning
- move through and discuss the agenda items
- discuss implementation plans and clarify members' responsibilities, timeline, achievement criteria for each plan
- summarize the discussion and decisions of the meeting
- set time and location for the next meeting

### Follow-up of the meeting:

- distribute the minute of the previous meeting and the agenda for the next meeting
- discuss the minutes of the meeting with the student and/or parent, if necessary
- maintain contact with team members for problem-solving and follow-up on progress of performance objectives and student specific outcomes

Adapted from: *Individual Education Planning: A Handbook for Developing and Implementing IEPs Early to Senior Years*, Manitoba Education Training and Youth, 1998

## APPENDIX G

### *Annual Student Specific Outcomes:*

A manageable plan will summarize only the team's highest priorities for the school year within categories called domains. Student Specific Outcomes (SSOs) may be developed to address specific areas in each domain:

- While the plan will not outline all the teaching and learning experiences of the student during the school year, it will describe the highest priority outcomes that the team will measure and expect the student to achieve during the school year

Student Specific Outcomes may stem from priority learning needs such as life-long education and training, employment/career development, building social relationships and networks and/or living with independence in the community

#### **SSOs should:**

- Be derived from the student's current level of performance.
- Take into consideration the students past achievement and rate of progress.
- Challenge the student but be achievable.
- Be relevant to the student's needs.
- Focus on what the student will do, rather than what he or she will stop doing.
- Be achievable with respect to the instructional time and resources available.

#### **SSO's should be S.M.A.R.T.**

- **Specific:** written in clear, unambiguous language
- **Measurable:** allow student achievement to be described, assessed, and evaluated
- **Achievable:** realistic for the student
- **Relevant:** meaningful for the student
- **Time-related:** can be accomplished within a specified time period, typically one school year

In addition, the outcomes should specify the conditions (ex: assistive technology device, environment and level of assistance) and the criteria (ex: frequency and degree of completion) under which they are to be achieved.

## ***Legislation Affecting Transition Planning Teams***

### ***The Manitoba Human Rights Code***

The Manitoba Human Rights Code prohibits unreasonable discrimination arising from a person's actual or perceived physical or mental disability.

**For more information visit:** [www.gov.mb.ca/hrc/english/publications/factsheets/p-disab.html](http://www.gov.mb.ca/hrc/english/publications/factsheets/p-disab.html).

### ***Vulnerable Persons Living with Mental Disability Act***

The act reflects the right of all people to make their own decisions and to have help when necessary in a manner that respects their independence, privacy and dignity. Substitute decision making is described in this act.

**For more information visit:** [www.gov.mb.ca/fs/pwd/vpact.html](http://www.gov.mb.ca/fs/pwd/vpact.html).

### ***The Healthy Child Manitoba Act***

The purpose of this act is to guide the development, implementation and evaluation of the Healthy Child Manitoba strategy in the government and in Manitoba communities generally. The act continues the Healthy Child Committee of Cabinet, unique in Canada, ensuring the on-going leadership of all ministers whose portfolios or departments directly affect the lives of children.

**For more information visit:** [web2.gov.mb.ca/laws/statutes/ccsm/ho37e.php](http://web2.gov.mb.ca/laws/statutes/ccsm/ho37e.php).

### ***The Protection for Persons in Care Act***

The act helps protect adults from abuse while receiving care in personal care homes, hospitals or any other designated health facility.

**For more information visit:** [www.gov.mb.ca/health/protection/](http://www.gov.mb.ca/health/protection/).

### ***Appropriate Educational Programming in Manitoba: Standards for Student Services***

Appropriate Educational Programming in Manitoba: Standards for Student Services embodies the spirit of human rights legislation and regulations, elaborates on the education regulations and establishes standards for school divisions. The standards provide school divisions with a framework to use in developing a local policy for appropriate educational programming.

**For more information visit:** [www.edu.gov.mb.ca/k12/specedu/aep/index.html](http://www.edu.gov.mb.ca/k12/specedu/aep/index.html).

### ***The Child and Family Services Act***

The Child and Family Services Act outlines the fundamental principles guiding the provision of services to children and families in Manitoba.

**For more information visit:** [web2.gov.mb.ca/laws/statutes/ccsm/co8oe.php](http://web2.gov.mb.ca/laws/statutes/ccsm/co8oe.php).

### ***The Child and Family Services Authorities Act***

The purpose of the Child and Family Services Authorities Act is to establish authorities that are responsible for administering and providing for the delivery of child and family services in Manitoba. **For more information visit:** [web2.gov.mb.ca/laws/statutes/2002/co350ze.php](http://web2.gov.mb.ca/laws/statutes/2002/co350ze.php).

### ***The Personal Health Information Act***

The purpose of the Personal Health Information Act (PHIA) and the related Freedom of Information and Protection of Privacy Act (FIPPA) is to provide individuals with a right to examine and receive a copy of personal health information about themselves, to control the manner in which personal health information is collected and the right to request corrections to personal health information about themselves. This act also protects individuals against the unauthorized use of personal health information.

**For more information visit: [www.gov.mb.ca/health/phia/links.html](http://www.gov.mb.ca/health/phia/links.html).**

### ***The Youth Criminal Justice Act (Canada)***

The Youth Criminal Justice Act (YCJA) deals with records and information of youth who have been dealt with under the act. Statutes such as the Public Schools Act, the Educational Administration Act, FIPPA and PHIA do not apply to youth criminal justice information. The YCJA permits limited disclosure of information in records kept under this act and youth criminal justice information must be handled in accordance with the YCJA even when it is included as part of a pupil file or some other record.

**For more information visit: [www.justice.gc.ca](http://www.justice.gc.ca)**







