



Transition to Adulthood Planning Toolkit



The ultimate guide to help
prepare you and your child



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This toolkit helps families plan for their child to succeed in school, at work and in life.

What is a transition plan?

Transition planning is a process. The child, parent and people who provide supports help the young person create a vision for the future. The young person's strengths, interests and talents are identified. Using this information, a step by step plan is created. The plan outlines the steps, supports and goals needed to make a smooth transition from school to adult life. This toolkit guides you through the steps to planning a successful transition.

How To Successfully Use This Transition Planning Toolkit

This is *your* toolkit, so make the most of it! Use this book as a place to write down information, brainstorm ideas and set goals for the future. Below is information that will help you get the most out of this toolkit.



Terminology: Throughout this toolkit, the individual who is transitioning is referred to as “the child”. Your child at the beginning of this process is young, however as you work through the toolkit it is important to remember that they are becoming a **young adult**.



Questions: This section of the toolkit will ask you important questions that you need to answer in order to move forward with the transition planning process.



Notes: This section of the toolkit provides you a space to keep notes for future reference.



Responsibility: This section of the toolkit will help you understand who is responsible for completing each step of the transition toolkit. The responsibility for a step may fall on the family, the individual with the diagnosis, a school, an agency or any combination of the above.



Brainstorm: This section of the toolkit allows you to work out ideas and think about the big picture. Use the brainstorm pages throughout this toolkit to think about future goals and plan the steps needed to accomplish them.

Assess Your Child's Abilities

We want all students to be successful with their post-secondary goals. How early you start planning depends on your child's disability and the support services needed. Start the process as early as you can to prepare your child to think about what they want to do when they leave high school.

A plan to transition from high school includes:

- exploring post-secondary opportunities
- exploring volunteer and employment options
- connecting with adult service agencies for support and services
- outlining areas of personal development and life skills that need practice

Please remember that community agencies and your school board could assist with the planning of your child's transition to adulthood. You may ask your school or other professionals for assistance.

Try to assess your child's abilities during the planning process.

Help your child develop and work on goals to build skills and be part of their community. Goals should reflect the student's abilities, strengths and interests.

Skill building opportunities may include:

- volunteering
- high school co-op placements
- school clubs
- school events
- teams
- community recreation groups

You can also help your child build their independence and life skills at home.

Opportunities at home may include:

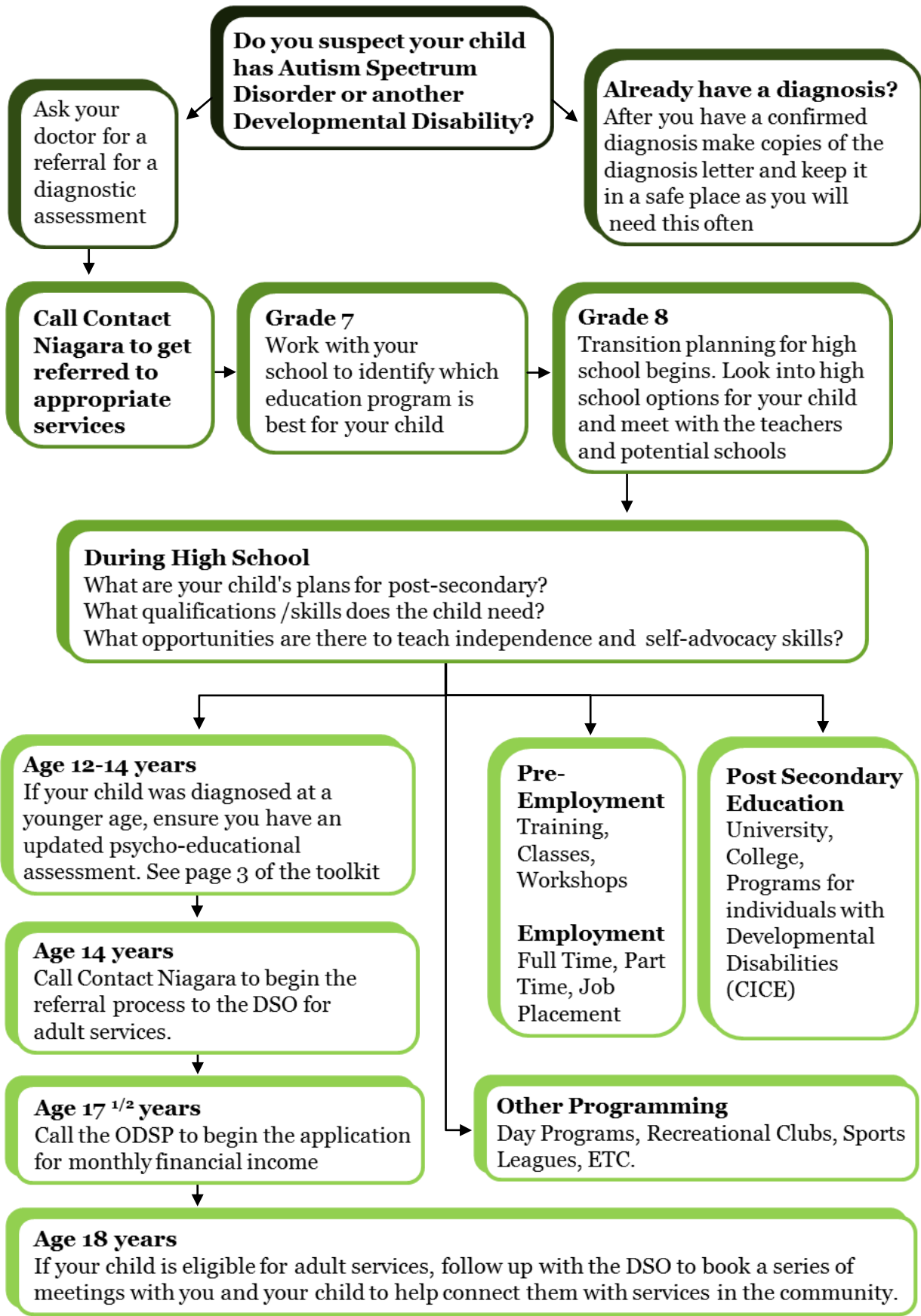
- building on personal hygiene skills
- learning how to greet someone
- helping to prepare meals
- preparing their lunch
- cleaning dishes
- putting dishes away
- helping with laundry
- helping with cleaning

Transitional Planning Checklist

Check off the steps as you complete them to track your progress.

Things you need to do to help plan for your child's transition from high school:	Mark x
Assess your child's abilities	
Start planning for your child as early as possible (grade 7)	
Make sure you have an updated and confirmed diagnosis	
Make sure you have written proof of your child's diagnosis	
Call Contact Niagara at 905 684-3407 or toll free 1 800-933-3617	
Get your local community agencies and services involved	
Identify what education program is best for your child	
Choose a high school and start transition planning	
Find things for your child to do to help build their independence	
Find things for your child to do in their community	
Apply for Ontario Disability Support Program (ODSP)	
Call Developmental Services of Ontario (DSO) at (289) 477-6087 or toll free 1 877-376-4674	
Follow up with referrals from Developmental Services of Ontario	
Look into post-secondary options (education, pre-employment, employment, recreational and leisure)	

Transitional Planning Flow Chart



Brainstorm



What do you know so far about planning for your child's future?
What is important to you to plan for in advance?

STEP 1:

Planning Begins As Early As Possible

Question:

Do you have written proof of your child's diagnosis?



Contact Niagara needs:

- A) a confirmed diagnosis or
- B) an updated confirmation of a developmental disability for your child
(12-14 years of age)
- C) psycho-educational, psychosocial or psychological assessment may be needed

Call Contact Niagara if your child does not have an assessment.


Ask for a referral for the needed assessment.

Call Contact Niagara at **905-684-3407**

Please Note: If you choose to use a publicly funded agency, for example Bethesda, there could be a long waitlist. Another option could be having a private assessment completed, the cost may vary in price anywhere from \$1500- \$2500. The cost of the assessment may be covered by your health insurance.

★ Responsibility Of: The Family

Notes: _____

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STEP 2:

Get Local Community Agencies & Services Involved

Question:

What agencies and services are you connected to?



Local agencies that support children with a diagnosis may help with the planning process.

Examples of local agencies:

- Community Living
- Niagara Support Services
- Autism Ontario (Niagara Region Chapter)
- Bethesda
- and more

Contact Niagara is able to give you more information about other agencies or services if needed. Call Contact Niagara to connect to a local agency: **905-684-3407**

Please Note: Some agencies do not need a referral from Contact Niagara, for example, Autism Ontario.

★ Responsibility Of: The Family

Notes: _____



STEP 3:

Identifying What Education Program Is Best For The Student

Question:

Is your child “exceptional”?



Students with special needs may be identified as “exceptional” by an Identification, Placement and Review Committee (IPRC). You may make a referral to the IPRC at your child’s school. The following people can make referrals to an IPRC:

- principals
- teachers
- parents / guardians
- students (self-referral)

What is the importance of an IPRC?


An IPRC will review placement options for identified students including:

- special education classes full-time or with partial integration
- regular classes with indirect support, resource assistance or withdrawal assistance

This will lead to an Individual Education Plan (IEP) that outlines special education programming and goal-planning. It focuses on your child’s needs. You may waive an annual IPRC meeting if your child’s identification and placement do not change.

★ Responsibility Of: The Family and School

Notes: _____



STEP 4:

Choosing a High School and Transition Planning

Questions:

What options are available for high school? Which board provides the best options? Have I planned to meet with current teachers to discuss transitioning?



Figure out what works best for your child's needs by:

- researching options
- attending open houses and visiting with schools of interest
- asking questions! (*Come prepared with a list of questions*)

Superintendent approval is needed for out-of-bounds schools and if approved, transportation will be the parent's responsibility.

Remember to:

- share goals and support details with chosen high schools
- ask the high school for updates
- create new goals during the school year

You may invite community agencies and staff from different school boards to help with your child's success (*for more information refer to Appendix A*).

★ **Responsibility Of:** The student, family and school

Notes:



STEP 5:

During High School

Questions:

What opportunities does my child have for independence? What post-secondary options are available? Is my child aware of their strengths? How can I help my child learn to self-advocate?



Involve your child in school and community life to develop social and life skills.

Opportunities may include:

- school clubs or teams
- extracurricular activities
- local youth groups or sports teams
- hobbies or lessons

Ask the Resource Teacher for ideas.

You and your child should talk about setting life goals. These will be based on your child's interests, abilities and needs. Your child may attend Individual Education Plan (IEP) meetings to help plan and learn to self-advocate.

★ **Responsibility Of:** The student, family and school

Notes: _____



STEP 6:

Call Contact Niagara

Question:



Is my child eligible for services offered by Developmental Services of Ontario (DSO)?

Call Contact Niagara to ask about available adult services and the process taken to determine your child's eligibility. Call 905-684-3407/Toll Free 1-800-933-3617. It is important to provide any documentation you have that will help prove your child has a disability and requires support and services. DSO will ask for proof of disability to determine your child's eligibility. They may ask for proof of identification, such as a signed photocopy of a birth certificate or health card. At age 16 your child may get an Ontario Photo Card as identification. This is available through Service Ontario: <http://www.ontario.ca/government/ontario-photo-card>.


Once the intake process is finished and all the relevant documentation has been passed on, you will be informed of your child's eligibility. Once eligibility has been confirmed your child will then have 2 meetings with DSO staff to discuss needs.

- Application for Developmental Services and Supports (ADSS)
- Supports Intensity Scale (SIS)

DSO will make referrals to appropriate adult services/agencies on behalf of your child when your child is 18 years of age.

★ Responsibility Of: The family

Notes:



STEP 7:

Apply for Ontario Disability Support Program (ODSP)

Question:

Have you applied for a monthly income for your child?



It is suggested to apply for ODSP at 17½ years of age.


ODSP is a monthly financial income for adults 18+ with disabilities.

ODSP needs documentation as proof of disability.

Contact ODSP: 905-688-3022

★ **Responsibility Of:** The student and family

Notes: _____

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STEP 8:

Follow Up With Referrals from Developmental Services Ontario (DSO)

Questions:

Do I feel supported and connected to services?
Do I need current proof of disability?



DSO will consider your child's needs. They will make suitable referrals to appropriate adult services/agencies on behalf of your child once your child is 18 years of age.

Families are still able to access children's services until the age of 18.

Referrals for service may include:

- housing
- community participation
- in-home supports
- behavioural supports
- day supports
- respite
- Passport

★ **Responsibility Of:** The student, family, DSO and supporting agencies

Notes: _____



Brainstorm



What are your child's likes and dislikes? Where do you see your child five years from now? What are your dreams for your child in adulthood?

STEP 9:

Explore Post-Secondary Options After High School

Questions:

Do you talk to your child about the direction they want to take when they first start high school? What options are available to my child after high school?



- a) Post-secondary education (college, university, literacy programs, courses)
- b) Pre-employment (training, classes, workshops)
- c) Employment (full time, part-time, job placement)
- d) Recreational (leisure activities, clubs, sports leagues, Special Olympics)

Figure out what your child wants to do after graduation by:


- talking to your child and researching options
- talking to your school, agency worker, and other parents
- attending resource fairs and open houses
- calling and visiting community agencies of interest
- asking questions; come prepared with a list of questions
- finding a volunteer position in a place you think your child might want to work to see if it is a good fit

Remember to:

- include your child in this process
- make sure your child is ready and prepared for the chosen path
- match your child's abilities, interests and goals with your child's transitional plan
- share the chosen direction with the high school, workers, and family

★ **Responsibility Of:** The student and family

Notes:



STEP 9a:

Explore Educational Options After High School

Questions:



What educational options are available for my child after high school?

- *For example: college, adult education, or university*

What qualifications will they need?

- *For example: diploma certificate of achievement or resume*

What documentation will they need to access these options?

- *For example: IEP, IPRC, assessments or high school transcripts*

What services and supports does your child need to succeed?

- *For example: note taking, technology or service animal*

What supports does the post-secondary school offer to help your child succeed?

- *For example: talk to your child's high school guidance or resource counselor*

What additional supports will they need, as adults with special needs?

- *For example: transit training, note taking, social or skill training*

Remember to:

- include your child in this process
- make sure your child is ready and prepared for the chosen path
- match your child's abilities, interests and goals with your child's transitional plan
- share the chosen direction with the high school, workers, family and the chosen post secondary school

★ **Responsibility Of:** The student and family

Notes: _____



STEP 9b:

Explore Pre-Employment Options After High School

Questions:

What pre-employment options are available for my child after high school?

- *For example: volunteering, job placements or classes*

Do they need a high school, college or university diploma or a certificate of achievement?

What services and supports does your child need to succeed?

- *For example: a job coach*

What documentation is needed to ensure that your child can access the chosen services or supports?

- *For example: resume, high school transcripts or IEP*

What additional supports will they need as adults with special needs?

- *For example: transit training or social skill training*




Remember to:

- include your child in this process
- make sure your child is ready and prepared for the chosen path
- match your child's abilities, interests and goals with your child's transitional plan
- share the chosen direction with the high school, workers, and family

★ **Responsibility Of:** The student and family

Notes:



STEP 9c:

Explore Employment Options After High School

Questions:



What employment options are available for my child after high school?

- *For example: part time or fulltime employment*

Will my child qualify for an employment support program?

- *For example: ODSP Employment Support, Youth Employment or Ontario Works*

Do they need a high school, college or university diploma or a certificate of achievement?

What services and supports does your child need to succeed?

- *For example: job coach or transportation*

What additional supports will they need as an adult with special needs?

- *For example: transit training or pre-employment training*

What documentation is needed to get the job they want?


- *For example: WHMIS, First Aid certification or a police check*

Remember to:

- include your child in this process
- make sure your child is ready and prepared for the chosen path
- match your child's abilities, interests and goals with your child's transitional plan
- share the chosen direction with the high school, workers, and family

★ **Responsibility Of:** The student and family

Notes: _____

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STEP 9d:

Explore Recreation, Leisure and Community Options After High School

Questions:



What recreational and leisure options are available for my child after high school?

- *For example: Volunteering, Adult Education, YMCA, Boys and Girls Club or Parks and Recreation*

Is my child able to access these recreational options?

What is needed to access the chosen recreational or leisure activity?

- *For example: money, transportation or additional support*

What documentation is needed to access the chosen activity?

- *For example: swimming or dance level certificates*

Remember to:

- include your child in this process
- make sure your child is ready and prepared for the chosen path
- match your child's abilities, interests and goals with your child's transitional plan
- share the chosen direction with the high school, workers, and family

★ **Responsibility Of:** The student and family

Notes:



STEP 10:

Bringing the Integrated Transition Plan Together

What you need to do:


1. Take time to read the information you have written in your toolkit
2. Collect and compile all of the information from the toolkit
3. Summarize the information you have collected by answering the questions on the form called “Bringing the Integrated Transition Plan Together” (Appendix D)
4. Write your answers on the form
5. Review the information with your child to make sure all the information is up to date
6. Bring the form to the Integrated Transition Plan meeting

Remember to:

- talk to your child **often** to find out what they want to do and what their dreams and transition goals are as things in their lives change
- make plans for your child to attend and be part of the meeting
- keep the focus on identifying and planning for **your child’s** transition goals and dreams
- look at the summary and update it as your child’s goals and dreams change, don’t file it away!

★ **Responsibility Of:** The student, family, community agencies & school

Notes: _____

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STEP 11:

How To Prepare For Your Child's Integrated Transition Plan

Questions:



Who should be at my child's Integrated Transition Plan?

- *For example: family, teachers, support workers and community agencies*

Who should run the meeting?

- *The chosen lead agency, the school or someone from a community agency*

How do I know what I want from the meeting?


- *Start the conversation with your child and ask questions. For example: What do you want to do after graduation (work, school, volunteer or join clubs)? Where do you want to live? What do you need in your life to succeed? Who is going to help you reach your goals (mom, dad, friends, neighbour, teacher, employer or support worker)?*
- *Look at the information on the form called "Bringing the Integrated Transitioning Plan Together" (Appendix D)*

Remember to:

- talk to your child as early as possible to find out what they want to do and what their dreams and transition goals are
- choose who the lead agency is going to be
- set a date for the meeting; plan for your child to attend and be part of the meeting
- keep the focus on identifying and planning for your child's transition goals and dreams
- get the write up of your child's Integrated Transition Plan from the lead agency
- share the plan with people in your child's life (family, school and local agencies)

★ **Responsibility Of:** The student, family, community agencies & school

Notes:



Appendix A.1

Things for parents to consider when thinking about potential high schools

Things to think about:

- Research options
- Visit local schools for example (Catholic School Board or District School Board of Niagara)
- Arrange for your child to visit the various schools. A private tour could be requested, a visit to the school when classes are in progress or attending an open house. It may vary according to your child's abilities and needs.
- Attend open houses and information sessions
- Gather all the relevant information (IEP, assessments, transitional plan) from the elementary school to share with the new school and at the transition meeting.
- Superintendent approval is needed for out of bounds schools. If approved, transportation is the parent's responsibility.

Remember:

- You can ask as many questions as you need
- You may bring a friend to the meetings for support

Appendix A.2

Questions for parents to ask potential high schools

Questions to think about asking:

- Will my child be integrated or in a special education class?
- What courses are available for my child in grades 9-12; for example, automotive, culinary, tech classes, and co-op placements?
- Will they be able to earn credits?
- Will they receive a diploma or certificate of learning?
- What supports will be available and accessible for my child and what will they look like?
- Do you have a process in place to help my child transition into grade 9? If yes, what is the process?
- What are your policies/procedures around working with families and outside agencies such as, Community Living, Options Niagara, Mainstream, etc?
- You may ask questions about options around the scheduling of the classes chosen.

Remember:

- You can ask as many questions as you need
- You may bring a friend to the meetings for support

Appendix B.1

Post-secondary Options: Education

Agency/Program	Contact #	City
ABC Communautaire Adult www.abccommunautaire.ca	905-788-3711	Welland
Brock University Student Development Centre www.brocku.ca/student-development-centre	905-688-5550 Ext. 3240	St. Catharines
District School Board of Niagara, Community Education Services www.dsbni.edu.on.ca/community/	905-641-1550	St. Catharines
District School Board of Niagara, Greater Opportunities for Adult Learning (GOAL) Program www.dsbni.edu.on.ca/community/	905-988-1450	St. Catharines
Fort Erie Multicultural Centre www.firststepsincanada.com/	905-871-3641	Fort Erie
Fort Erie Native Friendship Centre www.fenfc.org/	905-871-8931	Fort Erie
Hope Centre www.thehopecentre.net	905-788-0744	Welland

Agency/Program	Contact #	City
Adult Literacy Council of Fort Erie www.literacyforterie.ca	905-871-6626	Fort Erie
Niagara Catholic District School Board: Adult and Continuing Education Learning Centres: St. John South St. Anne St. John Centre St. Thomas Father Fogarty http://alc.niagaracatholic.ca/learningcentres.asp	905-732-0240 905 -991-8951 905 354-3531 905-682 3360 905-685-3276 905- 734-4495	Welland Fort Erie Niagara Falls St. Catharines St. Catharines Welland
Niagara College Literacy and Basic Skills www.niagaracollege.ca/lbs	905-735-2211	Welland
Niagara Falls Multicultural Network www.mnnf.ca/	905-356-2249	Niagara Falls
Niagara Lifetime Learning Centre www.lifetimelearning.ca/	905-646-3737	St. Catharines
Niagara Regional Literacy Council www.literacyniagara.org/	905-687-8299	St. Catharines
Port Cares www.portcares.on.ca/	905-834-3629	Port Colborne

Appendix B.2

Post-secondary Options: Pre-employment, Classes, Trainings & Workshops

Agency/Program	Contact #	City
ABC Communautaire Adult http://www.abccommunautaire.ca/	905-788-3711	Welland
Business Education Council of Niagara, Employment Services www.becniagara.ca	905-684-7200	St. Catharines
Canadian Mental Health REAL Work www.cmhaniagara.ca realwork@cmhaniagara.ca	905-994-1905 905-641-5222 905-732-9323	Fort Erie St. Catharines Thorold Welland
Canadian Red Cross www.redcross.ca/	905-680-4099	St. Catharines
Fort Erie Multicultural Centre www.firststepsincanada.com/	905-871-3641	Fort Erie
Fort Erie Native Friendship Centre www.fenfc.org/	905-871-8931	Fort Erie
Goodwill Industries Niagara, Workforce Development www.goodwill.org/	905-685-8964	St. Catharines
Port Cares www.portcares.on.ca/	905-834-3629	Port Colborne
The Hope Centre www.thehopecentre.net/	905-788-0744	Welland
Welland Heritage Council www.wellandheritagecouncil.com/	905-732-5507	Welland

Appendix B.3

Post-secondary Options: Employment

Agency/Program	Contact #	City
Canadian Red Cross Transportation Services www.redcross.ca/	905-680-4099	St. Catharines
Erie Personnel- Employment Professionals Canada www.employmentprofessionalscanada.com/	905-871-2627 905-684-8222	Fort Erie St. Catharines
John Howard Society: www.jhs-niagara.com/	905-871-3932 905-732-7655	Fort Erie Welland
Jobs Niagara – Community Living Port Colborne and Wainfleet http://www.portcolbornecommunityliving.com/	905-835-8941 905-688-5222	Port Colborne St. Catharines
March of Dimes www.marchofdimes.ca	905-687-7467	St. Catharines
Niagara Employment Help Centre www.ehc.on.ca	905-358-0021	Niagara Falls
Niagara Peninsula Homes Inc. www.nphcr.ca	905-788-0166	Welland
Niagara School of Health Care http://nshc.ca/	905- 685-8931	St. Catharines
Niagara Women’s Enterprise Centre www.nwec.ca/	905-788-0166	Welland

Appendix B.3 (continued)

Post-secondary Options: Employment

Agency/Program	Contact #	City
Ontario Disability Support Program Employment Supports http://www.mcass.gov.on.ca/en/mcass/index.aspx	905-688-3022	St. Catharines
Port Cares www.portcares.on.ca/	905-834-3629	Port Colborne
Salvation Army www.salvationarmy.ca/	905 934-4599 905 871-1592 905 354 -2834	St. Catharines Fort Erie Niagara Falls
Skills of Success, Bethlehem Housing bethlehemhousing.ca	905-641-1660	St. Catharines
Transitions to Employment www.dsbn.edu.on.ca/community/	905-682-0756	St. Catharines
Work Link niagaracentreforindependentliving.org/work-link/	905-684-7111	St. Catharines
YMCA Employment Services getajobniagara.com/	905-684-3500	St. Catharines

If you need to find more community resources you can access the following:

- The Literacy Link directory
<http://www.literacylinkniagara.ca/programs-in-niagara/>
- Information Niagara
<http://niagara.cioc.ca/>

Appendix C

Preparation For Adulthood

Encourage your child to join:

- school clubs, organized sports
- classes and lessons, such as swimming, dance, judo, art
- Special Olympics
- youth/social groups, such as Canadian Mental Health, Community Living, YMCA, Boys and Girls Club, Autism Ontario

Call Contact Niagara, or service providers if you need information or help for any specialized groups

Encourage your child to:

- make and keep friendships by inviting friends over
- make plans to go the movies, to go for a walk, to go shopping
- do chores such as laundry, cleaning, garbage, dishes
- have their own bank account and learn how to budget money
- make their own appointments, such as doctor and hairdresser
- spend time alone at home without family members during the day and overnight, when possible
- do errands on their own such as get groceries, pick up things
- explore transportation options within your town such as public transportation, Red Cross or FAST.
- use public transportation and apply to access the specialized transportation
- have a paper route, part-time job or volunteer

Appendix D

Bringing the Integrated Transition Plan Together

1. List your hopes and dreams for the future as a young adult
(What do you want to do? What do you want in life?)

2. Where will you live?
(by yourself, with others, with family, house, apartment, group home?)

3. What will you do after you leave school?
(school, work, community activities, volunteer)

4. What are your strengths, interests and skills?

5. What skills do you need to reach your goals?

6. What support will you need to succeed?

Appendix E

Links To Helpful Websites

Agency/Program	Website Links
City and Government Services	
Community and Social Services *Developmental Services of Ontario	www.mcass.gov.on.ca/en/mcass/
Ontario Disability Support Program *Monthly income information	www.mcass.gov.on.ca/en/mcass/programs/social/odsp/
Contact Niagara Hamilton *Access to children's services	info@contacthamilton.ca
Developmental Services Ontario *Access to adult services	www.dsontario.ca
Ontario Works *Social assistance and employment programs	www.mcass.gov.on.ca/en/mcass/programs/social/ow/
Passport funding *Individualized funding information	www.contacthamilton.ca/ www.mydirectplan.com/
Niagara Region *Buses, health clinics, childcare	www.niagararegion.ca
Service Ontario *Ontario photo card	www.ontario.ca/page/ontario-photo-card
Ontario Health Insurance Plan Office *Health card information and renewal	www.health.gov.on.ca
Registered Disability Pension Plan *Niagara Centre for Independent Living will offer help with the Disability Tax Credit and Registered Disability Pension Plans	www.canada.ca/en/services/benefits/disability.html www.niagaracentreforindependentliving.org/

Appendix E (continued)

Links To Helpful Websites

Person Centred Planning	
Helen Sanderson and Associates *Person Centred Thinking information, tools and resources	www.helensandersonassociates.co.uk/person-centred-practice/
MiProfile *online help to make one page profiles	www.miprofile.ca
Think About Your Life *Person Centred Thinking information, tools and resources	www.thinkaboutyourlife.org
Live Work Play *Helpful information for living a full life	www.liveworkplay.ca
Learning Community *Person Centred Thinking information, tools and resources	www.learningcommunity.us
Think and Plan *Person Centred Thinking information, tools and resources	www.thinkandplan.com
Assessments	
Pathstone Mental Health *Services offered: psycho-educational assessments, counselling, education, early year programs	www.pathstonementalhealth.ca/services/psycho-educational-assessments
Mental Health Directory *Directory to find people who could complete an assessment for your child	www.ementalhealth.ca/Niagara-Regional-Municipality/Psychoeducational-Assessment/index.php?m=heading&ID=453
Information Search	
InCommunities *Directory of community services	www.incommunities.ca
Your Niagara *General information, online government services, directory and job postings	www.yourniagara.ca
Family Support Mental Health Network *Directory to Mental Health Services and Programs	www.familysupportniagara.com/resources/niagara-mental-health-programs-services-directory/
Education	
Partners for Planning *online training webcasts	www.planningnetwork.ca/

This toolkit has been produced in cooperation by the following groups and organizations:



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



AutismONTARIO
Niagara Region

Mainstream

People Supporting People

COMMUNITY LIVING
Port Colborne-Wainfleet



COMMUNITY LIVING
Fort Erie

