

# Tiered School Based Rehabilitation Service in Simcoe County: Resource Package

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## Tiered SBRS OT/PT Review and Update

2025/2026 School Year

### LINKS:

- [2025-2026 UPDATE FOR NEW SCHOOL YEAR VIDEO](#)

# REFERRALS AND CONSENT

## What is the current process for submitting a referral?

### Regular Referrals:

- Submitted through CTN Referral Portal **after** receiving OT approval from triage meeting. Regular referrals submitted without OT approval will be returned
- High School referrals can be submitted directly through the CTN Referral Portal prior to the triage meeting with OT
- **OT's name must be entered in the referral to confirm OT approval of a regular referral**

### Priority Referrals

- May be submitted directly through the CTN Referral Portal; *no OT approval needed*. These will be prioritized and, if appropriate, an OT may visit prior to your school's service period.

## What are the criteria for a priority referral?

- If a student is unable to physically access the current school environment (classroom seating, washroom, etc.) in a safe method to engage in their role as a student and are unable to participate in school curriculum, then a priority referral can be submitted.
  - Expansion of priority referral criteria to include those with sensory regulation needs, resulting in self-injurious or aggressive behaviours, that prevent the student from attending school and OT services are required to support areas of need. ALL the following criteria must be met:
    - There is a multidisciplinary team in place to support the student (e.g. Special Education Consultant, SERT, EA, behaviour resources, mental health support, SLP, psychology)
    - There are no other active OT services that could consult with the school (e.g. Urgent Response Service (URS), Autism Services OT, School Success Program)
    - Consult with the active OT in the other program first
    - The student's functional response has been identified as being related to sensory regulation
    - Special Education Consultant or delegate must be involved in supporting the student and is aware of the referral (please include name on the referral)
    - Previous OT recommendations must have been trialed or implemented for at least 2 weeks
    - Safety/behaviour plan should be in place or in progress
- \*\*\* Referral must indicate that ***all priority criteria have been met***. If a referral is submitted that does not meet the criteria, it will be returned indicating to wait until the triage meeting with OT

## How do I submit a referral?

CTN has added a page called [SRBS Referral Information for Referents](#) to its website. This page provides resources for SBRS Referral Portal users, including training materials, tips for navigating the new referral portal (e.g., session expiry, save function, etc.) and general information.

## How do I get access to the Referral Portal?

If you are new, please speak to your principal about getting access as there are limited logins available for each school. Contact [helpdesk@ctnsy.ca](mailto:helpdesk@ctnsy.ca) to step up access for new or expired logins.

### **What consent forms should be completed prior to OT involvement?**

The universal consent letter, which has been provided to the School Board leaders, must be provided to families before the OT can provide any Tier 1 support. For students that require Tier 2 or 3 service, consent to submit a referral must be received from the caregiver/guardian and noted on the referral form. Also speak to your OT about the Consent for OT Assessment letter which needs to be provided to the caregiver/guardian, signed and returned to the school.

### **Where does the principal get the universal consent letter for Tier 1 services that goes home to families?**

Your School Board leaders received a copy of the universal consent letter prior to the start of the school year to share with principals; reach out to them if your school has not yet received it. Your OT may also have a copy to share.

## **TRIAGE MEETINGS**

### **Are triage meetings only at the beginning of the school year?**

Welcome emails are sent to all schools in early September, followed by scheduling of an initial triage meeting. Future meetings are planned together with the OT and SERT, depending on what the school's needs are.

### **How do we "triage" without consent from the family? Are we using initials vs student names?**

For Tier 1 students, no names or identifying information can be used when discussing needs. If you have questions about students that do not have consent for OT, you can discuss the needs (using non-identifying information) with the OT to determine next steps.

### **What type of information would you like us to collect for our "triage"?**

The OT's will want to hear about new students you have concerns about, students already on the waitlist whose needs might have changed, students who moved out of the area, as well as any classrooms that could benefit from the implementation of Tier 1 supports. The invitation email will include more guidance and instructions.

### **If we have students currently on the waitlist, do we discuss them during our meeting with OT?**

Yes, please be sure to include any updates on their needs since the time they were placed on the waitlist.

## **SERVICE PERIODS**

### **Is there a "blurb" or info sheet SERTs can have available to consult when explaining to parents why their child has been referred for OT, how OT can help their child, and what that support would look like?**

There are many resources available: The Tier 1 universal consent letter provides an explanation of OT service; your school's OT can help share the right communication approach for parents; and the SBRS page of the CTN website also explains school-based rehab services and the tiered model.

### **How do I find out when the OT will be in my school?**

Your school's OT will also reach out to you prior to your service period to schedule the triage meeting

and let you know what follow-up may be needed prior to the start of service.

**Will there be a PT assigned to each school as well?**

No, however OTs will be able to triage students who may require physiotherapy and will help guide you on the referral process. Prior to submitting a regular, non-priority physiotherapy referral, please talk to your school OT about the reason for referral. For students that meet the priority physiotherapy referral criteria, as well as high school students, please submit the referral directly through the portal.

**Once the SERT and OT have prioritized which students need support, what does the frequency of support look like in the school?**

Frequency will be based on each school's areas of need as determined in the triage meeting. The number of students seen during the school's service period will also depend on the needs and plan developed by the SERT and OT.

**Do students on the current waitlist still get serviced first?**

The OT will collaborate with the SERT during the triage meeting to prioritize students depending on their needs. Students with the more pressing needs will be addressed first, but the amount of time a student has been on the waitlist will also be considered when determining who will be seen.

**What can I do to support students with needs between the service periods?**

Review any Tier 1 resources that may have been provided to your school as there may be strategies that could help. Check out the CTN website for links and resources. Speak to your OT during your service period to determine additional supports for the students between service periods.

## **TIERED SUPPORTS**

**Is there a location for SERTs to access Tier 1 supports e.g., visuals for movement breaks?**

School staff will receive handouts from OTs for various universal student needs, such as transitioning to JK, high school, etc. Ask your OT for additional resources when they are in your school.

**Will OTs be able to support lunch n' learns and information sessions with staff?**

Lunch n' Learns and information sharing with staff can be part of Tier 1 universal support. Please share any topics of interest with your OT.

**Are equipment recommendations only available at Tier 2 and 3?**

In most cases, yes, as equipment may be intended to support a specific student's needs and requires instructions on use. If the teacher is looking for recommendations on tools to have available for the whole class use, e.g., adapted scissors or fidget toys, this can be provided in Tier 1.

**If students are identified as Tier 2 or 3, do they continue to receive support outside of the school's service period?**

It depends; additional support may be provided by an OTA, or the OT may keep the student on service to be seen during the school's next service period. Speak to the OT to discuss specific plans for the students on Tier 2 or Tier 3 service.



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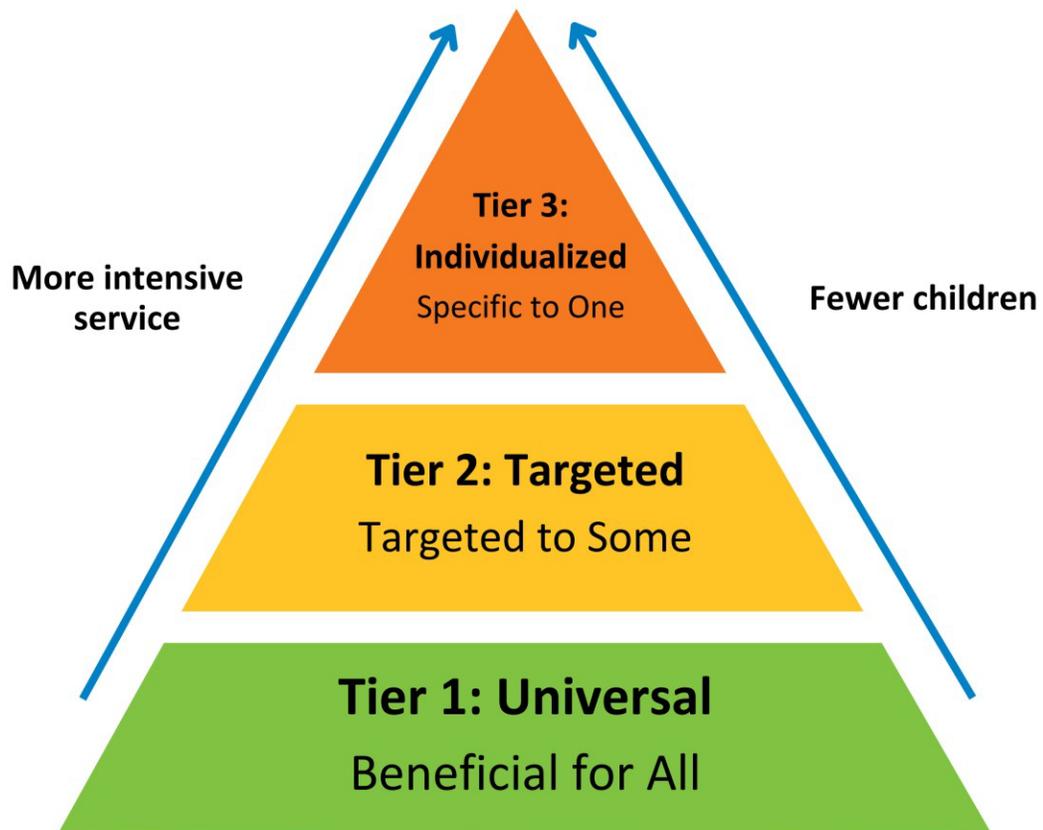


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# **Tiered SBRS OT/PT Review and Update**

**2025/2026 School Year**

# Tiered Model of Service Delivery



## What is Tiered Model of Service Delivery?

- A multi-level system of interventions in which each tier (or level) represents more intensive services
- Children receive services as needed at each tier
- Interventions can be provided at more than one tier at the same time
- The foundation is based on relationship building and knowledge translation



Adapted from: Campbell, W., et. al. (2020). *FIRST KIT: Resources to support a tiered model of service delivery*. CanChild, McMaster University, Hamilton: ON; and Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Pearson Education.

# OT/PT Tiered Services at a Glance

Tier 1	Tier 2	Tier 3												
<p>Universal consent letter</p> <ul style="list-style-type: none"> <li>• Targets <b>ALL</b> students</li> <li>• Universal strategies to provide education and build capacity</li> <li>• School and educators are the "client"</li> </ul> <p>Examples:</p> <table border="1" data-bbox="73 989 574 1299"> <tr> <td>Recommend classroom tools to benefit all</td> <td>Teach sensory and movement breaks for class</td> </tr> <tr> <td>Build capacity of educators (e.g. Lunch and Learns)</td> <td>Support skill development and participation</td> </tr> </table>	Recommend classroom tools to benefit all	Teach sensory and movement breaks for class	Build capacity of educators (e.g. Lunch and Learns)	Support skill development and participation	<p>Consent and referral required</p> <ul style="list-style-type: none"> <li>• Required for <b>SOME</b> students needing short term support beyond universal strategies</li> <li>• Service could occur individually or in a group</li> </ul> <p>Examples:</p> <table border="1" data-bbox="617 989 1081 1308"> <tr> <td>Dynamic observation and strategies</td> <td>Individual plan for short term support</td> </tr> <tr> <td>Identification of adaptive tools</td> <td>Educator coaching and still building</td> </tr> </table>	Dynamic observation and strategies	Individual plan for short term support	Identification of adaptive tools	Educator coaching and still building	<p>Consent and referral required</p> <ul style="list-style-type: none"> <li>• Specific support for <b>FEW</b> students</li> <li>• Require intensive, individualized service</li> <li>• Projected long-term support needs</li> </ul> <p>Examples:</p> <table border="1" data-bbox="1123 989 1563 1312"> <tr> <td>Individualized assessment and intervention</td> <td>Specific equipment recommendations</td> </tr> <tr> <td>Post-surgical or post injury care</td> <td>Coaching around individual needs (e.g. positioning equipment use)</td> </tr> </table>	Individualized assessment and intervention	Specific equipment recommendations	Post-surgical or post injury care	Coaching around individual needs (e.g. positioning equipment use)
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## School Team Benefits of a Tiered Approach

- Tier 1 provides the entire school community with access to therapists
- OTs are embedded in school environments and can make recommendations based on each school or classroom's need
- Educators increase their knowledge and confidence in using therapeutic strategies in the classroom
- Educators work collaboratively with therapists to identify students who need more intensive intervention
- OTs are part of the school team, providing the ability for everyone on the team to share knowledge, expertise, challenges and successes



## Service Periods

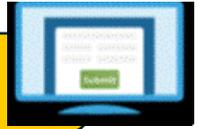


### Continuation of Flexible Service Periods Instead of Cycles

- OTs visit schools on a rotational basis, allowing for increased flexibility in scheduling
- Length of service period and frequency of visits will vary depending on the collective needs of every school on the OT's caseload
- OT Triage meetings with SERTs will occur as needed throughout service to add and approve referrals, prioritize clients together for service, and co-create Tier 1 initiatives
- Every school will continue to receive Tier 1 universal service, even if the school has no individual referrals
- Written discharge reports will continue to be distributed at the conclusion of Tier 2/3 service
- High School scheduled service periods will continue based on your customized plan with your OT
- **Note: OTA/PTA service will continue when OT/PT has prescribed the support in between OT/PT school visits**

## Referrals

### Elementary Schools



- OTs will continue to promote the Tiered Model and encourage increased use of Tier 1 approaches in the school before individual referrals are approved
- OT Triage meetings will continue to occur as needed throughout service to add and approve referrals
- PT-only referrals (no OT required) can continue to be submitted directly through the CTN Portal
- In cases when both PT and OT is believed to be required, discuss with your OT first

### High School

- High Schools submit referrals directly through the CTN Portal and will continue to be triaged with OT through scheduled touchpoints

**\*\*Priority referrals are accepted (if eligible) without OT pre-approval through the CTN portal**

## Priority Referral Criteria



### Existing Priority Criteria

- Student has immediate safety, mobility or accessibility concerns affecting ability to attend school. Student would not be able to attend school without the support of OT or PT to provide equipment, recommendations, training, etc.
- Student is unable to physically maintain or access the current typical school environment(classroom seating, washroom, etc.) in a safe method to engage in their role as a student or access school curriculum

### Priority OT Criteria added in January

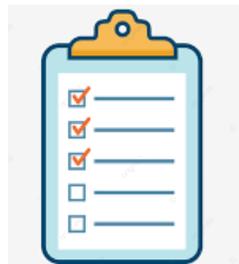
- Expansion of priority referral criteria includes those with sensory regulation needs, resulting in self-injurious or aggressive behaviours, that ***prevent the student from attending school due to sensory needs and OT services are required to support areas of need***

## Criteria for Sensory Priority OT Referral

If the priority concern is related to sensory regulation resulting in self-injurious or aggressive behaviors that prevent the student from attending school, ALL the following criteria must be met:

- ✓ There is a multidisciplinary team in place to support the student (e.g. Special Education Consultant, SERT, EA, behaviour resources, mental health support, SLP, psychology)
- ✓ There are no other active OT services that could consult with the school (e.g. Urgent Response Service (URS), Autism Services OT, School Success Program)
  - Consult with the active OT in the other program first
- ✓ The student's functional response has been identified as being related to sensory regulation
- ✓ Special Education Consultant or delegate must be involved in supporting the student and is aware of the referral (please include name on the referral)
- ✓ Previous OT recommendations must have been trialed or implemented for at least 2 weeks
- ✓ Safety/behaviour plan should be in place or in progress

\*\*\* Referral must indicate that ***all priority criteria have been met***



## **New SBRS Referral Portal**

CTN's NEW SBRS Referral Portal launched June 10th and can be found at:

<https://webform.treat.ca/myaccount/ctn/auth.html>

### **Resources for Referral Portal Users**

CTN has added a page called [SRBS Referral Information for Referents](#) to its website. This page provides resources for SBRS Referral Portal users, including training materials, tips for navigating the new referral portal (e.g., session expiry, save function, etc.) and general information.

Technical concerns? Contact [helpdesk@ctnsy.ca](mailto:helpdesk@ctnsy.ca)



## Survey Results

### An online survey was shared with schools in May 2025:

- Results indicated that changes in the service periods to allow flexibility based on school needs were well-received
- Many teachers are already confident with Tier 1 strategies (sensory and fine motor)
- Staff appreciate the frequent communication with OT
- Staff want more time with OT in school available to address needs as they arise
- Finding time to learn about and implement new Tier 1 strategies is a barrier
- A refresher on referral/service timeline, what is OT, everyone's roles/responsibilities is helpful

### We did a 3-year retrospective of feedback, Key Recommendations included:

- Create clear, visual communication tools that explain how to access support outside of service
- Develop a Tier 1 'toolkit' or ready-to-use strategies that can be integrated into classroom routines
- Ensure consistent onboarding and role orientation for new staff, including principals and SERTs
- Continue to refine and streamline training- focus on short, repeatable learning moments over time

# CTN Website SBRS Page

[Updated – SBRS Tiered – FAQ Sept-2024.pdf](#)

## Tiered School Based Rehabilitation Service in Simcoe County: Resource Package

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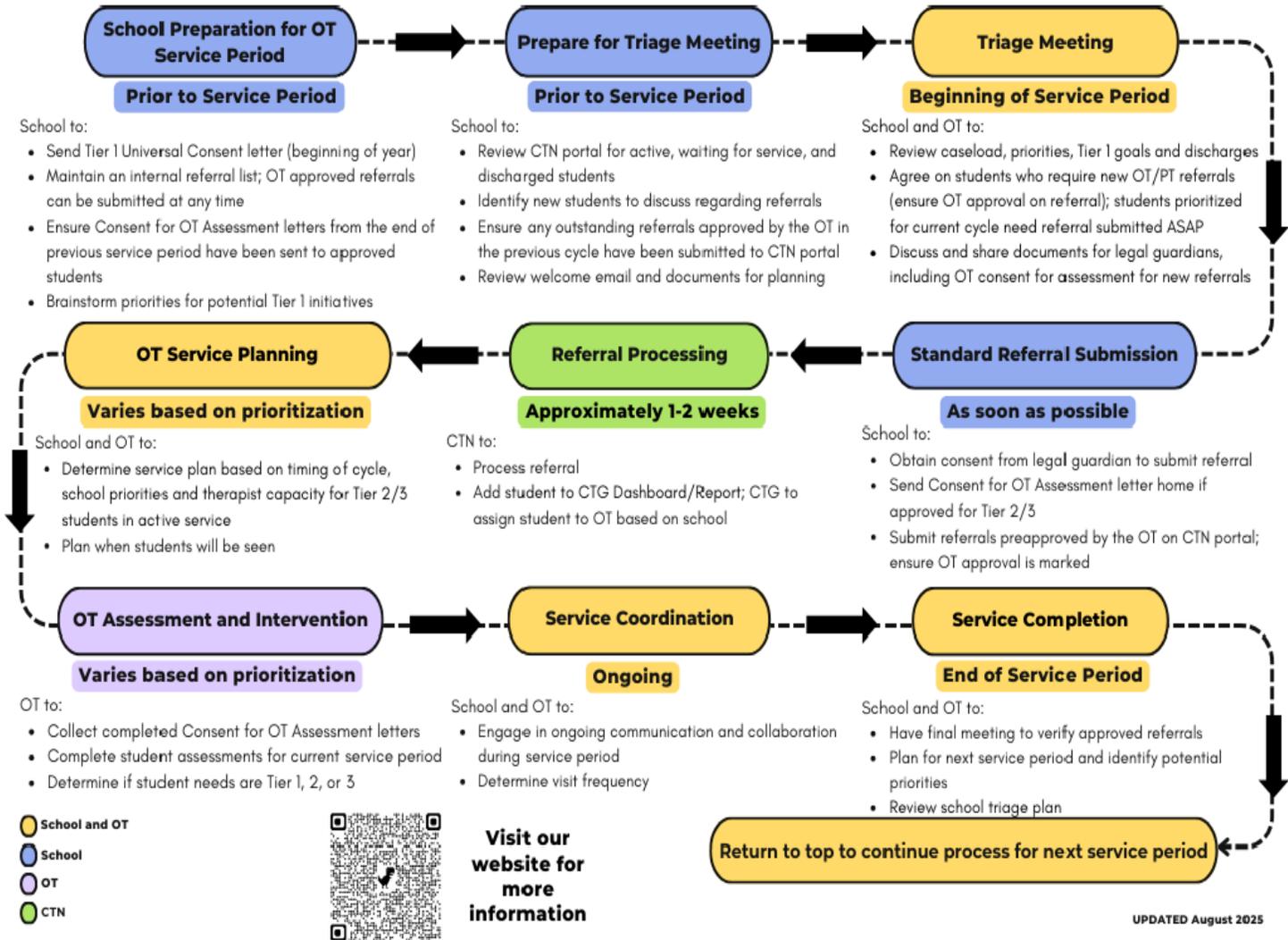
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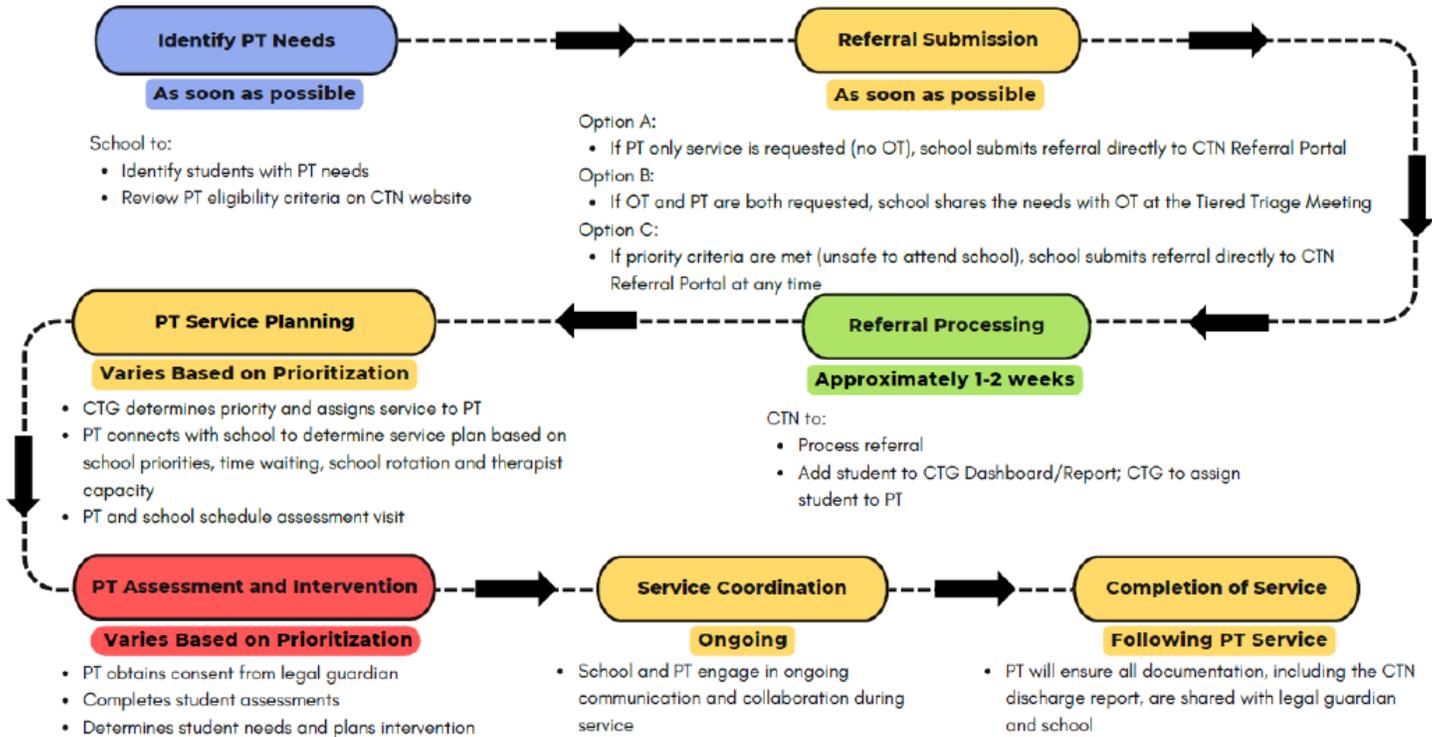
### LINKS:

- [2024-2025 UPDATE FOR NEW SCHOOL YEAR VIDEO](#)
- [POWERPOINT PRESENTATION](#)
- [OT TIMELINE GRAPHIC](#)
- [PT TIMELINE GRAPHIC](#)

# Tiered OT Referral Process and Timeline



# Tiered PT Referral Process and Timeline



- School and Service Provider
- School
- PT
- CTN/CTG



**Visit our website for more information**

UPDATED August 2025