

# Programs and Services

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## **What is Special Education?**

Special Education refers to those educational programs and services based on and adapted by continuous assessment and evaluation which meet the needs of exceptional students.

## **Serving Students: An Introduction**

The York Catholic District School Board seeks to help all students reach their full potential, regardless of how unique or special their needs may be.

Our schools recognize the differences in students, and adapt programs to meet their needs. Some are exceptional and may require special programs and services. The Board will make every effort to provide such service in the students' home schools. Where this is not possible transportation is provided to other schools and centres where the necessary programs and services are available.

## **OUR BELIEFS**

***We believe that***

...faith in God gives meaning and purpose to life

***We believe that***

...everyone has unconditional value

***We believe that***

...all human beings learn continuously

***We believe that***

...everyone can create change

***We believe that***

...parents have the primary responsibility for their children

***We believe that***

...everyone has the right to self-determination

***We believe that***

...ending is a prerequisite to beginning

***We believe that***

...all human beings are interdependent

***We believe that***

...everyone has a moral responsibility to create a better world

### ***Our Goals***

- *that all students live and communicate our dynamic Catholic faith*
- *that all students achieve personalized educational objectives*

## **PHILOSOPHY**

In 1995 the Board submitted this policy statement as part of its Annual Report on the Provision of Special Education Programs and Services to the Minister of Education and Training. The annual review committee developed this statement of philosophy on integration from the Board's Mainstreaming Policy document.

Report of the Mainstreaming committee  
(York Catholic District School Board, November 1988)

### **Philosophical Statement**

In a very real sense the patterns and rhythms of learning are special and unique in every student. It is imperative that the philosophy and procedures of all those involved in facilitating the learning of all students be complementary and consistent. The Board, therefore, endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses. Principles for the systematic implementation of the process must be identified and articulated.

### **STATEMENT OF BELIEFS AND PRINCIPLES ABOUT SPECIAL EDUCATION** (from Special Education Annual Plan, 1995)

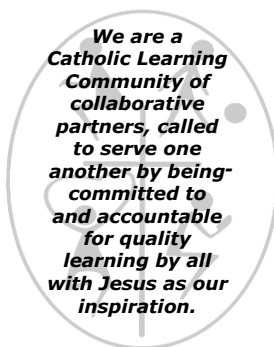
The Board endorses the integration of learners with a focus on providing the most enabling learning environment. It is recognized that the implementation of integration practices includes the need for a continuum of responses.

## MINISTRY STATEMENT, JUNE 1994

The Ministry of Education and Training remains committed to the principle that the integration of exceptional students should be normal practice in Ontario, when such a placement meets the student's needs and is in accordance with parental wishes. A range of options including placement in a special class or provincial or demonstration school will continue to be available for students whose needs cannot be met within the regular classroom.

The York Catholic District School Board's philosophy and service-delivery model, for the provision of special education programs and services has been designed in accordance with:

- Canadian Charter of Rights and Freedoms
- Ontario Human Rights Code
- Education Act
- Regulations made under the act
- Freedom of Information Personal Privacy Act
- Ontario's Equity and Inclusive Education Strategy 2009



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### Notes:

**Integration:** the education of exceptional students in regular classrooms with appropriate special education programs and services.

**Inclusive Education** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

**Principals of Equity and Inclusive Education** is a foundation of excellence; meets individual needs; identifies and eliminates barriers; promotes a sense of belonging; involves the broad community; builds and enhances previous existing initiatives; is demonstrated throughout the system.

**Home School:** the school that a student would attend if he/she were not exceptional.

**Continuum of** may include support in:

- Responses:**
- regular class
  - resource/withdrawal
  - special class, part time
  - special class, full time

## GLOSSARY OF SPECIAL EDUCATION PROGRAMS AND SERVICES

### ***ASD Classrooms`***

- serves students in grade 1 to 3 diagnosed with Autism Spectrum Disorder

### ***ASD Centers***

- serves students in the primary grades diagnosed with ASD and provides intensive support in the areas of communication, social, as well as core literacy and numeracy skills

### ***Core Resource Program***

- serves a wide variety of students with mild to moderate learning problems in all exceptionality areas.

### ***Behaviour Resource Program and Services***

- provides a range of services and is available to all students. This includes consultation to school staff and students, direct service to students, skill development groups for students, inservice to students, parents and Board staff.

The Tutorial Program in secondary schools serves students who have significant social and behavioural difficulties which have negative impacts on their learning

### ***Educational Support Program (ES)***

- serves students with mild to moderate developmental disabilities and delays in their educational development.

### ***Functional Life Skills Program (FLS)***

- serves students with moderate to severe developmental disabilities and delays in their educational development.

### ***Hearing Program and Services***

- serves students with mild to profound hearing loss with or without the use of hearing aids.

### ***Intensive Support and Assessment Program (I.S.A.)***

- serves students with moderate to severe Learning Disabilities primarily in Grades 4 to 6.

### ***Language Support Centre***

- serves students with severe receptive and/or expressive language difficulties in Grades 1 - 3.

### ***Learning Strategies***

- serves students with communication exceptionalities, as well as other exceptional students, who would benefit from this intensive Core Resource support in grades 9-11.

## ***Physical Management Services***

- serves students who have difficulties in the areas of fine motor, gross motor or sensory motor skills, in order to promote their independence in the regular school environment.
- supports students with physical needs that require adaptations to the physical environment of the school so that they can access the curriculum.

## ***Psychological Services***

- Provides consultation, assessment or short-term supportive intervention for students, and facilitation to community agency services. Students are referred by school staff with parental/guardian/student consent.

## ***Program for Academic and Creative Extension (P.A.C.E.)***

- serves students who have been found to be intellectually advanced

## ***Social Communication Program (SCP)***

- serves students with Autism Spectrum Disorder.

## ***Speech/Language Services***

- provides intervention through consultation and assessment for students with communication needs who are referred by school staff with the consent of parent(s)/guardian(s).

## ***Transition/Diagnostic Centre***

- serves students in the primary / junior / intermediate / senior divisions who, because of waiting lists, require crisis stabilization or interim support, while awaiting treatment.

## ***Vision Programs and Services***

- serves students with a significant loss of vision.

## Connections for Students

The goal of *Connections for Students* is to provide a more coordinated and seamless transition for students who will be demitted from intensive behavioural intervention (IBI) services offered through the Autism Intervention Program (AIP) and transitioning to a full time publicly funded school program. Once parental consents have been obtained to participate in *Connections for Students*, the regional autism service provider, Kinark Child and Youth Services, will initiate the transition process with the York Catholic School Board by contacting the ASD Coordinator.

Transition teams will consist of the parent/guardian, Kinark's School Support Program – Autism Spectrum Disorder (ASD) Consultant, and members from the York Catholic District School Board which include a school administrator, classroom teacher, ASD Coordinator and members of the Multidisciplinary Team.

For a complete outline of the implementation of *Connections for Students* please see flow chart on the next page.



## Connections for Students: A One Year Plan to Transition Students from IBI to School

# Programs and Services

Phase	Step	Timeline	Task	Person Responsible	Actions	Documentation
Pre-service					Invite Teacher's input for assessment purpose	Exchange of information forms from parents
In IBI		Remains as outlined by Kinark			Continue to liaison with ASD Coordinator during student's involvement with IBI at critical updates	
Prior to full-time school entry	1	12 months prior to full-time school entry	1 <sup>st</sup> Clinical review identifying potential discharge	CEAP CS/ST	Notification to Board, ASD Coordinator, of potential discharge without revealing child's name Plan for review of assessment results with parents at next clinical meeting	Assessment Findings
	2	6 months prior to FT school entry	Decision to transition from IBI	CEAP, CS, ST, SSP Consultant	Strengths and needs identified by SSP consultant Notification given to parents	Begin to complete transition questionnaire by SSP Consult
			IBI to contact ASD Coordinator to inform them of intent to transition student to YCDSB  SSP Consultant observes/attends clinic meetings	ASD Coordinator informs School Principal  SSP Consultant ST, CS	Observes IBI and incorporates school readiness skills into IPP plan	Update transition plan. Complete transition questionnaire
	3	4-6 months prior to FT entry	Home school placement is determined and within 2 weeks School and Board personnel set date to visit IBI, school and transition	ASD Coordinator, Principal and others as required	Understand needs of child Review mainstreamed school placement with parents  Parents register child at home school  Formation of School Transition Team with Principal as the lead, transition team members	

# Programs and Services

Phase	Step	Timeline	Task	Person Responsible	Actions	Documentation
			team members SSP consultant available for observation		(members of multidisciplinary team from YCDSB), appropriate school staff, parents and ASD Coordinator as needed  Board informs CEAP/SSP of placement and team members	
	4	Following the observation of student at IBI	School team and SSP Consultant set time to meet	SSP Consultant contacts the Principal	SSP Consultant visits school and works with teacher/ ASD Coordinator or consultant to identify PD and resources / set up needs  SSP Consultant informs ST to inform final IBI goals  School and Transition teams better understand the child's strengths and needs	Update the Transition plan  Document PD / resources needs
	5	Within 3 months of FT school entry	Transition Team meets to finalize Transition Plan	Transition Team	Formalize working Transition Plan - school and transition (multidisciplinary) team, create draft safety plan if required	Transition Plan to be added to IBI IPP  Included in IEP  Safety plan, if needed, to be drafted by BRS worker with input from school team and SSP Consultant
	6	Within one week of completion of Transition Plan	SSP Consultant begins to delivering school PD, resource development , and consultation	SSP Consultant	Provide necessary PD, resource development and consultation to school where identified as appropriate and at school's request	Consultation note
	7	1 month prior to fade out of IBI and fade in of YCDSB	Review assessment data (e.g. ABLLS)  SSP consultant	SSP Consultant  Principal chairs Transition Team members, as	Review and provide most recent assmt. Data including IPP, ABLLS, VB-MAPP, and IBI data  Complete exit assmt.	Assessment Data  ST to write discharge report

# Programs and Services

Phase	Step	Timeline	Task	Person Responsible	Actions	Documentation
			works with school/ transition (multidisciplinary) team members to make connections to ON curriculum and to assist with IEP draft	needed, parents and SSP consultant attend and give input on IEP goals		
	8	Student begins "fade out" of IBI and "fade into" school.				
Child attending school	9	Upon entry into school	Child transitions full time into school		Child attends school FT SSP Consultant provides in class Coaching and Consultation as per Third Party Protocol School Staff finalize IEP goals Behaviour Resource finalizes safety plan if needed	SSP Consultant note  Area team as needed to assist with implementation of IEP goals  BRS as needed for safety plan
	10	Up to 6 months after FT entry into school	SSP Consultant and transition team support the child in the classroom	Principal Chairs meetings as needed SSP Consultant, Teacher(s) Transition team members participate as needed and requested by lead (principal)	Transition team meets monthly to share information Meetings can take place in various forms e.g. conference calls, confidential emails, sit down meetings with members of the transition team as necessary  SSP consultant provides observation, coaching, consultation on transition plan, education on ASD, ABA and effective learning strategies (i.e. communication, social skills, life skills)	SE2 is generated following case conference  Strategies are included in student's IEP  Meetings added to IEP log

## Autism P.D.D.

A severe learning disorder that is characterized by:

- a) Disturbances in:
    - (i) rate of educational development
    - (ii) ability to relate to the environment
    - (iii) motility
    - (iv) perception, speech, and language
  - b) Lack of the representational-symbolic behaviour that precedes language.
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**CRITERIA:** Diagnosis of Autism Spectrum Disorder (ASD) by qualified professional.

**PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:

- Resource in Class
- Withdrawal
- Self-contained classes (elementary/primary), two schools only

**PROGRAM:** Social Communication Program (Elementary and Secondary panels)  
Delivered in home school, except for ASD classes, with appropriate supports and services

**SERVICES:** Available in Elementary and Secondary Panels  
*(unless otherwise indicated)*

- Speech/Language Services
- Behaviour Resource Services
- Physical Management Services
- Psychological Services
- Special Ed Consultant (*elementary*)
- Special Program Teacher (*secondary*)
- Special Ed Department Head (*secondary*)

## **SPECIAL PROGRAM – AUTISM (Social Communication Program)**

Students aged 4 – 21 years with a diagnosis of autism/pervasive developmental disorder are enrolled in their home school on a regular classroom register, usually with age-appropriate peers. They have a program focused to provide specialized instruction to students who have significant difficulties relating to their environment and acquiring the full range of academic skills. The individualized program supports ongoing needs such as communication, sensory-motor integration, anxiety and appropriate behaviours. Implementation of the uniquely designed program is a collaboration between classroom teacher and Core Resource (special education) teacher with additional supports, as required. Mode of delivery ranges from resource withdrawal to special class full time (primary grades).

Each school is serviced by a Board resource team that supports the school staff working with these students. This multidisciplinary team includes a special education program consultant and/or department head and a representative from each of the Board's services.

In consideration of very divergent needs of students diagnosed with Autism/PDD, the Board has two ASD classes full-time for students with autism/pervasive developmental disorder who are experiencing difficulty and require a more intensive, congregated setting with appropriate resources, for significant portions of their school day. These classes are for students in the primary grades

Examples of requisite skills that may need to be learned are:

- a) acquiring skills of daily living, i.e. toileting, dressing, eating
- b) classroom routines
- c) social awareness
- d) communication
- e) initiating requests for assistance
- f) negotiating the classroom environment
- g) familiarizing self with the school environment
- h) adapting the grade 1-3 program

The goal of the ASD class program is to assist students in the development of skills in the aforementioned areas.

## PRIMARY ASD CLASSES

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The students spend two years in a self-contained class, with integration as appropriate. The students are in SK, Gr. 1 or Grade 2 when they were placed in the centre. Each centre contains 6 students. The program focuses on:

- a) classroom routines
- b) social awareness
- c) communication
- d) initiating requests for assistance
- e) negotiating the classroom environment
- f) familiarizing self with the school environment
- g) acquiring early literacy and numeracy skills

### BACKGROUND

The mission statement of the York Catholic District School Board stresses the education of each student to reach full potential in a dynamic, Christ-centred learning community.

### CRITERIA FOR ADMITTANCE

1. Current population:  
Prior to consideration for admittance, a school will have:
  - consulted with parents and in-school resource staff and all pertinent members of the area resource team
  - attempted a range of curriculum modifications /accommodations as outlined in IEP prepared for the ISA claim process
  - established appropriate timetables and communication systems
  - presented student to case conference with area resource staff
  - recommended the involvement of community agencies to the family or been involved in a relationship with community agencies as needed

## **SPECIAL PROGRAM**

### **Core Resource**

Students with mild to moderate Language Impairments are assisted in their home school with a program adapted to meet their needs. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications or may be withdrawn from class for part of each day for specialized instruction. Implementation of their program is collaboration between classroom teacher and Core Resource (special education) teacher with additional supports as required. Mode of delivery therefore ranges from regular class to resource withdrawal.

### **Language Support Centres**

Currently, there are four centres in the Board *serving students in Grades 1 to 3*. Students recommended in SK or Grade 1 with a severe receptive or expressive language impairment may be enrolled for up to two years in a special class, part time called a Language Support Centre. A speech/language assessment would indicate severe needs and a psychological assessment should indicate nonverbal skills in the average range.

Communication Disorder Assistant (CDA) under the supervision of a speech/language pathologist supports the teacher and students, one-half day per week. Integration, for those parts of the day when the students can meet with success, is a planned collaborative effort between the regular classroom teacher and the Language Support Program teacher. The focus of the program is to develop listening and speaking skills.

Each school is serviced by a resource team that supports the professionals working with these students. This interdisciplinary team includes a program consultant and a representative from each of the Board's services.

## Behaviour

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

- a) an inability to build or maintain interpersonal relationships
- b) excessive fear or anxieties
- c) a tendency to compulsive reaction or
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

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<b>CRITERIA:</b>	Students demonstrate social/emotional or behavioural problems at a level that is adversely affecting academic, social and adjustment skills.
<b>PLACEMENTS:</b>	<p>Delivered by or with the support of the classroom teacher/special education teacher/behaviour resource worker</p> <ul style="list-style-type: none"> <li>• Resource in class</li> <li>• Resource withdrawal</li> <li>• Special Class (full time)</li> </ul>
<b>PROGRAM:</b>	<p>Tutorial Program (Secondary only)            Transition/Diagnostic Class (elementary and secondary)</p>
<b>PROGRAMMING:</b>	Delivered in Home school with appropriate supports and services
<b>SERVICES:</b>	<p>Available at Elementary and Secondary Panels  <i>(unless otherwise indicated)</i></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Consultation to school staff</li> <li>• Individual conferencing with students</li> <li>• Group work</li> <li>• Crisis prevention planning</li> <li>• Intensive 1-1 support</li> <li>• Transition Diagnostic Classes (Elementary only)</li> <li>• Tutorial Program (Secondary only)</li> </ul>

Services may be offered in conjunction with any of the following:

- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Ed Consultant (*Elementary*)
- Special Ed Department Head (*Secondary*)
- Speech/Language Services
- Vision Consultative Services

## **SPECIAL PROGRAM**

Students with mild behaviour needs are enrolled in home school on a regular classroom register with age-appropriate peers. They have a program focused to support behavioural needs for academic, social and adjustment development. Implementation of the program is in collaboration with classroom teacher, special education teacher, and behaviour resource worker with additional supports as required.

At the secondary level, students with long-standing moderate to severe behaviour needs are enrolled in a Tutorial Program which creates a supportive environment through reduced teacher/student PTR, courses and the additional support of a behaviour resource worker. Three teacher sections are allocated to each secondary school. Independent Learning Centre courses are used and students may take one or more Tutorial Program periods per day.

Behaviour Resource Services is rooted in the fundamental beliefs of the Board. It assists educators in the development of programs which enable students to become effective learners. The service is based on principles of earliest possible intervention, consultation and support within the school environment.

Behaviour Resource staff are committed to working collaboratively with teachers, students, principals, parents and other resource staff. Behaviour Resource Services provides a range of service and is available to all students. This includes:

- consultation to school staff
- consultation to students
- direct service to students
- liaison with community agencies
- communication with parents
- skill development groups
- tutorial programs
- inservice to students, school staff, parents, and other Board staff
- provision of Peer Coaches for school staff re classroom management

## **TUTORIAL PROGRAM**

The Tutorial Program is designed to respond to the behavioural needs of students for whom the secondary school has been providing service over time and for whom the school is considering more intensive and/or comprehensive services. Students with other needs could be enrolled in the program as a means of providing positive peer role models.

Features of the program include:

- a reduced teacher/student PTR
- Student Services centrally allocates .5 FTE teacher to each secondary school
- Behaviour Resource Staff is allocated to each secondary school and are involved with the tutorial program
- the use of Independent Learning Centre courses

## **TRANSITION DIAGNOSTIC (TD) CLASSES**

### **Background**

The Board adopted a mainstreaming philosophy with a focus on providing the most enabling environment that supports exceptional students. This environment has been defined as one in which the student's academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers. Within this framework there are students who are on waiting lists for mental health programs (Section 23 or residential) or are unable to cope in their home school due to chronic suspension, peer and adult conflict, opposition to authority, neglect of duty, emotional stress, negative view of their current situation or general inability to meet the current school demands.

There is another grouping of students who require a diagnostic component, behaviour analysis, psychiatric or psychological including assessment of learning profile to determine future planning, implementation of recommendation and educational placement. These students demonstrate a need for individualized programming in a reduced-ratio setting. The number of students requiring this type of programming continues to increase yearly.

The TD program would allow for a continuum of programs/services for these special needs students and a positive time out period to assess and plan for the student and sending school in a climate that promotes diffusion and stabilization for the student on an interim basis and allows time for future planning.

## Components of the Program

The program would congregate the resources of the Special Education Department, Behaviour Resource Services and Psychological Services, Speech & Language Services, etc., in one service delivery unit to provide a high level of educational support to the student.

The program is intended to be short term, goal focused with a defined transition plan for admission and demission of students to mental health placement or return to their home school placement. A demission date will be set.

Students with a developmental disability, pervasive developmental disorder or serious psychological/psychiatric disorders would not be viewed as appropriate for this program. In addition, students will not be considered if they have presenting disorders which prevent them from benefiting from the program.

The program will provide a safe, positive time away from home school to assess and plan for the student. There may be a need for further assessment which may include psychological, psychiatric, behaviour analysis, etc.

Students coming into the program would enter and would be congregated during the duration of the placement. Any integration of students into the grade appropriate classroom would be a function of the individual goals defined for each student. This would place primary emphasis on instruction in areas of education and social/behavioural/emotional needs based on previous and current assessments and observations while the student is in the program. A Behaviour Plan will be developed.

1. Training on developing more effective executive thinking patterns (metacognition, problem definition and solving strategies, etc.).
2. Developing patterns of thinking and acting which promote effectiveness in the classroom such as self-regulation of mood, speech and impulse as well as how to be an effective student (Pro Social Skills in the classroom).
3. Academic skills development.
4. Enhancing and skill building, coping and conflict resolution responses.
5. Behaviour analysis, diagnostic, psychological, psychiatric, academic, speech, etc. as defined for each individual student.

## **Criteria for Admission**

Students referred to the Transitional Diagnostic Centres are defined as those students whose social, emotional and behavioural needs go beyond the resources of the classroom and the school.

- (i) Social emotional behavioural level threatens the safety of self and others
- (ii) Students awaiting or returning from Section 23 or Residential placement
- (iii) Students experiencing chronic suspensions

## ***Demission from the Program***

- (i) If a treatment program becomes available, a case conference will be held with the appropriate staff from the agency or agencies involved with the treatment setting to develop a transition plan.
- (ii) If the recommended transitional plan is for the student to return to the sending school, a case conference will be held with the appropriate Board staff to develop a transitional plan for the student to return.
- (iii) If the student demonstrates a consistent pattern of problematic behaviours which significantly impacts staff's ability to meet their educational needs then the placement will be reviewed.

## **Classroom**

Maximum of six students for a period of one to two years or if the mental health placement is available sooner.

The program would be staffed by a teacher and a Child and Youth Worker (CYW) who would have the responsibility for development and implementation of the individual programs for the students. Parents/guardians would have a critical role in supporting the program and individual student expectations.

We currently have five Transitional Diagnostic Centres. Three for primary/junior grades and one classroom for students in grade 6 to 8 and a secondary center for grades 9 and 10.

## Blind/ Low Vision

A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).

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<b>CRITERIA:</b>	Students with a visual impairment.
<b>PLACEMENTS:</b>	Delivered by the Itinerant Vision Resource Teacher: <ul style="list-style-type: none"><li>• Regular Class with Monitoring</li><li>• Resource in Class</li><li>• Resource Withdrawal</li><li>• Special Class, Part Time (Elementary)</li></ul>
<b>PROGRAM:</b>	Vision Program (Elementary and Secondary Panels) Delivered in home school with appropriate supports and resources
<b>SERVICES:</b>	Available at Elementary and Secondary Panels ( <i>unless otherwise indicated</i> ) <ul style="list-style-type: none"><li>• Behaviour Resource Services</li><li>• Hearing Consultative Services</li><li>• Physical Management Services</li><li>• Psychological Services</li><li>• Special Ed Consultants</li><li>• Special Ed Department Head (<i>Secondary Panel</i>)</li><li>• Speech/Language Services</li><li>• Vision Consultative Services</li></ul>

### **SPECIAL PROGRAM**

Students diagnosed as blind or low vision are enrolled in home school on a regular classroom register with age-appropriate peers. They have a program focused to provide required program adaptations and/or specialized instruction by a qualified teacher of the blind. The individualized program supports ongoing needs such as program accommodations, brailing, use of assistive devices, and mobility training. Implementation of the program is a collaboration between classroom teacher, Core Resource (special education) teacher, itinerant Vision Resource Teacher and additional supports, as required. Mode of delivery ranges from classroom monitoring to resource withdrawal.

Each school is serviced by a resource team that supports the professionals working with these students. In addition to a vision resource teacher, this interdisciplinary team includes a special education program consultant/department head, and a representative from each of the other Board's services.



**Deaf and  
Hard of  
Hearing**

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

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<b>CRITERIA:</b>	Permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic temporary hearing loss in one or both ears.
<b>PLACEMENTS:</b>	<p>Delivered by the Teacher of the Deaf and Hard of Hearing or with the support of the itinerant Teacher of the Deaf Hard of Hearing:</p> <ul style="list-style-type: none"> <li>• Regular Class with Monitoring</li> <li>• Regular Class with Withdrawal</li> <li>• Hearing Centre with Partial Integration</li> </ul> <p>For appropriate students, families may choose to access the Provincial Schools for the Deaf – See Section 11.</p>
<b>PROGRAM:</b>	<p>Hearing Program</p> <ul style="list-style-type: none"> <li>• Itinerant Teacher of the Deaf and Hard of Hearing</li> <li>• Hearing Centres – intensive support by Teacher of the Deaf and Hard of Hearing with partial integration</li> </ul>
<b>SERVICES:</b>	<p>Available at Elementary and Secondary Panels as required (<i>unless otherwise indicated</i>)</p> <ul style="list-style-type: none"> <li>• Behaviour Resource Services</li> <li>• Classroom Amplification</li> <li>• Educational Audiologist Services</li> <li>• Hearing Consultative Services</li> <li>• Physical Management Services</li> <li>• Psychological Services</li> <li>• Sign Language Facilitator</li> <li>• Special Ed Consultants</li> <li>• Special Ed Department Head (<i>Secondary</i>)</li> <li>• Speech/Language Services</li> <li>• Vision Consultative Services</li> </ul>

## **SPECIAL PROGRAM**

Students who are Deaf or Hard of Hearing are assisted in a variety of settings that reflect levels of skill acquisition, geography, and homogeneous groupings. Students with significant hearing loss have access to a program that provides specialized instruction in Language, Speech, Auditory Learning Auditory Management and Self - Advocacy.

Implementation of the program is a collaboration between Teacher of the Deaf and Hard of Hearing and classroom teacher with additional supports as required. Mode of delivery ranges from Regular Class to Hearing Centre Class, with partial integration.

Teachers of the Deaf and Hard of Hearing provide direct service through resource/withdrawal on a regular basis to students enrolled in home school on a regular classroom register with age-appropriate peers. Emphasis is placed on supporting and augmenting the regular class curriculum with the inclusion of an Alternative Curriculum as required, i.e. Speech, Language, Auditory Learning, Auditory Management, and Self Advocacy Sign-language Facilitators or Educational Assistants may also support the implementation of the students' individualized programs.

At the Elementary and Secondary levels, students may be in a Hearing Centre, part-time, with a Teacher of the Deaf and Hard of Hearing and assisted by a Sign-language Facilitator or Educational Assistant. Integration for those parts of the day when the students can meet with success is a planned, collaborative effort between the Grade Level Teacher or Subject Area Teacher and the Teacher of the Deaf and Hard of Hearing. Integration is supported as required by the Sign-language Facilitator or Educational Assistant.

Parents of children with hearing loss who are interested in the services provided by an Auditory Verbal Therapist are referred to VOICE for Hearing Impaired Children or The Hospital for Sick Children, Cochlear Implant Team.

Pre-school children are referred to The Ernest C. Drury School's Home Visiting Program. In addition, when a student requires intensive manual communication intervention (American Sign Language), school board personnel may facilitate a parent referral to The Ernest C. Drury School Resource Services.

Each school is serviced by a resource team that supports the professionals working with these students. This team includes a Special Education Consultant (Hearing) and an Educational Audiologist, in addition to a representative from each of the Board's services.



- A severe learning disorder characterized by:
- a) An inability to profit from a special education program for students with mild intellectual disabilities.
  - b) An ability to profit from a special education program that is designed to accommodate students with developmental disabilities.

<b>CRITERIA:</b>	Moderate to severe developmental disability or delay
<b>PLACEMENTS:</b>	Delivered by the Special Education Teacher: <ul style="list-style-type: none"> <li>• Resource in Class</li> <li>• Resource Withdrawal</li> </ul>
<b>PROGRAM:</b>	Functional Life Skills Program (Elementary and Secondary Panels) Delivered in home school with appropriate supports and resources.
<b>SERVICES:</b>	Available at Elementary and Secondary Panels <i>(unless otherwise indicated)</i> <ul style="list-style-type: none"> <li>• Behaviour Resource Services</li> <li>• Hearing Consultative Services</li> <li>• Physical Management Services</li> <li>• Psychological Services</li> <li>• Special Ed Consultants</li> <li>• Special Ed Department Head (<i>Secondary</i>)</li> <li>• Speech/Language Services</li> <li>• Vision Consultative Services</li> </ul>

**SPECIAL PROGRAM (Functional Life Skills)**

Students aged 4 – 21 years with a developmental disability are enrolled in their home school on a regular classroom register usually with age-appropriate peers. They have a program focused to provide specialized instruction to students with significant cognitive delays and the acquisition of life skills. The individualized program supports ongoing needs such as communication and physical challenges. Implementation of the uniquely designed program is a collaboration between classroom teacher and Core Resource (special education teacher) with additional supports as required. Mode of delivery ranges from regular classroom monitoring to resource withdrawal.

Each school is serviced by a Board resource team that supports the professionals working with these students. This team includes a special education program consultant and/or department head, and a representative from each of the Board’s services.



An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

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**CRITERIA:** Demonstrated unusually advanced degree of general intellectual ability such that differentiated learning experiences of a depth and breadth beyond those normally provided in a regular school program are required.

**PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:

- Special Class, Full Time (Elementary, Gr. 5 – 8)
- Secondary School: Core Subjects (English, Mathematics, Social Science, Science)

**PROGRAM:** Program for Academic and Creative Extension (P.A.C.E.)

**SERVICES:** Available at Elementary and Secondary Panels as required (*unless otherwise indicated*)

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Ed Consultants
- Special Ed Department Head (*Secondary*)
- Speech/Language Services
- Vision Consultative Services

## **SPECIAL PROGRAM (Program for Academic and Creative Extension: P.A.C.E.)**

Students aged 10 - 18 years, with an unusually advanced degree of general intellectual ability are congregated at an area school, with their like peers. The students have a program that is extended beyond the depth & breadth of the classroom program.

The individualized programs address ongoing strengths and needs. Implementation of the uniquely designed program is the responsibility of the Special Education (P.A.C.E.) teacher, at the elementary level. At the secondary level, Core subjects are delivered at an advanced degree by subject specialists.

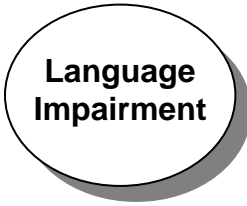
Mode of delivery ranges from self contained class, in each geographical area of the Board, in elementary to self-contained classes for Core subjects in each geographical area of the Board in secondary.

Each designated elementary and secondary school site is supported by professionals necessary to support the students and may include:

- Behaviour Resource Services
- Co-ordinator of Special Programs (Elementary)
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Ed Department Head (Secondary)
- Speech/Language Services
- Vision Consultative Services

In September 2004, the YCDSB piloted Pre-AP courses in the areas of Mathematics, Science, Geography, and English at Brother Andre CHS. The focus of the Pre-Advanced Placement Courses is to align the curriculum extensions/modifications with the senior Advanced Placement courses/exams offered by the International College Board. Students will have the opportunity to take university destination courses and have the option of writing the exam which may allow them a university credit or advanced standing in certain universities. The pre-AP courses will provide excellent preparation in the areas of analytical thinking, widening students' scope of knowledge and understanding, and facilitating strong language skills.

The School Board at the Secondary level has approved Advanced Placement as the PACE program's curriculum extensions. The remaining three centre schools have offered the grade 9 Pre-AP courses in the areas of Mathematics, Science, Geography and English. Pre AP preparation has also begun in the elementary, with extensions to the English curriculum.



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

- a) Involve one or more of the form, content, and function of language in communication;
- b) Include one or more of the following:
  - (i) language delay;
  - (ii) dysfluency;
  - (iii) voice and articulation development, which may or may not be organically or functionally based.

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<b>CRITERIA:</b>	Students with a learning profile of language difficulties as identified through speech and language, academic and psychological assessments.
<b>PLACEMENTS:</b>	Delivered by or with the support of the Special Education Teacher: <ul style="list-style-type: none"><li>• Resource in Class</li><li>• Resource Withdrawal</li><li>• Special Class, Part Time</li></ul>
<b>PROGRAM:</b>	Core Resource Program (Elementary and Secondary) Language Support Centre (Elementary Panel) Special Class, Part Time
<b>PROGRAMMING:</b>	Delivered in home school with appropriate supports and resources
<b>SERVICES:</b>	Available at Elementary and Secondary Panels <i>(unless otherwise indicated)</i> <ul style="list-style-type: none"><li>• Behaviour Resource Services</li><li>• Hearing Consultative Services</li><li>• Physical Management Services</li><li>• Psychological Services</li><li>• Special Ed Consultants</li><li>• Special Ed Department Head (<i>Secondary</i>)</li><li>• Speech/Language Services</li><li>• Vision Consultative Services</li></ul>

## **SPECIAL PROGRAM**

### **Core Resource**

Students with mild to moderate Language Impairments are assisted in their home school with a program adapted to meet their needs. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications or may be withdrawn from class for part of each day for specialized instruction. Implementation of their program is a collaboration between classroom teacher and Core Resource (special education) teacher with additional supports as required. Mode of delivery therefore ranges from regular class monitoring to resource withdrawal.

### **Language Support Centres**

Currently, there are four centres in the Board *one in each geographic area of the Board, serving students in Grades 1 and 2*. Students in grades 1 and 2 with a severe receptive or expressive language impairment may be enrolled for two years in a special class, part time called a Language Support Centre. A speech/language assessment would indicate severe needs and a psychological assessment should indicate many nonverbal skills in the average range.

A speech/language pathologist supports the teacher and students, one-half day per week. Integration, for those parts of the day when the students can meet with success, is a planned collaborative effort between the regular classroom teacher and the Language Support Program teacher. The focus of the program is to develop listening and speaking skills.

Each school is serviced by a resource team that supports the professionals working with these students. This interdisciplinary team includes a program consultant and a representative from each of the Board's services.



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

- a) Is not primarily the result of
  - (i) impairment of vision or hearing
  - (ii) physical handicap
  - (iii) mental retardation
  - (iv) primary emotional disturbance
  - (v) cultural difference
- b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of the following:
  - (i) receptive language (i.e., listening, reading)
  - (ii) language processing (i.e., thinking, conceptualizing, integrating)
  - (iii) expressive language (i.e., talking, spelling, writing)
  - (iv) mathematical computations
- c) May be associated with one or more conditions diagnosed as:
  - (i) a perceptual handicap
  - (ii) a brain injury
  - (iii) minimal brain dysfunction
  - (iv) dyslexia
  - (v) developmental aphasia

<b>CRITERIA:</b>	Diagnosis by a qualified practitioner as identified through academic, psychological and other assessments and supported by school data.
<b>PLACEMENTS:</b>	<p>Delivered by or with the support of the Special Education Teacher</p> <ul style="list-style-type: none"> <li>• Resource in Class</li> <li>• Resource Withdrawal</li> <li>• Special Class, Part Time</li> </ul>
<b>PROGRAMS:</b>	Core Resource Program (Elementary and Secondary); Intensive Support and Assessment Program (Elementary) in 31 schools for 1- 2 year placement.
<b>SERVICES:</b>	<p>Available at Elementary and Secondary Panels as required (<i>unless otherwise indicated</i>)</p> <ul style="list-style-type: none"> <li>• Behaviour Resource Services</li> <li>• Hearing Consultative Services</li> <li>• Learning Strategies (<i>Secondary</i>)</li> <li>• Physical Management Services</li> <li>• Psychological Services</li> <li>• Special Ed Consultants</li> <li>• Special Ed Department Head (<i>Secondary</i>)</li> <li>• Speech/Language Services</li> <li>• Vision Consultative Services</li> </ul>

## **SPECIAL PROGRAM**

### **Core Resource**

Students with mild to moderate Learning Disabilities are assisted in their home school with a program adapted to meet their needs. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications or may be withdrawn from class for part of each day for specialized instruction. Implementation of their program is a collaboration between classroom teacher and Core Resource (special education) teacher with additional supports as required. Mode of delivery therefore ranges from regular class monitoring to resource withdrawal.

### **Intensive Support and Assessment Program (I.S.A.P.)**

At the elementary level, students with moderate to severe Learning Disabilities may be congregated for one to two years with a special education teacher in a special class, part time. Intensive Support and Assessment allows integration, for those parts of the day when the students can meet with success. The integration is a planned, collaborative effort between the regular classroom teacher and the I.S.A. Program teacher. The I.S.A. Program is offered in 35 elementary schools distributed throughout the Board.

### **Learning Strategies**

At the secondary level, students with moderate to severe Learning Disabilities take Learning Strategies courses at grades 9, 10 and either grade 11 or grade 12. When a student requires more intensive support that includes a residential component, an IPRC may recommend and support the application of the parents to the Provincial Demonstration Schools in Milton, London or Belleville.

Each school is serviced by a resource team that supports the professionals working with these students. This team includes a special education program consultant/department head and a representative from each of the Board's services.

### **Laptop Learning Strategies Course Pilot**

In September 2004, St. Joan or Arc CHS has piloted a laptop Learning Strategies course that will be paired with a business technology course offered throughout the year. The intent of the course is to educate students with Learning Disabilities on the use of adaptive technology and how it can be applied in doing academic work throughout the school day. The software selected are Kurzweill, Inspiration, Dragon Naturally Speaking (7) and Word Q. With the assistance of the technology, the pilot intends to evaluate the student's academic achievement over a two year period. (See Appendix 34).

In September 2006, the project was extended to three other high schools. In February 2006 an additional three high schools offered the program. In total more than half of our high schools have offered this program. In September 2006 the program will be extended to all high schools.

## Mild Intellectual Disability

A learning disorder characterized by:

- a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services, or an inability to profit educationally within a regular class because of slow intellectual development.
  - b) A potential for academic learning, independent social adjustment, and economic self-support.
- 

**CRITERIA:** Mild to moderate developmental disability or delay

**PLACEMENTS:** Delivered by the Special Education Teacher:

- Resource in Class
- Resource Withdrawal

**PROGRAM:**

- Core Resource
- Educational Support Program (Elementary and Secondary Panels) Delivered in home school with appropriate supports and resources.

**SERVICES:**

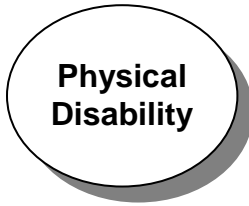
Available at Elementary and Secondary Panels  
(*unless otherwise indicated*)

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Ed Consultants
- Special Ed Department Head (*Secondary*)
- Speech/Language Services
- Vision Consultative Services

## **SPECIAL PROGRAM (ES Program)**

Students aged 4 – 21 years with mild intellectual disability are enrolled in their home school on a regular classroom register usually with age-appropriate peers. They have a program focused to provide specialized instruction to students with mild intellectual disability and to support academic learning, social skills and independence. Implementation of the individualized program is a collaboration between classroom teacher and Core Resource (special education) teacher, with additional support as required. Mode of delivery ranges from regular classroom monitoring to resource withdrawal.

Each school is serviced by a resource team that supports the professionals working with these students. This team includes a special education program consultant/department head and a representative from each of the Board's services.



A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

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**CRITERIA:** Diagnosed by qualified professional.

**PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:

- Resource/Withdrawal

**PROGRAMMING:** Delivered in home school with appropriate supports and resources

**SERVICES:** Available at Elementary and Secondary Panels  
(*unless otherwise indicated*)

- Behavioural Resource Services
- Community Care Access Centre – See Section 7
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Program Consultants (Special Education)
- Special Education Department Head (*Secondary*)
- Speech/Language Services
- Vision Consultative Services

## **SPECIAL PROGRAMMING**

Students with motor challenges (fine, perceptual, gross & sensory) are enrolled in home school on the classroom register with age-appropriate peers. Their program is developed to provide the required special assistance necessary for educational achievement. The individualized program supports ongoing needs such as self-help skills, use of assistive devices, technology, social and motor development. Implementation of the program is collaboration between classroom teacher and special education teacher with additional supports as required. Mode of delivery ranges from regular classroom monitoring to resource withdrawal.

Each school is serviced by a resource team that supports the school staff working with these students. In addition to physical management services, this interdisciplinary team includes a special education program consultant/ department head and a representative from each of the other Board's services.

When a student requires more intensive support that includes ongoing direct physical/occupational therapy, school board personnel may facilitate the application of the parents to Community Care Access Centre (CCAC). If the student meets criteria, the school then provides space outside the classroom for subsequent therapy sessions offered by (CCAC).

To maximize inclusion, the physical environment may be adapted. The strengths and limitations (as defined by the medical profession) are discussed with the school staff so that the curriculum can be adapted or modified to allow the students to function at their potential.

Physical Management Services exist to assist educators to develop individual education program for students with motor challenges, in the belief that all youth should have equal educational opportunity to reach their full potential. The function of members of Physical Management Services is to identify the student's strengths and needs, establish realistic expectations and assist in the establishment of the student's educational program. The physical environment is modified, as needed, to promote independence and self-esteem, and maximize learning. The members of Physical Management Services provide a range of service which may include:

- assessment of student's physical needs in the school
- assessment of the student's physical environment
- interpretation of medical data
- provide appropriate accommodations based on assessment findings
- assistance in the development of the student's IEP, which may include if needed, teacher directed activities to promote optimal health care
- promotion of self-esteem and normalization
- inservice of school personnel
- Assess the need for fine motor concerns and writing aids

The members of Physical Management Services provide service to all students in the jurisdiction of the York Catholic District School Board.



Psychological Services Staff provide:

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- consultative services to teachers, administrators, resource staff, and parents/guardians regarding students with learning, personal adjustment, or developmental concerns
- assessment of high-risk students for whom school staff indicate a need for further information about the student's learning profile, learning style, affective, social and/or personality development in order to establish program alternatives
- short-term supportive intervention during transition to community therapeutic services for students experiencing personal or family crisis
- supportive peer groups for high-risk students to enhance self-esteem
- assistance to families in accessing community agencies for individual and family support services
- liaison with community agencies including the exchange of confidential information with appropriate consent
- communication to school/area resource staff of educationally relevant information obtained with consent from other agencies/school boards for the purpose of improving the quality of instruction
- resource to case conferences and Special Education Identification, Placement, and Review Committees
- inservice to Board staff and parents/guardians on child and adolescent development, learning, psychosocial and emotional development, mental health, and procedures for accessing services

Referral to Psychological Services should be made for students who have complex learning, social, or emotional needs. It is expected that all students requiring placement in Intensive Support and Assessment Programs, Program for Academic and Creative Extension (Gifted), Language Support Centre, Educational Support Program, Social Communication Program and Functional Life Skills Program shall have a recent psychological assessment (i.e., within two to three years for consideration for admission to the Program). Assessment may not be required where two previous congruent assessments are on record and when the student's current performance is consistent with the earlier

psychological assessments. Psychological Services staff in conjunction with the other professionals directly involved with the student will make this determination.

Psychological assessments are needed primarily to support staff in establishing programs and determining placement alternatives for the student, and therefore referrals should come from the professionals working directly with the student in the school setting. Requests, by parents, for assessments will require agreement at the case conference that assessment is necessary.

Psychological Services staff will not ordinarily be involved in assessments for students who will be repeating, transferring, or accelerating a grade.

Referrals for psychological assessments should follow after a period of time (at least three months) during which the classroom and core resource teachers have implemented programming alternatives.

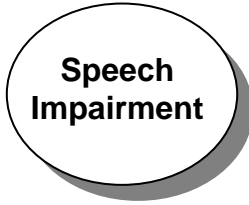
Prior to January 2004, a referral to the Psychology Department was always preceded by a School level Case Conference. As of January 2004, a new procedure was implemented. This procedure allows schools to refer to psychology at any time of the year by completing a pre-referral form (RPR1, See Appendix 7). If deemed appropriate, parental consent will then be obtained. In complex situations, referrals can also be made to psychology at School and Central Case Conferences.

#### **Four Stages of Ongoing Assessment of Students with Learning Needs**

The York Catholic District School Board uses a four-step procedure for operationalizing the evaluation of the presence of exceptional learning needs and decision making of eligibility for and provision of special education programs and related services. Psychological services become most active in the second stage and maintains a consultative role during most of the other stages.

These stages are:

- Stage 1:** address the learning problems prior to referral for formal psychological assessment
- Stage 2:** formalized assessment of individual learning needs
- Stage 3:** determine eligibility for special education and related services
- Stage 4:** bridge assessment to specialized instruction and accommodations, monitor and review results



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

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**CRITERIA:** Assessment by Speech Language Pathologist

**PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:

- Resource in Class
- Resource Withdrawal

**PROGRAMMING:** Delivered in home school with appropriate supports and resources

**SERVICES:** Speech/Language Services are available at all Elementary and Secondary Schools

Community Care Access Centre

Children's Treatment Network of Simcoe/York

### **SPECIAL PROGRAM**

Students with speech impairments are enrolled in home school on a regular classroom register with age-appropriate peers. They have a program focused on supporting communication needs for academic and speech development. Implementation of the program is a collaboration between parents, classroom teacher, and special education teacher with additional supports as required.

Each school is serviced by a resource team that supports the professionals working with these students. Speech/Language Services include student assessment, collaborative programming, consultation support and inservice.

When a student requires more extensive support that includes ongoing direct speech therapy, school board personnel may facilitate the application of the parents to Community Care Access Centre (CCAC). If the student meets criteria,

the school then provides space for subsequent therapy sessions offered by (CCAC).

## **Services Provided by the Speech-Language Pathologist**

The school Speech-Language Pathologist's primary role is to provide consultation around a student's communication needs.

A school Speech-Language Pathologist:

- identifies and evaluates students with speech, language and related problems through classroom observation and informal and/or formal assessment
- provides parents, caregivers, teachers and other professionals with an understanding of the student's oral language and social communication needs as related to language learning, literacy, behaviour and general ability to participate in the classroom program
- plans, discusses and demonstrates activities to develop a student's communication skills
- monitors the effectiveness of implemented programs
- inservices parents, teachers and administrators about communication development and its disorders
- maintains liaison with community agencies including the exchange of confidential information with appropriate consent
- works with Language Centre teachers to demonstrate specific oral language strategies and provides direct intervention for students in the Language Support Centres
- supports teachers in developing language and social communication strategies for Individual Education Plan (IEPs) for students with severe communication needs

## Section 23 Programs

These programs are established under Ministry of Education & Training guidelines to meet the educational needs of students who are in care or treatment facilities.

There are a number of agencies in York Region and surrounding areas that will, from time to time, provide a program for a resident student of the Board. The following are our internal procedures for monitoring the students being recommended to such programs and supporting the transition of these students back into the programs of the Board.

When a student is thought to have care or treatment needs, the principal shall arrange for an area case conference.

Upon reviewing the current profile, needs of the student and the chronology of interventions and supports provided to the student, a recommendation for a referral to Care or Treatment may be presented to the parents for their consideration. If in agreement, the parents are supported by Board staff in making a referral to an appropriate agency.

Once students are accepted by the agency, request for transportation will be considered by the Superintendent of Education: Exceptional Learners. The Behaviour Resource Specialist and/or co-ordinator of Special Programs will act as the Board liaison to the agency staff. In keeping with the ongoing review procedures of each agency, the appropriate co-ordinator will attend review meetings at the request of the agency.

When the student is being considered for demission from the agencies (Day Treatment program), an appropriate meeting will be arranged by the agency to facilitate the students' transition back to the programs of the Board. When parents have indicated that they wish to have their child returned to a program of the Board, a community case conference is held to review the needs of the student and to recommend appropriate programs and supports for consideration by the parents. If parents are in agreement, an appropriate transition plan is put in place. This plan may include a gradual transition from the agency to the programs of the Board. Transportation continues to be provided during this transition, subject to the approval of the Superintendent of Education: Exceptional Learners.

Section 23 agreements (See Appendix 13: for copy of Agreements) are currently held between the Board and the following Community Agencies:

1. York Centre for Children, Youth & Families – Children's Program
2. York Centre for Children, Youth & Families – Youth Program
3. Rose of Sharon for Young Mothers
4. Kinark Child and Family Services

Other Section 23 programs that our students currently access are:

- Youthdale York Region
- Thistletown Regional Centre, Tre-Add Program
- Valta Day Treatment Program, Merge Adolescent programs
- Thistletown Regional Centre, Interface Program
- George Bailey Centre

## **Procedure to Facilitate and Monitor Transitions to and from Section 23 Placements (Day Treatment Settings)**

### **Rationale**

- To ensure that our system resources have been utilized in support of a student
- To facilitate optimal transitions into and out of Section 23 placements

### **Procedure**

*On directing to placement:*

- On the knowledge of a student's needs being directed toward a Section 23 placement, a community case conference is called.
- School administration makes appropriate arrangements for this case conference.
- Participants in the case conference may include:
  - the Superintendent of Education (Schools)
  - appropriate school and community resource staff
  - the relevant co-ordinator of special programs
  - the Chief Psychologist or designate
  - the Behaviour Resource Specialist, or designate
  - the Supervisor of Speech/Language Services, if appropriate
  - the ESL/ESD Consultant and/or Teacher (Multilingual Services), if appropriate
  - treatment agency and other support agencies, if involved

*On returning from placement:*

- On the knowledge of a student returning from a Section 23 placement, a central level or community case conference is called prior to the student's registration at school.
- School administration makes appropriate arrangements for this case conference.
- Participants in the case conference include:
  - the Superintendent of Education (Schools)
  - appropriate school and community resource staff
  - the relevant co-ordinator of special programs
  - the Chief Psychologist or designate
  - the Behaviour Resource Specialist
  - the Supervisor of Speech/Language Services, if appropriate
  - the ESL/ESD Consultant and/or Teacher (Multilingual Services), if appropriate
  - treatment agency and other support agencies, if involved

## PROGRAM SUPPORT DOCUMENTS

To facilitate the planning and programming for students with special needs, the York Catholic District School Board has developed resource documents for teachers. These documents support the development of detailed Individual Education Plans and provide suggested directions/ideas/strategies for programming.

1. **Creating A Climate for Success through Program Adaptation** (Appendix 5). This resource document sets a framework for modification and accommodation of curriculum. It was distributed in the fall of 1998 and continues to serve as a foundation document.
2. **The Educational Support Program – A Resource Document for Classroom and Core Resource Teachers** (Appendix 6). This resource document supports programming for students with mild to moderate developmental disabilities. It was inserviced and distributed September, 1999.
3. **The Functional Life Skills, Program – A Resource Document for Classroom and Core Resource Teachers.** (Appendix 8). This resource document supports programming for students with moderate to severe developmental disabilities.
4. **The Social Communication Program – A Resource Document or Classroom and Core Resource** Teachers. (Appendix 14)
5. This resource document supports programming for students with autism/P.D.D.
6. **Program for Academic and Creative Extension (P.A.C.E.): A Resource Document for Teachers of the P.A.C.E. Program)** (Appendix 11)
7. This resource document supports programming for students identified as gifted learners. The document was inserviced and distributed to the system in February, 2001. Further inservice is provided as new staff are acquired.
8. **Core Resource Program** (Appendix 4)
9. This resource handbook provides an in-depth understanding of the role of the core resource teacher in the elementary panel.
10. **ASSESSMENT: A Guide to Building a Detailed Profile of the Learner** (Appendix 2). This resource document identifies assessment data available to the special education teachers. In addition it provides guidelines, strategies and resources that can be used in assessing a variety of students.
11. **Special Education Secondary Delivery Model** (Appendix 12)
12. This resource document supports the organizational structure of the delivery of special education programs and services at the secondary level. This document was shared with individual school staff throughout the 2001 year.
13. **Early Literacy Intervention Program (ELIP) Training Manual (Appendix 59)**  
This resource document supports the delivery of the ELIP program for elementary teachers. It includes assessment materials and organizational resources (i.e. lesson records).

14. **Individual Education Plan (I.E.P.) Sampler: Subject Specific for Secondary Schools** (Appendix 10).  
This resource document provides the subject and resource teachers with subject specific I.E.P. samples, that outline alternative expectations as required by the Ministry for K courses.
15. **Transition Planning Document** (Appendix 27)  
For children and young adults, with special needs, transition from one setting to another can be a significant challenge to the student, his/her family and for those providing programs and support services. This document is presented to ensure that the probability of a successful transition is significantly increased. This document is intended to assist with students in transition.
16. **Special Education Department Head Resource Document (Secondary)** (Appendix 26) Within recent years, there has been an overwhelming change in the area of special education, at the Ministry, Board and school level. This resource document assists Special Education Department Heads with their work, especially organizing and implementing special education procedures.
17. **Secondary Core Review** (Appendix 25)
18. **A Guide for Classroom Teachers: Supporting Students in the Social Communication Program: Pervasive Developmental Disorder (PDD) Document (Elementary)** (Appendix 24) This document is used in conjunction with the document: The Social Communication Program (A Resource Guide).
19. **PACE Review (Elementary Program)** (Appendix 23)
20. **Educational Support Program: Supplementary Material for Gr. 10 Applied History Course** (Appendix 22)
21. **Administrator's Guide (Secondary)** (Appendix 18) The intent of this document is to create a resource guide that will bring administrators "up to speed" quickly regarding the essential components of the role by focusing on the content on "operational/practical" functions and procedures for reference.
22. **IEP User Guide** – Technical Guide for teachers as they navigate through the IEP engine.
23. **IEP Administrator's Guide** – Technical Guide assisting school administrators in carrying out administrative functions on the IEP engine.
24. **Special Education Electronic Forms** – User Guide – Technical Guide for teachers to navigate through the software.
25. Pre-AP Grade 9 Science, PACE Resource Document (Appendix 50).
26. Pre-AP Grade 9 Math, PACE Resource Document (Appendix 38).
27. Pre-AP Grade 9 English, PACE Resource Document (Appendix 40).

# Programs and Services

28. Pre-AP Grade 10 Mathematics, PACE Resource Document (Appendix 39)
29. Pre-AP Grade 5 English, PACE Resource Document (Appendix 41)
30. Pre-AP Grade 6 English, PACE Resource Document (Appendix 42)
31. Transition to Post Secondary – A Resource Guide for School Staff (Appendix 43)
32. Special Equipment Amount Claims Process (Appendix 36)
33. Pre AP History, Grade 10, PACE Resource Document (Appendix 46).
34. Pre AP Science, Grade 10, PACE Resource Document (Appendix 48).
35. Pre AP Physics, Grade 11, PACE Resource Document (Appendix 47).
36. Pre AP English, Grade 11, PACE Resource Document (Appendix 49).
37. Pre AP Mathematics, Grade 11, PACE Resource Document (Appendix 45).
38. Pre AP English, Grade 12, PACE Resource Document (Appendix 50).
39. Pre AP Biology, Grade 11, PACE Resource Document (Appendix 51).
40. Pre AP Chemistry, Grade 11, PACE Resource Document (Appendix 52).
41. Transition Planning, Working Together for Children (Appendix 53).
42. Pre-AP Grade 7 English, PACE Resource Document (Appendix 54).
43. Pre AP English, Grade 10, PACE Resource Document (Appendix 55).
44. Pre AP Physics, Grade 12, PACE Resource Document (Appendix 56).