



Learning Together in Christ

*Engaging, Enabling, Empowering*

## York Catholic District School Board

# Special Education Plan

June 2017

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Chair of the Board

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# SPECIAL EDUCATION PLAN

The Board's Consultation Process ..... 3

Programs and Services ..... 6

Roles and Responsibilities..... 47

Early Identification Procedures ..... 51

(IPRC) Identification, Placement and Review ..... 56

Educational and Other Assessments..... 73

Health Support Services ..... 84

Categories and Definitions of Exceptionalities..... 90

Special Education Placements ..... 97

(IEP) Individual Education Plan ..... 105

Provincial and Demonstration Schools ..... 113

Special Education Staff..... 119

Staff Development ..... 190

Equipment..... 197

Accessibility of School Buildings..... 200

Transportation..... 202

(SEAC) Special Education Advisory Committee..... 205

Community Agencies..... 213

Appendices ..... 217

# The Board's Consultation Process

Special Education Advisory Committee Involvement .....	4
Community Input .....	5
Summary Feedback by Community .....	5
Special Education Plan Timelines .....	5

## Special Education Advisory Committee Involvement

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In accordance with regulation 464/97 made under the Education Act, the Board ensures SEAC's (Special Education Advisory Committee) involvement in the annual review of the Board's special education plan.

As a follow up to the school board special education plan report – 2008, the following was put into place:

- Updated the Special Education Plan to reflect any changes and services since June, 2008
- Presented to SEAC the amendments to the Plan 2008 for information and input
- Implemented the recommendations
- Presented to SEAC for approval
- Presented to Board for approval

Since this year's mandate was to update, the review was undertaken by Student Services Management Team, SEAC and Board members.

***Majority and Minority reports concerning the Board's approved plan received from members of the Board's SEAC:***

*Nil*

***The Board's response to these reports:***

*n/a*

## Community Input

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*A statement of how members of the community, particularly parents/guardians of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the Board's special education plan.*

- The amendments to the Special Education Plan will be placed on the Board Website for access by parents/guardians, community, and staff. Board website: [www.ycdsb.ca](http://www.ycdsb.ca)
- In addition, the plan will also be placed on departmental conference site in First Class for teachers and staff
- School newsletters notify parents/guardians/staff re: access to the Special Education Plan
- SEAC members received a copy of the draft plan for input

### Summary Feedback by Community

The Special Education Annual Plan was updated by Student Services staff to reflect any changes for the **2016-2017** School Year. The draft copy was presented to SSMT for their input and final copies will be made available to all stakeholders as per past practice.

### Special Education Plan Timelines

<b><i>March/April</i></b>		Superintendent and Student Services Management Team work on specific sections
<b><i>April 5</i></b>		Draft shared with SEAC for input
<b><i>May 8</i></b>		Special Education Plan goes to SEAC for approval
<b><i>June 20</i></b>		Special Education Plan goes to Board, for approval, with SEAC recommendations
<b><i>July 15</i></b>		Submission to Ministry

# Programs and Services

What is Special Education?.....	7
Serving Students: An Introduction .....	7
Our Beliefs and Our Goals .....	8
YCDSB and Student Services Vision/Mission/Values .....	9
Ministry Statement.....	10
Glossary of Special Education Programs and Services .....	11
Connections for Students .....	13
Autism Spectrum Disorder .....	17
Behaviour Resource Services .....	19
Tutorial Program .....	21
Transition Diagnostic Classes .....	21
Blind and Low Vision .....	24
Deaf and Hard of Hearing .....	25
Developmental Disability .....	27
Giftedness .....	28
Language Impairment .....	30
Learning Disabilities .....	33
Mild Intellectual Disability .....	35
Physical Disability .....	36
Psychological Services.....	38
Speech Impairment .....	40
Section 23 Programs.....	41
Program Support Documents.....	44

## What is Special Education?

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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 individual differences among students, and adapt programs to meet their needs. Some students 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

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***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/guardians 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

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



## YCDSB and Student Services Mission/Vision/Values

YCDSB Plan supported by		Student Services Focus
<b>VISION</b> Our envisioned future	Our students will become creative and critical thinkers who integrate Catholic values into their daily lives as socially responsible global citizens.	Students with special education needs, as meaningful members of an inclusive Catholic community, will reach optimal independence and achievement through strategic, focused, accessible, and timely <i>educational interventions</i> .
<b>MISSION</b> Our core reason for being	Guided by gospel values and Catholic virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.	We are committed to providing consistent, accountable and focused quality service in response to identified needs of students, through direct and effective intervention, and building capacity of staff.
<b>VALUES</b> Important as we work on the above	Catholicity Excellence Equity Respect, Integrity Inclusion Fiscal Responsibility	Catholic value of compassion Strong commitment to a collaborative team approach Respectful and open-minded communication Creative, innovative, flexible, and adaptive problem-solving approach

## Ministry Statement, June 1994

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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

**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 Responses** may include support in:

- regular class
- resource/withdrawal
- special class, part time
- special class, full time

## Glossary of Special Education Programs and Services

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### ASD Classrooms

- Serves students in Kindergarten who are diagnosed with ASD and provides intensive support in the following areas; communication, independence, social skills and core literacy and numeracy skills.

### Core Resource Program

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

### Behaviour Resource 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/guardians 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/without personal amplification i.e. hearing aids and/or cochlear implants. Support is also provided to students diagnosed with Central Auditory Processing (CAP).

### 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 impairment 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.

## Occupational/Physical Therapy

- Serves students whose developmental, motor or sensory needs limit their ability to access curriculum within the school environment.
- Serves students who require technology support, hardware and software to access curriculum.
- Serves students with physical needs that require adaptations to the physical environment of the school so that they can access the curriculum.
- Provides consultation assessment and intervention through the provision of recommendations to support student success at school

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

- Serves students in the elementary and secondary panels with a Giftedness identification requiring a differentiated learning experience in depth and breadth.

## 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.

## 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).
- Provide referrals to community agency services (when relevant).
- Provide support to students in Language Support Centres.
- Serves students who due to communication challenges require technology support to access curriculum.

## Transition/Diagnostic Centre

- Serves students in the elementary and secondary panels requiring a reduced ratio interim support and stabilization while awaiting community day treatment programs/demission from day programs or transition to or from home school.

## Vision Programs and Services

- Serves students with a significant loss of vision.

## Connections for Students

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The goal of *Connections for Students* is to provide a more coordinated and seamless transitions for those students who will be demitted from Intensive Behavioural Intervention (IBI) services offered through the Autism Intervention Program (AIP) and are transitioning to a full time publicly funded school program. Once parental consent has 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, Special Education and classroom teacher 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 purposes	Exchange of information forms from parents/guardians
In IBI		Remains as outlined by Kinark			Continue to liaise 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/guardians 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/guardians	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 team members SSP consultant available for observation	ASD Coordinator, Principal and others as required	Understand needs of child  Review mainstreamed school placement with parents/guardians  Parent/Guardian register child at home school  Formation of School Transition Team with Principal as the lead, transition team members (members of multidisciplinary team from YCDSB), appropriate school staff, parents/guardians and ASD Coordinator as needed  Board informs CEAP/SSP of placement and team members	

# Programs and Services

Phase	Step	Timeline	Task	Person Responsible	Actions	Documentation	
	4	Following the observation of student at IBI	School team and SSP Consultant set time to meet	SSP Consultant contacts the Principal	<p>SSP Consultant visits school and works with <b>teacher and appropriate member(s) of the multidisciplinary team</b> to identify PD and resources / set up needs</p> <p>SSP Consultant informs ST to inform final IBI goals</p> <p>School and Transition teams better understand the child's strengths and needs</p>	<p>Update the Transition plan</p> <p>Document PD / resources needs</p>	
	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	<p>Transition Plan to be added to IBI IPP</p> <p>Included in IEP</p> <p>Safety plan, if needed, to be drafted by BRS worker with input from school team and SSP Consultant</p>	
	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	<p>Review assessment data (e.g. ABLLS)</p> <p>SSP consultant works with school/ transition (multidisciplinary) team members to make connections to ON curriculum and to assist with IEP draft</p>	<p>SSP Consultant</p> <p>Principal chairs Transition Team members, as needed, parents/guardians and SSP consultant attend and give input on IEP goals</p>	<p>Review and provide most recent assmt. Data including IPP, ABLLS, VB-MAPP, and IBI data</p> <p>Complete exit assessment</p>	<p>Assessment Data</p> <p>ST to write discharge report</p>	
	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		<p>Child attends school FT</p> <p>SSP Consultant provides in class Coaching and Consultation as per Third Party Protocol</p> <p>School Staff finalize IEP goals</p> <p>Behaviour Resource finalizes safety plan if needed</p>	<p>SSP Consultant note</p> <p>Area team as needed to assist with implementation of IEP goals</p> <p>BRS as needed for safety plan</p>	

# Programs and Services

	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 as needed 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
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## Autism Spectrum Disorder

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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.
- 

**CRITERIA:** Diagnosis of Autism Spectrum Disorder (ASD) by a qualified professional.

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

- Resource in class
- Withdrawal
- Self-contained Kindergarten classes
- Four elementary schools

**PROGRAM:** Social Communication Program (Kindergarten)  
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 Education Consultant
- Special Program Teacher
- ABA Specialist

## **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 in a regular classroom register with age-appropriate peers. The program focuses on providing 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 self-regulation. Implementation of the uniquely designed program is 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 (Kindergarten grades). ABA/TEACCH strategies will be implemented as outlined in the IEP.

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 a representative from each of the Board's special education services.

In consideration of the very divergent needs of students diagnosed with Autism, the Board has four 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 Kindergarten grades.

### **Primary ASD Classes**

The students spend up to two years in a self-contained class, with integration as appropriate.

Kindergarten class accommodates 6 students. Focus of the program is to provide the students with skills required for successful integration in the classroom through:

- implementation of TEACCH and ABA strategies
- development of social skills and self-regulation skills
- development of literacy and numeracy skills
- facilitating/providing opportunities for independence

## Behaviour Resource Services

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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:
    - (i) an inability to build or maintain interpersonal relationships
    - (ii) excessive fear or anxieties
    - (iii) a tendency to compulsive reaction or
    - (iv) 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>• Self-contained class with partial integration</li> </ul>
<b>PROGRAM:</b>	<p>Tutorial Program (secondary)          Transition/Diagnostic class (elementary and secondary)</p>
<b>PROGRAMMING:</b>	Delivered in home school, except for Transition Diagnostic classes, 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>• Transition Diagnostic Classes</li> <li>• Tutorial Program (Secondary)</li> </ul> <p>Services may be offered in conjunction with any of the following:</p> <ul style="list-style-type: none"> <li>• Hearing Consultative Services</li> <li>• Physical Management Services</li> <li>• Psychological Services</li> <li>• Special Education Consultant (Elementary)</li> <li>• Speech-Language Services</li> <li>• Vision Consultative Services</li> </ul>

## Special Program

Students with mild behaviour needs are enrolled in a 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 (ILC) courses may be used along with Desire To Learn (D2L). Students may take one or more Tutorial Program periods per day.

Behaviour Resources 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 Resources staff are committed to working collaboratively with teachers, students, principals, parents/guardians and other resource staff. Behaviour Resources 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/guardians
- skill development groups
- tutorial programs
- inservice to students, school staff, parents/guardians, and other Board staff
- provision of Peer Coaches for school staff re: classroom management

## Tutorial Program

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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 per teacher ratio
- Student Services centrally allocates .5 FTE teacher to each secondary school
- Behaviour Resources Staff is allocated to each secondary school
- the use of Independent Learning Centre (ILC) courses along with Desire to Learn (D2L)

## Transition Diagnostic (TD) Classes

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### 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 concerns, 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 support. This may include assessment of learning profile to determine future planning, implementation of recommendations and educational placement. These students demonstrate a need for individualized programming in a reduced-ratio setting. The TD program allows for a continuum of program and services. The number of students requiring this type of programming continues to increase yearly.

## Description of the Program

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The program utilizes the resources of the Special Education Department: Behaviour Resource Services, 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.

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 entering the program are placed in a self-contained class with partial integration. Any integration of students into the grade appropriate classroom would be a function of the individual goals defined for each student as per their Individual Education Plan. 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 Positive Behaviour Plan will be developed.

### Components of the Program

1. Teaching skills that will develop more effective executive thinking patterns (metacognition, problem solving and solving strategies, etc.).
2. Academic skills development.
3. 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.

1. Social emotional behavioural level threatens the safety of self and others
2. Students awaiting or returning from Section 23 or residential placement
3. Students experiencing chronic suspensions

## Demission from the Program

1. If a mental health placement program becomes available, a central case conference will be held with the appropriate staff involved with the treatment setting to develop a transition plan.
2. 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.
3. 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 8 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 an Educational Intervenor who would have the responsibility for the 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 eight Transition Diagnostic Centres. Five for primary/junior grades, two intermediate and one in the secondary panel for grades 9 and 10.

## Blind and Low Vision

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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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**CRITERIA:** Students with a visual impairment.

**PLACEMENTS:** Delivered by the Itinerant Vision Resource Teacher:

- Regular Class with Monitoring
- Resource in Class
- Resource Withdrawal
- Vision Centre (Secondary)

**PROGRAM:** Vision Program (Elementary and Secondary Panels)  
Delivered in home school with appropriate supports and resources

**SERVICES:** Available at Elementary and Secondary Panels

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Education Consultant
- Speech - Language Services
- Vision Consultative Services

### 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 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

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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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- CRITERIA:** Permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic temporary hearing loss in one or both ears.
- PLACEMENTS:** Schools receiving direct to monitor level support in their home schools, program delivery is provided by an Itinerant Teacher of the Deaf and Hard of Hearing:
- Regular Class with Monitoring
  - Regular Class with Withdrawal
- For appropriate students, families may choose to access the Provincial Schools for the Deaf – See Section 11.
- PROGRAM:** Hearing Program
- Students in their home schools receive support from the Itinerant Teacher of the Deaf and Hard of Hearing
  - Hearing Centres – intensive support by Teacher of the Deaf and Hard of Hearing with partial integration
- SERVICES:** Available at Elementary and Secondary Panels as required:
- Behaviour Resource Services
  - Classroom Amplification
  - Educational Audiologist Services
  - Hearing Consultative Services
  - Physical Management Services
  - Psychological Services
  - Sign Language Facilitator
  - Special Education Consultant
  - Speech-Language Services
  - Vision Consultative Services

## 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 a home school in 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/Guardians 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 Provincial Schools Branch, Ernest C. Drury School 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.

In schools where there are students with hearing loss, the 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.

## Developmental Disability

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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.
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<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 <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 Education Consultant</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 on 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 program delivery is regular classroom with 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.

## Giftedness

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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 the Special Education (PACE) 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

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Education Consultant
- Speech-Language Services
- Vision Consultative Services

## **Program Description (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 placed at an area school with liked minded peers. The students have a program that is extended beyond the depth and breadth of the grade level curriculum in specific core subjects (Language and Math).

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.

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

- Behaviour Resource Services
- Special Education Consultant
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Speech and Language Services
- Vision Consultative Services

## **Elementary Mode of Delivery**

Grade 5 to 8 self-contained classes in four geographical areas of the Board with extensions to language arts and mathematics curriculum.

## **Secondary Mode of Delivery**

In the secondary schools, York Catholic District School Board has elected to use the Advanced Placement Program (AP) as the curriculum extensions for gifted students.

The preparation courses for the AP Program, (Pre-AP courses), are offered in English, Mathematics, Science, as well as Canadian and World Studies. The grade 9, 10, and 11 curriculum expectations have been modified / extended to vertically align with the grade 12 AP extensions. Students are evaluated on the international AP subject examination. Successful completion of AP exams leads to credit or advanced standing at most universities in Canada and abroad.

## Language Impairment

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Language impairments are disorders of language that interfere with communication, adversely affecting performance and/or functioning in the student's typical learning environment.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing or spelling. Language impairment is not primarily the result of factors related to chronological age, gender, culture and ethnicity or limited English proficiency.

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- CRITERIA:** Students with a learning profile of language difficulties as identified through speech and language, and/or psychological assessments.
- PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:
- Regular class
  - Regular class with resource withdrawal
  - Special Class
  - Partial Integration
- PROGRAM:** Core Resource Program (elementary)  
Language Support Centre (elementary)  
Special class with integration
- PROGRAMMING:** Delivered in home school or centre school with appropriate supports and resources
- SERVICES:** Available at elementary and secondary panels
- Behaviour Resource Services
  - Hearing Consultative Services
  - Physical Management Services
  - Psychological Services
  - Special Education Consultant
  - Speech-Language Services
  - Vision Consultative Services

## Special Program

### Core Resource

Students with Language Impairments are assisted in their home school. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications as per IEP. Implementation of their program is a collaboration between classroom teacher and special education teacher with additional supports as required. Mode of delivery therefore ranges from regular education to resource withdrawal.

### Language Support Centres

Students with a severe receptive and/or expressive language impairment may be enrolled for two years in a special class with partial integration, referred to as a Language Support Centre. A speech/language assessment would indicate severe needs and inductive reasoning skills (ie. nonverbal skills) in the average range. Currently, there are four Language Support Centres in the Board. *One in each geographic area of the Board, serving students in Grades 1, 2, and 3.*

A speech & language pathologist supports the teachers 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 and self-advocacy.

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.

### Services Provided by the Speech and Language Pathologist

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

A school Speech and Language Pathologist:

- identifies and assesses students with speech, language and related problems through classroom observation and informal and/or formal assessment
- provides parents/guardians, caregivers, teachers and other professionals with an understanding of the student's oral language and social communication strengths and needs as related to language learning, literacy, behaviour and general ability to participate in the classroom program
- plans, discusses and demonstrates activities/supports to develop a student's communication skills and support access to curriculum
- inservices parents/guardians, teachers and administrators about communication

# Programs and Services

- 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 (IEP) for students with severe communication needs



## Learning Disabilities

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One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and others skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average to above average range;
  - results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average to above average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
  - results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
  - may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
  - may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
  - is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
- 

**CRITERIA:** Diagnosis by a qualified practitioner as identified through academic, psychological and other assessments and supported by school data.

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

- Regular class with resource withdrawal (Elementary and Secondary)
- Special Class, Part Time (Elementary)

**PROGRAMS:** Learning Disability Programs

- Core Resource Program (Elementary and Secondary)
- Intensive Support and Assessment Program in 31 schools for 1-2 year placement (Elementary)
- Learning Strategies (Secondary)

**SERVICES:** Available at Elementary and Secondary Panels as required

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Education Consultant
- Speech-Language Services
- Vision Consultative Services

## Program Description

### Core Resource

Students with Learning Disabilities are assisted in their home school. 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 special education teacher with additional supports as required. Mode of delivery is regular class with resource withdrawal.

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

At the elementary level, students with moderate to severe Learning Disabilities may be placed for one to two years with a special education teacher in a special class with partial integration. Intensive Support and Assessment allows integration, for those subject areas where the students are able to 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 31 elementary schools distributed throughout the Board.

### Learning Strategies

At the secondary level, students with 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/guardians 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 and a representative from each of the Board's services.

## Mild Intellectual Disability

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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:

- Regular Class with Resource Withdrawal

**PROGRAM:** Mild Intellectual Disability Programs

- 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

- Behaviour Resource Services
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Education Consultant
- Speech-Language Services
- Vision Consultative Services

### Program Description (ES Program)

Students aged 4 – 21 years with mild intellectual disability are enrolled in their home school on a regular classroom register with age-appropriate peers. The program focuses on providing 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 is regular class with 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 and a representative from each of the Board's services.

## Physical Disability

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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:

- Regular Class with Resource Withdrawal

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

**SERVICES:** Available at Elementary and Secondary Panels

- Behavioural Resource Services
- Community Care Access Centre – See Section 7
- Hearing Consultative Services
- Physical Management Services
- Psychological Services
- Special Education Consultant
- Speech-Language Services
- Vision Consultative Services

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 is regular class with 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 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 referral to the Children's Treatment Network (CTN) for hosted rehabilitation services. Should the student not meet the physical criteria for this service, then a referral may be made to the Community Care Access Center (CCAC). The school must provide space outside the classroom for treatment 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 or sensory 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 both informal and formal of a student's physical, developmental and environmental needs
- interpretation of medical data
- provision of appropriate accommodations based on assessment findings
- assist 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 and support 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

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Psychological Services Staff provide:

- 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), 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/guardians, 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.

Schools may refer students 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

## Speech Impairment

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A disorder in speech 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:** 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

### 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/guardians, 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/guardians to Community Care Access Centre (CCAC). If the student meets criteria, the school then provides space for subsequent therapy sessions offered by (CCAC).



## Section 23 Programs

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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/guardians for their consideration. If in agreement, the principal or case manager will contact the Behaviour Resource Specialist to review the student's profile history with board and agency supports/resources. The Behaviour Resource Specialist will determine if all supports/resources have been exhausted. If this is the case, the Behaviour Resource Specialist will provide the Consent of Day Treatment and Data form to be signed by the parents/guardians and students over the age of 12 years. Once the consent form is received by the Behaviour Resource Specialist, the student's name will then be added to the waiting list.

Once students are accepted by the agency, request for transportation will be considered by the Superintendent of Education: Exceptional Learners. The Behaviour Resource Specialist 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/guardians have indicated that they wish to have their child returned to a program of the Board, a re-entry meeting is held to review the needs of the student and to recommend appropriate programs and supports for consideration by the parents/guardians. If parents/guardians 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. Rose of Sharon for Young Mothers
2. York Centre for Children, Youth & Families – Children’s Program
3. York Centre for Children, Youth & Families – Youth Program
4. York Centre for Children, Youth, & Families – Children’s Program (Our Lady of the Lake)
5. York Centre for Children, Youth & Families – Youth Program (Our Lady of the Lake)

Other Section 23 programs that our students currently access are:

George Bailey Centre

- Interface – Blue Hills Child & Family Centre
- Griffin Centre (VACTA)
- Merge Program – Skylark Child & Family Centre
- Youthdale (Aurora)
- Aptus (Concord/Toronto)

## **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, the school administration makes appropriate arrangements for an area case conference.
- School Administrator contacts Behaviour Resource Specialist who will assist in the referral process and provide the Consent and Data forms to be signed by parent/guardian and students if 12 yrs and over.

## Procedure on returning from placement:

- On the knowledge of a student returning from a Section 23 placement, a re-entry meeting is called prior to the student's registration at school.
- School administration/agency makes appropriate arrangements for this meeting.
- Participants in the re-entry meeting include:
  - appropriate school and community resource staff
  - the Behaviour Resource Specialist
  - the Supervisor of Speech-Language Services, if appropriate
  - treatment agency/other support agencies, if applicable
  - the ESL/ESD Consultant and/or Teacher (Multilingual Services), if appropriate

## Program Support Documents

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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. **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).
2. **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.
3. **Core Resource Program** (Appendix 4)  
This resource handbook provides an in-depth understanding of the role of the core resource teacher in the elementary panel.
4. **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.
5. **Educational Support Program: Supplementary Material for Gr. 10 Applied History Course** (Appendix 22)
6. **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).
7. **IEP User Guide** – Technical Guide for teachers as they navigate through the IEP engine.
8. **IEP Administrator's Guide** – Technical Guide assisting school administrators in carrying out administrative functions on the IEP engine.
9. **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.
10. **Later Literacy: Teachers Guide Book**  
This resource document supports the delivery of the Later Literacy program for elementary teachers. It includes assessment materials and organizational resources (i.e. lesson records).

11. **PACE Review (Elementary Program)** (Appendix 23)
12. **Pre-AP Grade 5 English, PACE Resource Document** (Appendix 41)
13. **Pre-AP Grade 6 English, PACE Resource Document** (Appendix 42)
14. **Pre-AP Grade 7 English, PACE Resource Document** (Appendix 54)
15. **Pre-AP Grade 9 Science, PACE Resource Document** (Appendix 50)
16. **Pre-AP Grade 9 Math, PACE Resource Document** (Appendix 38)
17. **Pre-AP Grade 9 English, PACE Resource Document** (Appendix 40)
18. **Pre-AP Grade 10 Mathematics, PACE Resource Document** (Appendix 39)
19. **Pre AP English, Grade 10, PACE Resource Document** (Appendix 55)
20. **Pre AP History, Grade 10, PACE Resource Document** (Appendix 46)
21. **Pre AP Science, Grade 10, PACE Resource Document** (Appendix 48)
22. **Pre AP Physics, Grade 11, PACE Resource Document** (Appendix 47)
23. **Pre AP English, Grade 11, PACE Resource Document** (Appendix 49)
24. **Pre AP Mathematics, Grade 11, PACE Resource Document** (Appendix 45)
25. **Pre AP Biology, Grade 11, PACE Resource Document** (Appendix 51)
26. **Pre AP Chemistry, Grade 11, PACE Resource Document** (Appendix 52)
27. **Pre AP English, Grade 12, PACE Resource Document** (Appendix 50)
28. **Pre AP Physics, Grade 12, PACE Resource Document** (Appendix 56)
29. **Program for Academic and Creative Extension (P.A.C.E.): A Resource Document for Teachers of the P.A.C.E. Program** (Appendix 11)  
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.
30. **Safety Planning Guide** – offers unit plans that can be taught and implemented to students who demonstrate specific behavior patterns and/or challenges, documented and supported by data.
31. **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.

32. **Secondary Core Review** (Appendix 25)
33. **Special Education Electronic Forms** – User Guide – Technical Guide for teachers to navigate through the software.
34. **Special Education Secondary Delivery Model** (Appendix 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.
35. **Special Equipment Amount Claims Process** (Appendix 36)
36. **Supporting Students with Learning Disabilities in Math** – This document, which focuses on supporting students with learning disabilities, serves as a tool to develop, interpret and implement Individualized Education Plans in mathematics.
37. **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.
38. **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.
39. **The Social Communication Program – A Resource Document or Classroom and Core Resource Teachers.** (Appendix 14)  
This resource document supports programming for students with Autism
40. **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.
41. **Transition Planning, Working Together for Children** (Appendix 53)
42. **Transition to Post Secondary** – A Resource Guide for School Staff (Appendix 43)

# Roles and Responsibilities

Ministry of Education .....	48
The Ministry of Education .....	48
District School Board or School Authority .....	48
Special Education Advisory Committee (SEAC) .....	49
School Principal.....	49
Teacher .....	50
Core Teacher .....	50
Parent/Guardian .....	50
Student.....	50

## Ministry of Education

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The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

### The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional students
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents/guardians and school boards regarding the identification and placement of exceptional students
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe Learning Disabilities

### The District School Board or School Authority

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda



- provides appropriately qualified staff to provide programs and services for the exceptional students of the Board
- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education plan to meet the current needs of the exceptional students of the Board
- reviews the plan annually and submits amendments to the Minister of Education
- provides statistical reports to the Ministry as required and as requested
- prepares a parent guide to provide parents/guardians with information about special education programs, services, and procedures
- establishes one or more IPRCs to identify exceptional students and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to staff on special education

## Special Education Advisory Committee (SEAC)

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board
- participates in the Board's annual review of its special education plan
- participates in the Board's annual budget process as it relates to special education
- reviews the financial statements of the Board as they relate to special education
- provides information to parents/guardians, as requested

## School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, standards and Board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates Board policies and procedures about special education to staff, students, and parents/guardians
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies
- consults with parents/guardians and with school board staff to determine the most appropriate program for exceptional students
- ensures the development, implementation, and review of a student's Individual Education Plan (I.E.P.), including a transition plan, according to provincial standards

- ensures that parents/guardians are consulted in the development of their child's I.E.P. and that they are provided with a copy of the I.E.P.
- ensures the delivery of the program as set out in the I.E.P.
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained

## Teacher

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda and standards
- follows Board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parents/guardians to develop the I.E.P. for an exceptional student
- provides the program for the exceptional student in the regular class, as outlined in the I.E.P.
- communicates the student's progress to parents/guardians
- works with other school board staff to review and update the student's I.E.P.

## Core Resource Teacher

In addition to the responsibilities listed above under "The Teacher":

- holds qualifications, in accordance with [Regulation 298](#), to teach special education
- monitors the student's progress with reference to the I.E.P. and modifies the program as necessary
- assists in providing educational assessments for exceptional students

## Parent/Guardian

- becomes familiar with and informed about Board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the I.E.P.
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student's attendance at school

## Student

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- complies with Board policies and procedures
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate

# Early Identification Procedures

Board Philosophy for Early Identification.....	52
Teacher's Role .....	52
Parent's/Guardian's Role.....	52
Students Experiencing Difficulties .....	52
Early Facilitation .....	52
Process .....	53

## Board Philosophy for Early Identification of Children with Learning Needs

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The York Catholic District School Board has a policy of integration for all students entering the school board. The students would be placed in a classroom with age appropriate peers.

The Board partners with York Region Early Intervention Services (YREIS) and also the Pre-school Speech & Language Service. Procedures have been established to ensure a smooth transition to the school services.

### Teacher's Role

Teacher plays an important role in identifying students with special needs. With observable and concrete data, the classroom teacher implements the referral procedure for special education involvement. In collaboration with the special education resource team, the teacher implements the individual program. When required, teachers are also encouraged to inform parents/guardians of the services provided by community agencies, i.e. Pre-School Speech and Language Services.

### Parent's/Guardian's Role

Parents/guardians share information from community agencies with the appropriate Board resources through exchange of information forms, S7 (Release of Confidential Information) and storage of information forms S7a. (See Appendix 7 for forms).

### Students Experiencing Difficulties

When concerns/issues surface regarding a student, the teacher refers to the "Stages in the Delivery of Special Education Service: Meeting Student's Needs, Phase I, II, III" and begins the process of supporting the student.

### Early Facilitation Process

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A procedure to facilitate the entrance of children with complex exceptional needs that vary into Kindergarten (Year 1 and/or Year 2).

As part of the Early Facilitation Process, information evenings for parents/guardians are presented by Student Services Multi-Disciplinary staff in conjunction with Early Intervention Services of York Region to explain the process, address concerns, and answer parental/guardian questions.

## Process

Each year a group of pre-school children with exceptional needs enter Kindergarten (Year 1 and/or Year 2) in the York Catholic District School Board. As they enter school for the first time these children demonstrate one or more of the following:

- severe physical limitations
- a rate of development that is significantly below expectations for his/her chronological age
- inappropriate behaviours for his/her chronological age; e.g., **excessively** withdrawn or **overly** aggressive
- severe communication difficulties - expressive and/or receptive

These children may be brought to the attention of school personnel by different people at different times.

These children may be divided into two categories:

**Category One:** Children Identified with Exceptional Needs during Preschool Screening Process

These children may be brought to the attention of school personnel in two ways:

1. The parents/guardians of the child may inform the school personnel prior to the September admission that their child has exceptional needs. The child may or may not be known to support agencies.
2. The parents/guardians of the child at the Kindergarten registration and/or preschool screening process do not realize that their child has serious exceptional needs. The child is suspected by professionals of being 'at risk' following this process.

**Category Two:** Children Identified with Exceptional Needs prior to Preschool Screening Process

These children may be brought to the attention of school personnel by a member of the Board's Student Services staff, by a professional in a community agency, such as Early Intervention Services of York Region or another Board.

The Early Facilitation Process is a short term *entry process* for these preschool children who might be at risk and have never been registered in an elementary school system. The process begins before the child enters the school program and is complete once the child is in school.

# Early Identification Procedures

<b>Category One:</b> If the child is identified by the parents/guardians or the school:	<b>Category Two:</b> If the child is identified by a community agency (e.g., Early Intervention Services):
<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>The school requests a “Release of Confidential Information” (S7) for the appropriate agency or agencies.</li> <li>In response to the recent implementation of the Personal Health Information and Privacy Act, a brochure has been created by the Board to provide parents/guardians with information concerning the Board’s compliance with the Act. See Appendix 3, Practices of York Catholic District School Board’s Health Information Custodians (Student Services non-teaching staff) Regarding the Use, Collection and Disclosure of Personal Health Information.</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>The school informs the Co-ordinator of Special Programs and the Special Education Consultant.</li> </ul>	<ul style="list-style-type: none"> <li>Early Intervention Services notifies the Co-ordinator of Special Programs of the names of children who will be registering for the following school year.</li> <li>The Co-ordinator of Special Programs contacts the Program Consultant who notifies the school Administrator of the receiving school.</li> <li>Parental/guardian permission for observation by the school and multi-disciplinary team is requested (S7 signed by parents/guardians).</li> <li>Tri-Regional Blind-Low Vision Early Intervention Program notifies the Co-ordinator of Special Programs who informs the Vision Consultant of the names of children who will be registering for the following school year.</li> </ul>
<p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>An observation team is formed consisting of the special education consultant and other appropriate resource personnel. The receiving school Administrator and special education teacher should be involved as a member of the observation team. The special education consultant contacts the parents/guardians and arranges for any additional release of information forms to be signed if necessary (eg., S7).</li> </ul>	
<p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>An observation date, time and location is set by the Special Education Consultant in collaboration with YREIS Early Interventionist who notifies parents/guardians. Information/data is gathered from all sources that may have knowledge of the child (eg., Early Intervention Services, transition to school report, child care facility, and/or medical reports). “The Rubric for Assessment of Independence Skills” is completed.</li> </ul>	
<p><b>Step 5:</b></p> <ul style="list-style-type: none"> <li>A plan for transition is formulated (SE2) and reported on the Case Conference Record which is forwarded by the multi-disciplinary team and school Administrator and shared with parents/guardians.</li> </ul>	
<p><b>Step 6:</b></p> <ul style="list-style-type: none"> <li>Once the child is in school, s/he begins to move through the stages of Special Education if and when appropriate. The Resource Team may need to repeat the sharing of information in early September to ensure that current appropriate staff have the information.</li> </ul>	

# Early Identification Procedures

Appropriate multi-disciplinary team members will be available for consultation and to assist school staff with the development of the child's Individual Education Plan (if and when appropriate).

Note: At any time throughout this process, Multilingual Services may be accessed for Interpretation/Translation support.

*These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life (Policy/Program Memorandum No. 11).*

# (IPRC) Identification, Placement and Review

I.P.R.C Process .....	57
SE5 and SE5A .....	58
Informal Approaches and Problem Solving Prior to I.P.R.C .....	58
Case Conferences.....	58
The Appeal Process .....	59
Mediation Options.....	59
Process .....	59
Meeting Student’s Needs Referral Process - Secondary.....	60
Meeting Student’s Needs Referral Process - Elementary.....	62
I.P.R.C. Paperwork: Identification Process .....	66
I.P.R.C. Paperwork: Review Process .....	67
I.P.R.C. Statement of Decision .....	69
Overview of I.P.R.C. Process (Identification).....	70
Overview of I.P.R.C. Process (Review) .....	71



## **I.P.R.C. Process**

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The York Catholic District School Board continues to endorse the Consultative Preventative-Normalization Model of Special Education (C-P-N). This model allows students to receive special education programs and services in the most enabling environment in an efficient and timely manner. Furthermore, it ensures that a student's needs will be met by those professionals who work closest with him/her and who have established a trusting relationship with the parents/guardians. It also ensures that parents/guardians have opportunities throughout the "stages of delivery" to dialogue and collaborate with school personnel regarding their child's program and needs.

The goals/aims and beliefs that form the foundation of the Board's delivery model includes:

- open and ongoing communication between parents/guardians and professionals will benefit the student
- case conferencing by professionals allows for consensus in decision making and/or planning a course of action. Case conferencing assists the professionals in supporting the student in an effective and efficient manner
- multi-disciplinary teams support the professionals working with the student
- school resources will quickly support the professionals working directly with the student in a timely manner
- school resources will support the student with the most appropriate program and services in a timely manner
- the Core Resource Program is the foundation program of special education. A student enters this program through the 'Stages of Delivery of Special Education: Phase I, II, III. This program is pivotal in meeting the needs of any student who requires program adaptations
- a continuum of responses for exceptional students is offered in the most enabling environment that allows each student to reach full potential

Regulation 181/98 continues to direct the York Catholic District School Board's procedures, paperwork and SE forms.

### **Current Statistics as of April 2017**

No. of Students on SE7 (Identifications)	826
No. of Students on SE8: (Reviews)	3796
No. of Students on SE5: (Not Identified)	3738
No. of Appeals:	0

## SE5

SE5's are utilized as an intermediary step which allows ongoing support to the students who may be exceptional. It is designed to support students, through the initial stages of special education, up to 2 years.

## SE5A

The use of this form was introduced in the Spring of 2002, to respond to a recommendation from the review of the elementary PACE (gifted) program (Appendix 20). One issue that the review attempted to address was the issue of split grades. To address the issue, the committee recommended to the Board that students close to the very superior range would be nominated into the program on a one year trial basis. To track these students and to clarify the provision of the placement, the SE5A was introduced. Guidelines have been developed and shared with schools to extend the placement beyond the first year. The SE5A will continue to be utilized, for all of the students elementary school years provided their success falls within the guidelines.

## Informal Approaches and Problem Solving Prior to I.P.R.C.

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Parents/guardians are consulted and participate in each stage of the Special Education delivery process.

If disagreements arise, parent meetings are held to achieve consensus and facilitate resolutions with regard to outstanding issues. At parental request, advocates are included as a part of the process.

### Case Conferences

Part of the process of setting direction prior to SE/I.P.R.C.'s is the practice of area and central level case conferences.

Case conferences are multi-disciplinary team meetings requested by the Administrator of a school to discuss the needs and appropriate action with respect to a specific student. There are two levels of case conferences: area level and central level.

### Area Level Case Conferences

The purpose of an area case conference is to ensure that all the appropriate resources available to the school have been used in addressing the needs of a student. The appropriate professionals are invited, with parental consent, to provide input and make recommendations with respect to program planning and problem solving with respect to the student. The actions agreed to are summarized (SE2) and subsequently shared with the parents/guardians of the student. These meetings are also held when a student is making a transition to another school in the Board.

Area case conferences with the Multi-Disciplinary team are held at the school. These are called by the school Administrator at various stages in the delivery of special education services.

## Central Level Case Conferences

Central Level Case Conferences are held upon request of the school Administrator. It is chaired by the area Superintendent of Education (Schools). The purpose of the Central Case Conference is to discuss the needs of a specific student. In addition to school and area resource staff, additional professionals may be included. The appropriate central staff representing the disciplines involved are invited as required. Representatives of involved community agencies are also invited, as required.

The input of each discipline is shared so as to provide a complete and current picture of the student's profile and needs. A problem solving discussion takes place and actions are determined by the area Superintendent of Education (Schools). The actions are summarized (SE2) and a parent conference is held to share the actions and recommendations for their consideration. This process of problem solving is continued as long as there are unresolved issues.

## The Appeal Process (Regulation 181/98)

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### Mediation Options

If parents/guardians do not agree with either the identification or placement decision made by the I.P.R.C., the committee is reconvened to discuss the parent's concerns and to seek a resolution with the parents/guardians. If the concerns were with respect to programming issues, the broad parameters of a resolution are established and further meetings are called to continue to address the parents/guardians' concerns.

### Process

After mediation options are exhausted, the Superintendent of Education: Exceptional Learners will arrange for the establishment of a Special Education Appeal Board in accordance with the Regulation (181/98). Upon completion of the appeal process and receipt of the written statement, the Superintendent of Education: Exceptional Learners will arrange for the school board to decide what action it will take with respect to the recommendations of the Appeal Board (boards are not required to follow the Appeal Board recommendations).

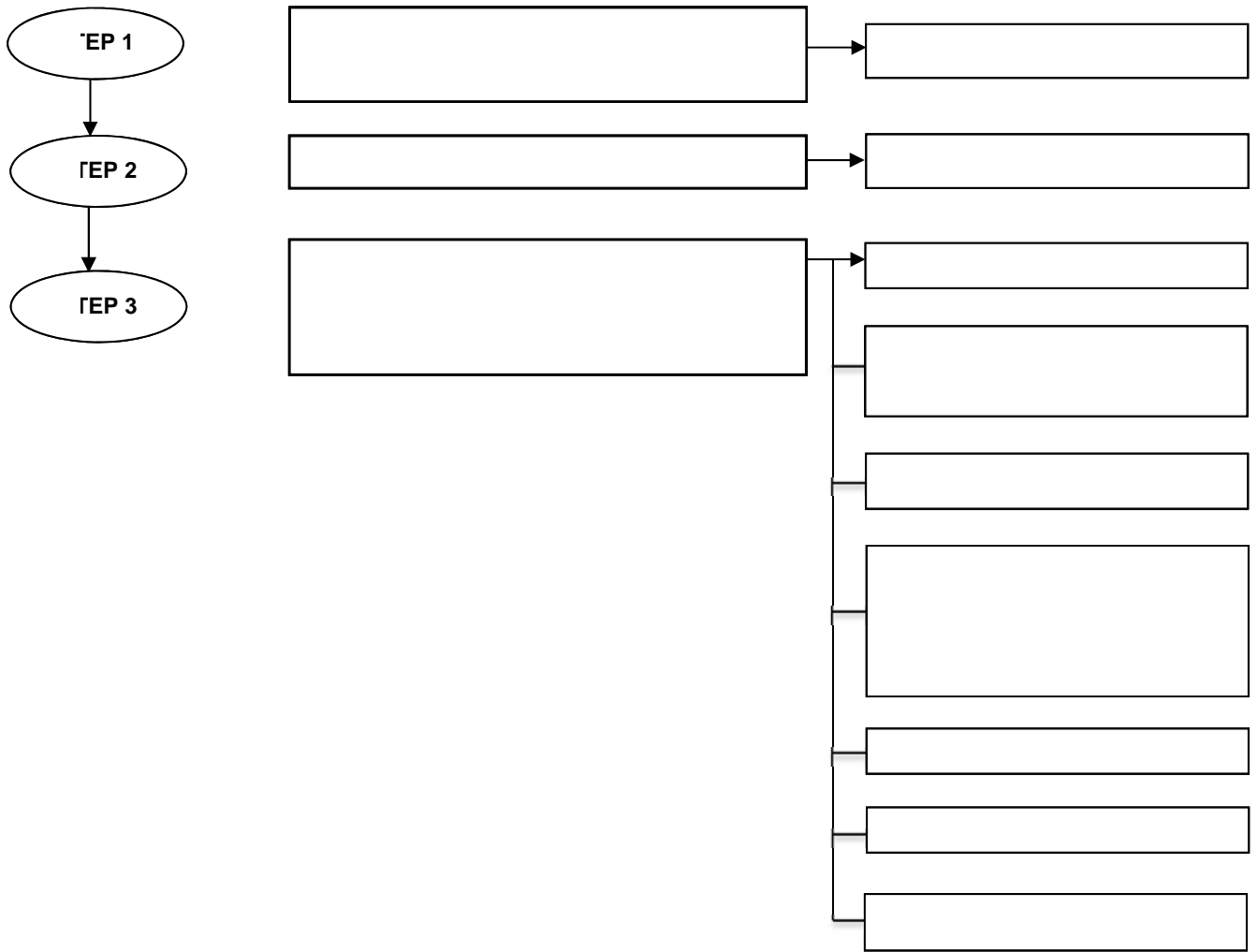
Subsequent to the decision of the school board the Superintendent of Education: Exceptional Learners will ensure that the decision is communicated in writing to the parents/guardians within the timelines provided. Information about making an application to the Special Education Tribunal will be included with the written decision of the school board to the parents/guardians.

The Superintendent of Education: Exceptional Learners will ensure that the parents/guardians are kept informed and that the process proceeds in a timely manner and within the timelines provided in the Regulation (181/98).

## Meeting Students' Needs Referral Process - Secondary

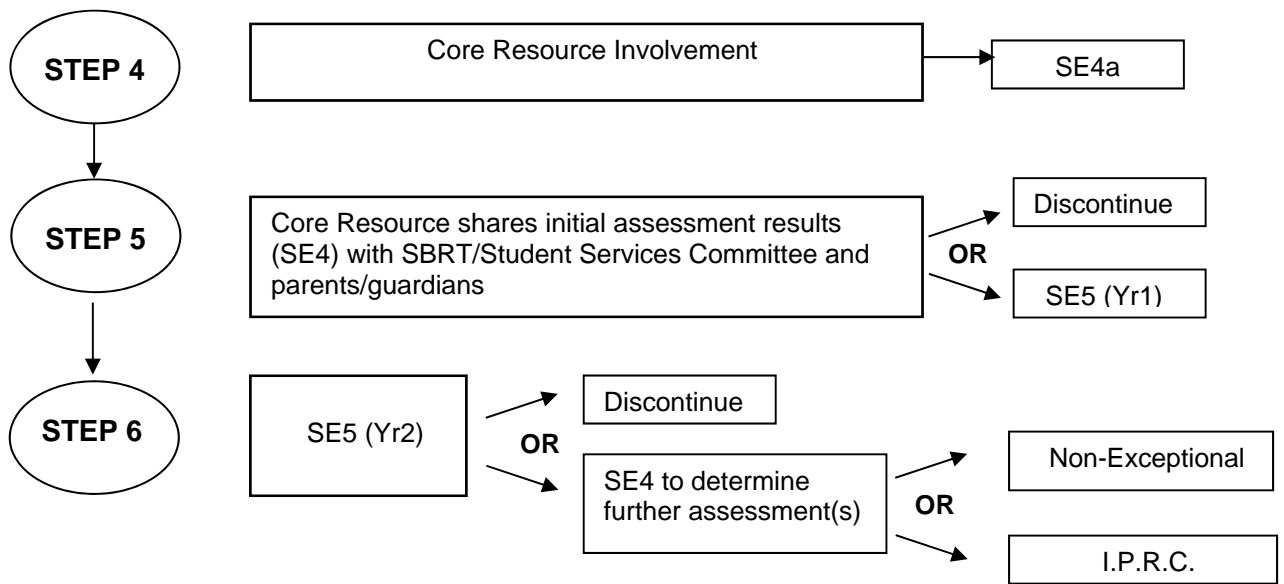
The professional learning community philosophy encourages and empowers teachers to collaborate, assess and implement best teaching practices to meet the needs of all students working at level one through four of the Ontario Curriculum.

### PHASE 1: Classroom/Subject Teacher

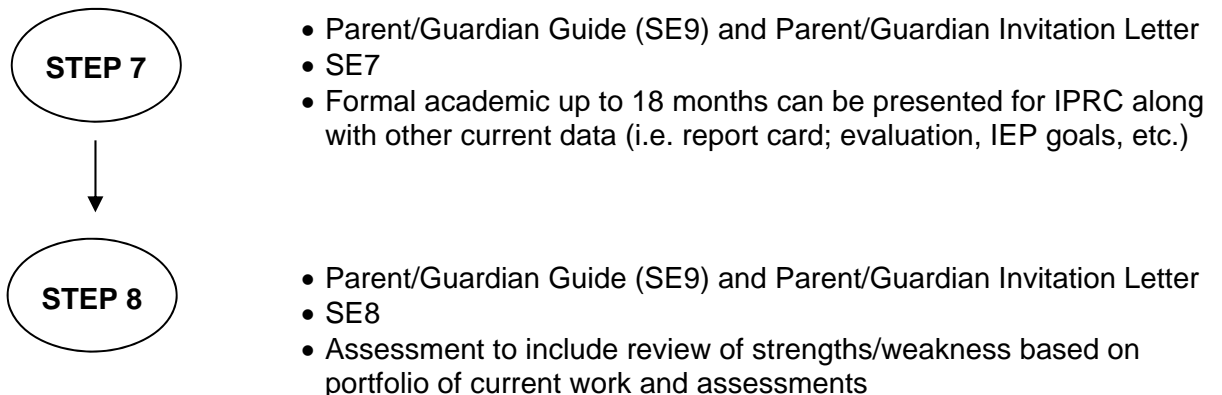


Classroom Subject teacher has ongoing contact with parents/guardians throughout Phase I

## PHASE 2: Initiation of Special Education



## PHASE 3: Identification (IPRC)



**Formal Assessments (SE4)** needs to be prepared only for specific purposes: as per the *Assessment Reference Charts (Rev. Nov/2016)*

1. obtaining a baseline
2. Referral for Psycho – Educational Assessment
3. transitioning from a program
4. transitioning into post-secondary

**Important to note** that the entry into Phase 1, 2 or 3 is dependent upon present and previous supports in place.

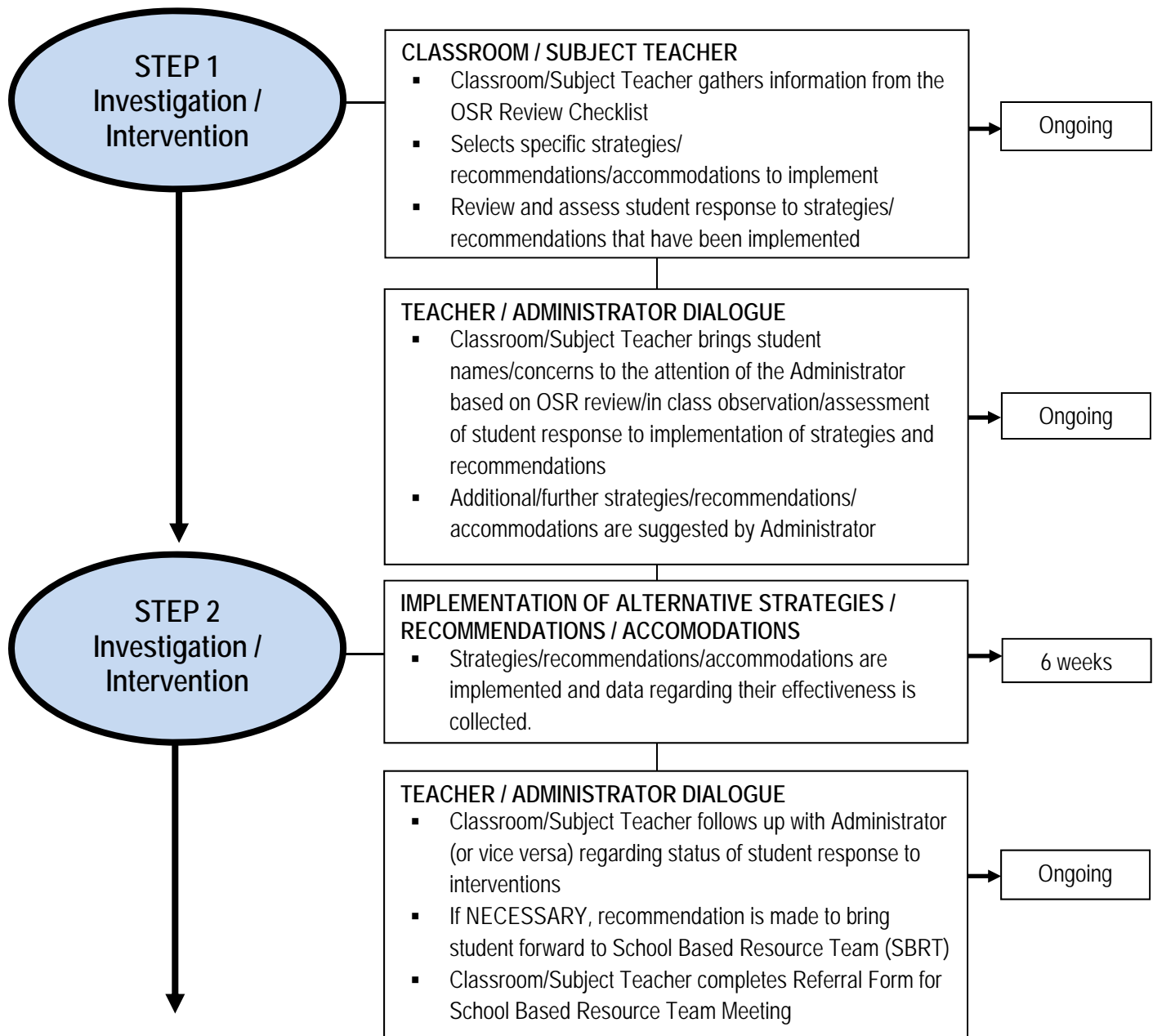
## Meeting Students' Needs Referral Process - Elementary

The professional learning community philosophy encourages and empowers teachers to collaborate, assess and implement best teaching practices to meet the needs of all students.

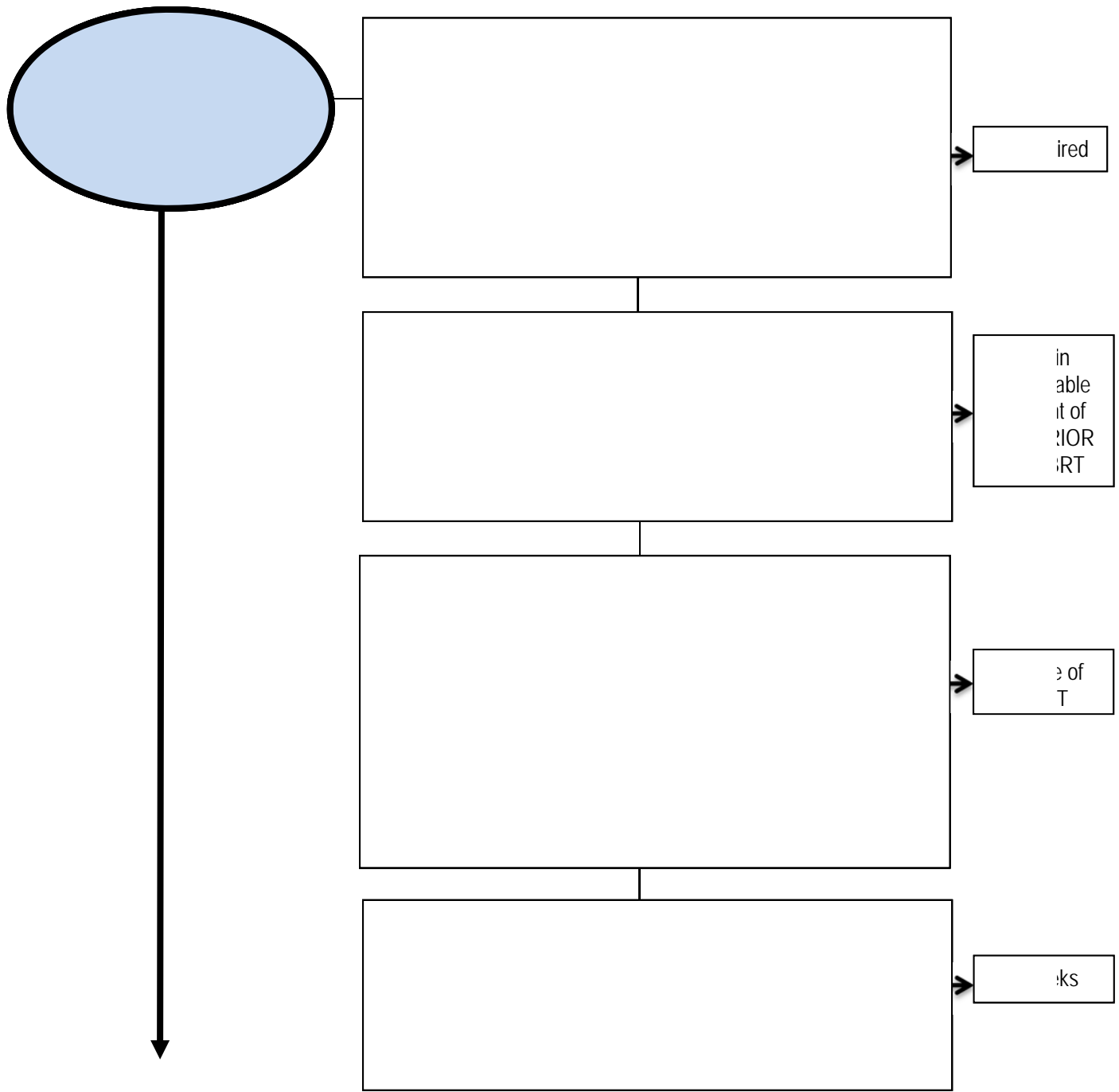
### Important to Note:

- The following process is a guide to supporting students with varying needs.
- Administrators may access entry into the Phase 1 OR Phase 2 OR Phase 3 process at any time based upon present and previous data and support in place i.e., assessments/diagnosis from previous school boards, York Region Early Intervention Services reports, DACS assessment etc.

### PHASE 1: Classroom/Subject Teacher



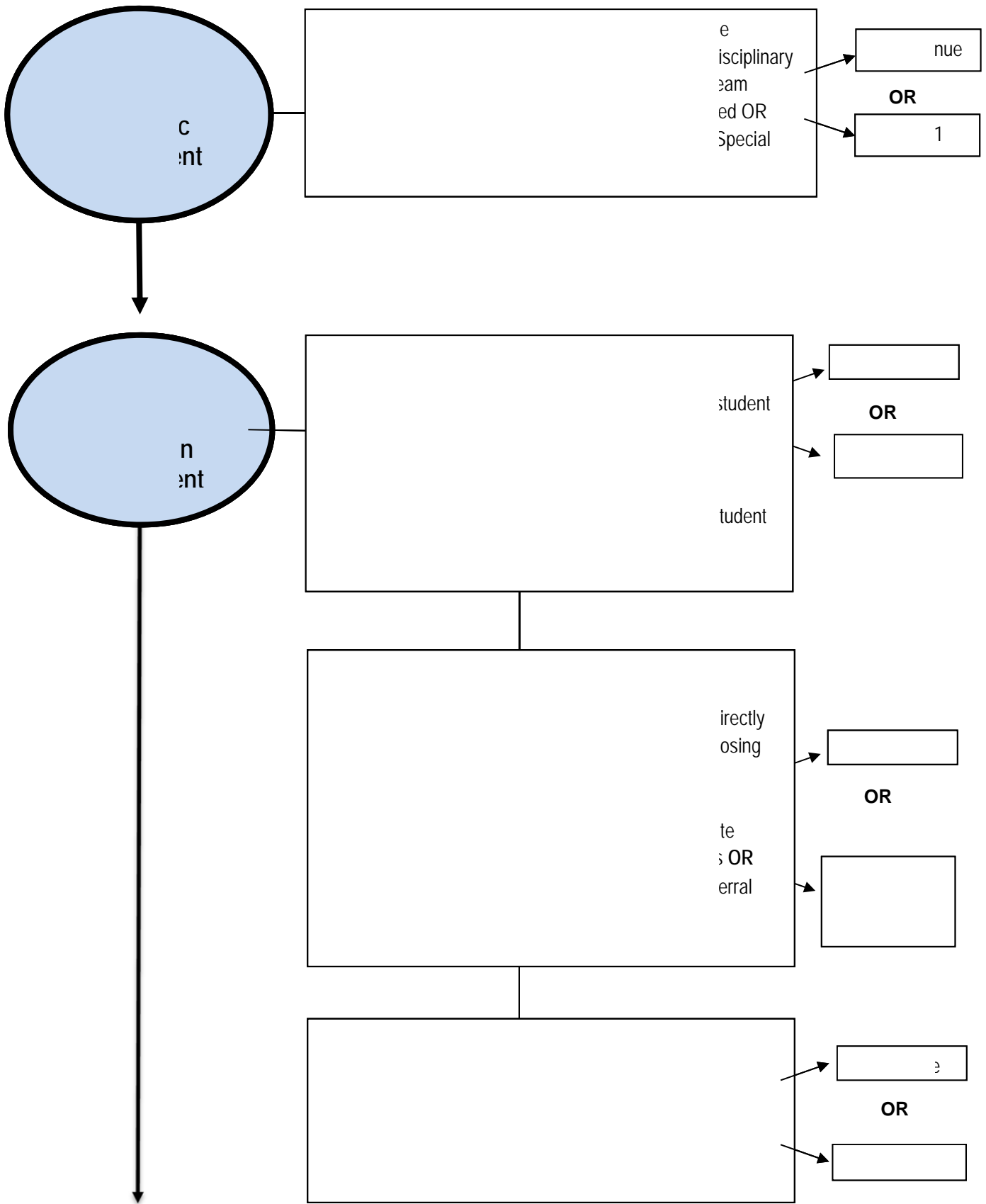
# (IPRC) Identification, Placement and Review



## PHASE 2: Initiation Special Education

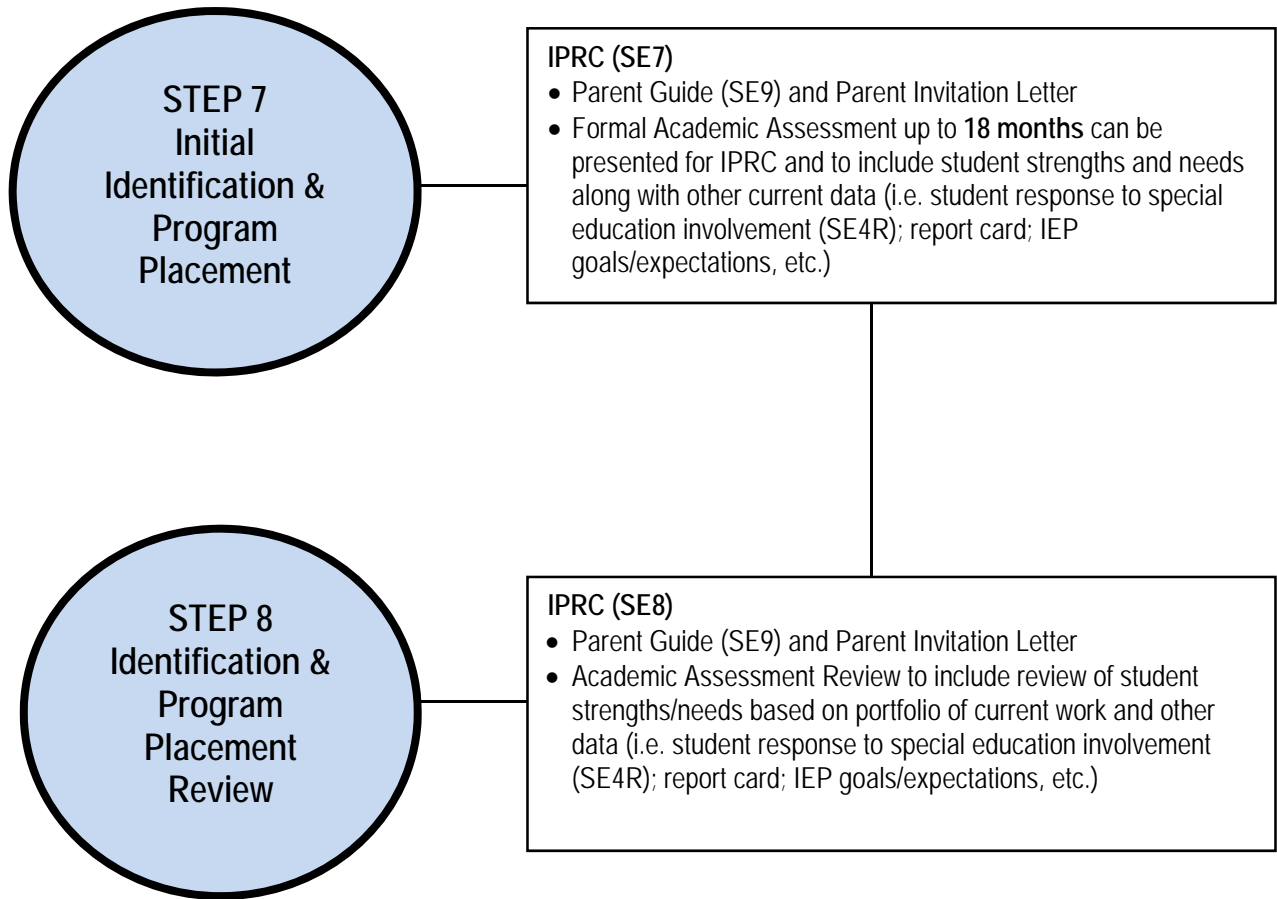


# (IPRC) Identification, Placement and Review





## PHASE 3: Identification (IPRC)



Refer to **Assessment Chart** to determine:

- Baseline Data
- Next steps within two years of SE5
- Appropriateness for psychological assessment
- Transitions from Central Programs
- Transitions from Elementary to Secondary

**I.P.R.C. Paperwork - Identification Process**

<b>Paperwork</b>	<b>Responsibility</b>	<b>Action</b>	
<b>PRIOR TO I.P.R.C.</b>	<ul style="list-style-type: none"> <li>- historical overview (SE1 or expanded version)</li> <li>- current academic assessment</li> <li>- page 1 Determination of Special Education I.P.R.C. - Identification Process</li> <li>- Parent Guide to I.P.R.C.</li> </ul>	<p align="center">Principal</p> <p align="center">Principal</p> <p align="center">Principal</p> <p align="center">Principal</p>	<ul style="list-style-type: none"> <li>- copy given to Program Consultant at beginning of meeting</li> <li>- copy given to Program Consultant at beginning of meeting</li> <li>- copy given to Program Consultant at beginning of meeting</li> <li>- send 1 copy to parent</li> </ul>
<b>DURING I.P.R.C.</b>	<ul style="list-style-type: none"> <li>- page 2 Determination of Special Education I.P.R.C. - Identification Process</li> <li>- page 3 Determination of Special Education I.P.R.C. - Identification Process</li> </ul>	<p align="center">Recorder of committee's "Statement of Decision" <i>Program Consultant (Special Education)</i></p> <p align="center">Recorder of committee's "Statement of Decision" <i>Program Consultant (Special Education)</i></p>	<ul style="list-style-type: none"> <li>- carefully completed to summarize I.P.R.C. Committee's decision</li> <li>- carefully completed to summarize I.P.R.C. Committee's decision</li> </ul>
<b>DURING/AFTER I.P.R.C.</b>	<ul style="list-style-type: none"> <li>- page 5 Determination of Special Education I.P.R.C. - Identification Process</li> </ul>	<p align="center">Program Consultant (Special Education)</p>	<p align="center">complete 'location' of program</p>
<b>AFTER I.P.R.C.</b>	<ul style="list-style-type: none"> <li>- Determination of Special Education I.P.R.C. - Identification Process (pages 1-5)</li> <li>- page 5 Determination of Special Education I.P.R.C. - Identification Process</li> </ul>	<p align="center">Principal</p> <p align="center">Parent/Guardian Student 16 years of age or older</p>	<ul style="list-style-type: none"> <li>- send: 1 copy to parent/guardian 1 copy to student 16 years of age or older 1 copy to Superintendent of Education</li> <li>- file original in O.S.R.</li> <li>- sign and return to school for filing in O.S.R.</li> <li>- signed copy to Superintendent of Education: Exceptional Learners</li> </ul>

**I.P.R.C. Paperwork - Review Process**

Paperwork	Responsibility	Action
<p><b>PRIOR TO I.P.R.C.</b></p>	<ul style="list-style-type: none"> <li>- historical overview (SE1 or expanded version)</li> <li>- current academic assessment</li> <li>- page 1 Determination of Special Education I.P.R.C. - Review Process</li> <li>- Parent Guide to I.P.R.C.</li> </ul>	<ul style="list-style-type: none"> <li>- copy given to recorder of committees "Statement of Decision"</li> <li>- copy given to recorder of committee's "Statement of Decision"</li> <li>- copy given to recorder of committee's "Statement of Decision"</li> <li>- send 1 copy to parent</li> </ul>
<p><b>DURING I.P.R.C.</b></p>	<ul style="list-style-type: none"> <li>- page 2 Determination of Special Education I.P.R.C. - Review Process</li> <li>- page 3 Determination of Special Education I.P.R.C. - Review Process</li> </ul>	<ul style="list-style-type: none"> <li>- Recorder of committee's "Statement of Decision"</li> <li>- Recorder of committee's "Statement of Decision"</li> <li>- carefully completed to summarize I.P.R.C. Committee's decision</li> <li>- carefully completed to summarize I.P.R.C. Committee's decision</li> </ul>
<p><b>DURING/AFTER I.P.R.C.</b></p>	<ul style="list-style-type: none"> <li>- page 5 Determination of Special Education I.P.R.C. - Review Process</li> </ul>	<ul style="list-style-type: none"> <li>- Recorder of I.P.R.C. "Statement of Decision"</li> </ul>
<p><b>AFTER I.P.R.C.</b></p>	<ul style="list-style-type: none"> <li>- Determination of Special Education I.P.R.C. - Review Process (pages 1-5)</li> <li>- page 5 Determination of Special Education I.P.R.C. - Review Process</li> </ul>	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Parent/Guardian Student 16 years of age or older</li> <li>- send: 1 copy to parent 1 copy to student 16 years of age or older 1 copy to Superintendent of Education</li> <li>- file original in O.S.R.</li> <li>- sign and return to school for filing in O.S.R.</li> <li>- signed copy to Superintendent of Education: Exceptional Learners</li> </ul>

**Identification Placement Review Committee I.P.R.C. Process**

Identification Process	Review Process	
<p>1. <u>Exceptionality</u></p> <ul style="list-style-type: none"> <li>to be determined at the I.P.R.C. Identification meeting</li> </ul> <p>2. <u>Committee</u></p> <ul style="list-style-type: none"> <li>designated principal</li> <li>Superintendent of Education</li> <li>Program Consultant (Special Education)/Co-ordinator, Special Programs (Secondary)</li> </ul> <p>3. <u>Location</u></p> <ul style="list-style-type: none"> <li>selected school/Catholic Education Centre</li> </ul> <p>4. <u>Statement of Decision</u></p> <ul style="list-style-type: none"> <li>refer to attached "I.P.R.C. Statement of Decision"</li> </ul> <p>5. <u>I.E.P.</u></p> <ul style="list-style-type: none"> <li>principal to ensure completion within 30 days of placement in program</li> </ul> <p>6. <u>Required Paperwork</u></p> <ul style="list-style-type: none"> <li>refer to attached "I.P.R.C. Paperwork Identification Process"</li> </ul> <p>7. <u>Initiator</u></p> <ul style="list-style-type: none"> <li>principal</li> <li>parent request</li> </ul> <p>8. <u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> <li>written notice sent by principal at least 10 working days</li> </ul>	<p><u>Exceptionality</u></p> <ul style="list-style-type: none"> <li>to be maintained at the I.P.R.C. Review meeting or changed to 'not exceptional'</li> </ul> <p><u>Committee</u></p> <ul style="list-style-type: none"> <li>current school principal</li> <li>classroom/program teacher</li> <li>appropriate resource teacher</li> </ul> <p><u>Location</u></p> <ul style="list-style-type: none"> <li>current school</li> </ul> <p><u>Statement of Decision</u></p> <ul style="list-style-type: none"> <li>refer to attached "I.P.R.C. Statement of Decision"</li> </ul> <p><u>I.E.P.</u></p> <ul style="list-style-type: none"> <li>principal to ensure review of existing I.E.P. and completion of appropriate changes within 30 days</li> </ul> <p><u>Required Paperwork</u></p> <ul style="list-style-type: none"> <li>see attached "I.P.R.C. Paperwork Review Process"</li> </ul> <p><u>Initiator</u></p> <ul style="list-style-type: none"> <li>principal</li> <li>parent request 3 months &gt; after placement in program</li> </ul> <p><u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> <li>written notice sent by principal at least 10 working days prior to meeting</li> </ul>	<p><u>Exceptionality</u></p> <ul style="list-style-type: none"> <li>to be re-evaluated in light of new information - anticipated change from current exceptionality to a different exceptionality</li> </ul> <p><u>Committee</u></p> <ul style="list-style-type: none"> <li>designated principal</li> <li>Superintendent of Education</li> <li>Program Consultant (Special Education)/Co-ordinator, Special Programs (Secondary)</li> </ul> <p><u>Location</u></p> <ul style="list-style-type: none"> <li>selected school/Catholic Education Centre</li> </ul> <p><u>Statement of Decision</u></p> <ul style="list-style-type: none"> <li>refer to attached "I.P.R.C. Statement of Decision"</li> </ul> <p><u>I.E.P.</u></p> <ul style="list-style-type: none"> <li>principal to ensure review of existing I.E.P. and completion of appropriate changes within 30 days</li> </ul> <p><u>Required Paperwork</u></p> <ul style="list-style-type: none"> <li>see attached "I.P.R.C. Paperwork Review Process"</li> </ul> <p><u>Initiator</u></p> <ul style="list-style-type: none"> <li>principal</li> <li>parent request 3 months &gt; after placement in program</li> </ul> <p><u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> <li>written notice sent by principal at least 10 working days prior to meeting</li> <li>mailed notice at least 15 working days</li> </ul>



## Overview of I.P.R.C. Process (Identification)

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All **identifications** of an exceptional student, as per Regulation 181/98, will occur at the I.P.R.C. Identification meeting

Mandatory committee members:

- chairperson - designated principal
- Superintendent of Education or designate
- recorder of committee's "Statement of Decision" - Program Consultant (Special Education)

Prior to commencement of meeting, school Administrator presenting the student will give copies of required paperwork to Program Consultant (Special Education):

- historical overview of student's pattern of school attendance, progress, supports and services (SE1 or expanded version)
- current academic assessment report (SE4)
- **all changes in identification** of an exceptionality to a **different exceptionality** will occur at the I.P.R.C. Review meeting with a committee comprised of, the same committee members

## Overview of I.P.R.C. Process (Review)

### Determination of a Special Education Identification, Placement, Review Committee

All reviews of an exceptional student, as per Regulation 181/98, will occur at the I.P.R.C. Review meeting hosted by the principal of the student's current school unless there is an anticipated change from the current exceptionality to a different exceptionality. In this situation follow the same guidelines as an initial identification (see previous page). This I.P.R.C. Review meeting must be held with a committee as outlined below.

- Committee Members:
  - o Chairperson - principal of current school
  - o Classroom/program teacher
  - o appropriate core resource teacher or department head (recorder of committee's "Statement of Decision")

Appropriate Resource Teacher

<p><b><u>A. Hearing Program</u></b></p> <p>Consultant (Hearing)</p>	<p><b><u>Vision Program</u></b></p> <ul style="list-style-type: none"> <li>• Vision Resource Teacher</li> <li>• Special Programs Teacher will attend if concerns/issues exist</li> </ul>	<p><b><u>Language Centre</u></b></p> <ul style="list-style-type: none"> <li>• Language Center Teacher</li> <li>• Supervisor, Speech/ Language Pathologist and consultant, Special Programs (elementary)</li> </ul> <p>*for demission from program only</p>
<p><b><u>B. I.S.A. Program</u></b></p> <ul style="list-style-type: none"> <li>• ISA Teacher</li> <li>• Special Education Consultant (Special Education) will attend if concerns/issues exist</li> </ul>	<p><b><u>ES, FLS, SCP Program</u></b></p> <ul style="list-style-type: none"> <li>• Core Resource Teacher</li> <li>• Special Education Consultant will attend if concern issues exist</li> </ul>	<p><b><u>P.A.C.E. Program</u></b></p> <ul style="list-style-type: none"> <li>• PACE Teacher</li> <li>• Special Education Consultant <u>must</u> attend if placement change occurs</li> </ul>

## Parent/Guardian Request for I.P.R.C.

- all parent/guardian requests for an I.P.R.C. must be processed according to the requirement of Regulation 181/98
- all "parent/guardian requested" I.P.R.C.'s are to be presented at an I.P.R.C. Identification meeting with a committee comprised of an area Superintendent of Education.

### Reminder:

For students in I.S.A. Program:

The I.S.A. Program is a short-term 1 to 2 year placement. If an extension of this timeframe is being considered, an area case conference must be held with Program Consultant supporting the ISA Program and appropriate resource personnel. Recommendation to be approved by Superintendent of Education: Exceptional Learners. This case conference **MUST** occur prior to any decision being made regarding the recommendation that will be brought forward to the I.P.R.C. Review meeting.



# Educational and Other Assessments

Assessment of Students with Exceptional Learning Needs .....	74
Rationale.....	74
Reporting Results .....	74
Parental Consent for Sharing of Information and Protection of Privacy .....	75
Psychological Services .....	76
Learning Disability Profiles.....	78
Speech-Language Pathologists .....	80
Behaviour Resource Worker .....	81
Occupational/Physical Therapist.....	81

## Assessment of Students with Exceptional Learning Needs

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### Rationale

At The York Catholic District School Board, in addition to academic assessments, Psychological Services, Speech and Language Services, Behaviour Resource Services and Physical Management Services also provide assessment/observation in order to diagnose or determine the learning needs of students at both the elementary and secondary panel. A comprehensive assessment of students with learning needs involves the collection of all information regarding a student's presenting strengths, needs and difficulties. This information may be obtained through various procedures including formal/informal assessment or testing, observation, interview/discussion with parents/guardians, school personnel and other professionals inside and outside of the Board and history taking (e.g.: OSR review, developmental and medical history). Emphasis is placed upon the collection of the most current educationally relevant, reliable and valid data (see Appendix 7: for sample of Forms re Parental Consent/Academic Assessment etc.).

### Reporting Results

1. At a School Level Case Conference, School Based Resource Team (SBRT) or Student Services Committee meeting:
  - share student profile, starting with strengths
  - share scores, analysis and hypothesis about student's learning difficulties with classroom teacher and principal
  - discuss the results in relation to classroom programming, teacher observations, the student's report card and the reason for referral
  - discuss possible assessment recommendations (SE4, part four) including accommodations, modifications and program options. Set direction for parent meeting
  - if the decision is to involve Special Education Programs and Services including Core Resource, then the appropriate phases in the Board's Stages of Special Education, must be followed
2. At a parent/guardian meeting:
  - share student profile, starting with strengths
  - present scores using percentile ranks, if possible. If requested present approximate grade level scores
  - discuss discrepancies and possible impact on student's performance
  - use language that is easily understood with concrete examples to ensure the parents/guardians' understanding of the information being presented and discussed
  - avoid educational jargon
  - ensure that parents/guardians make an informed decision when signing the SE5 or moving to IPRC. Utilize translator services, if required
  - complete Parent/Guardian Meeting (part four) section of SE4

3. At a Central IPRC, Central Case Conference:
  - share student profile, starting with strengths
  - discuss presenting concerns
  - present summary of pertinent assessment results and detailed analysis
  - ensure student's needs, strengths, and strategies, already in place, are presented and discussed
  - provide appropriate copies of documentation (SE4, SE3, SE1)

## Parental Consent for Sharing of Information and Protection of Privacy

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Informed parental/guardian consent is obtained prior to any assessment via specified consent forms (See attached forms listed in Appendix 7). It is important to note that parents/guardians may withdraw consent and/or access. Communication of assessment information may be limited according to parental/guardian wishes in accordance with relevant Acts and Regulations.

Prior to any assessment, parents/guardians are informed of the nature and purpose of the assessment and tentative timeline for completing the assessment. Board staff ensures that, at all times, parental consent is an informed one.

### Educational Assessments

The types of academic assessment tools, and the ways in which these tools would be used, are outlined in detailed form in the Board's Assessment. *Reference Chart and Supporting Documents (Revised 2015)*

### Criteria for Managing Waiting Lists

Assessments are undertaken for a variety of purposes and are completed throughout the school year. Students are prioritized for assessment by the School Based Resource Team and/or Student Services Committee within parameters set by the Student Services Department of the Board. The following are the system priorities, by panel:

#### Elementary

- Students being considered for SE5 or IPRC
- Students making transitions from one special education program to another (ex. Core to ISA) or from Grade 8 to Grade 9

#### Secondary

- Students being considered for SE5 or IPRC, particularly at the Grade 9 and 10 level
- Students who are coming up to graduation
- Review of students currently on SE5 or IPRC'd

Assessments are also conducted by the following departments of the Board:

- Speech-Language Services
- Psychology Services
- Behaviour Resource Services
- Physical Management Services

A summary of the assessments used by these departments is listed on the following pages.

## Psychological Services

<p><b>QUALIFICATIONS</b></p>	<p><b>Registered Psychologist:</b> Ph.D. or equivalent in Psychology; Registered with College of Psychologists  <b>Registered Psychological Associate:</b> Master's degree or equivalent - registered with College of Psychologists  <b>Psychometrist:</b> M.A. – Unregistered; or M.A. staff under supervised practice with the College of Psychology or in process of completing doctoral degree</p> <p><i>*Psychological Services staff are governed by the College of Psychologists of Ontario, Regulated Health Professional Act (1993) and the Education Act</i></p>
<p><b>ASSESSMENT TOOLS EXPANDED TO INCLUDE ADDITIONAL TOOLS AS INDICATED</b></p>	<p>A full assessment includes developmental history, OSR review, observation, clinical interview as well as administration of standardized tests.</p> <p><b>Cognitive Measures</b>  WISC-IV, WAIS-IV, Leiter-R; Stanford-Binet-IV / V;  WIPPSI-IV, WJR-III, WNV, <b>WISC-V, DAS, Leiter.R, TONI, WJIII</b></p> <p><b>Perceptual/Memory</b>  WRAMLII, WMS-IV, Children's Memory Scale; DTLA-4, NEPSY, Bender, VMI, MAT, TAPS-R, TVPS-R, <b>CTOPP-2, The Phonological Awareness Test 2, WMS-IV</b></p> <p><b>Adaptive Behaviour</b>  Vineland Adaptive Behaviour, Adaptive Behaviour Inventory (ABI), Adaptive Behaviour Assessment Systems (ABASII)</p> <p><b>Behaviour/Emotional</b>  Behaviour Assessment System For Children (BASC2), Child Behaviour Checklist, Connors3, Children's Manifest Anxiety Scale, Reynolds Adolescent Depression Inventory, Millon (Adolescent), Childhood Autism Rating Scale, Autism Behaviour Checklist; Other Clinical Measures such as MMPI and projective based on the complexity of the case. <b>Piers-Harris2, RCMAS-2, Roberts-II, WRAVMA</b></p> <p><b>Academic Measures</b>  WIATIII, TOWL3</p>

<p><b>WAITING TIME FOR ASSESSMENT</b></p>	<p>Approximately 6 months Please note that every effort will be made to ensure that students are serviced while waiting for a psychological assessment via our special education model. Students warranting assistance will not be deprived of services due to the wait list. Parents/guardians are encouraged to contact the school principal or Chief Psychologist if they have serious concerns about their child’s functioning while waiting for a psychological assessment. Refer to the “Meeting Students’ Needs – Referral Process”.</p> <p><b>Strategies to Address “Waiting List”*</b></p> <ul style="list-style-type: none"> <li>• Specific periods of the year designated as Assessment Focus with other services limited during these times (i.e., case conferences, consultations)</li> <li>• School prioritization of top 3 referrals with 3 Consents signed at any one time per school in order to distinguish ‘Active’ Waiting List from potential referrals on Monitoring status.</li> <li>• When available, assignment of per diem staff as a floater position to address highest priority referrals on the wait list. A format of Psychological Assessment Report with aim of generating a briefer, yet meaningful format is now in place to facilitate the assessment process.</li> <li>• Consult with school staff and area team as to how best to support the student using evidence based strategies.</li> <li>• Ensure that parents/guardians are aware of other options</li> <li>• Educate schools re: appropriate referrals through case conference and teacher inservice.</li> <li>• Professional Brochures are being developed on various topics such as anxiety, learning disabilities, attention deficit hyperactive disorder (ADHD), and depression to assist school in meeting the needs of these students and providing accommodations.</li> </ul> <p><b>Criteria for managing wait lists</b></p> <p><u>Type 3:</u> Referrals determined by valid presentation of apparent or possible needs of the student and special programming as indicated in team meeting. Monitor the need for psychological assessment.</p> <p><u>Type 2:</u> Referrals determined by academic assessment (SE4) and more definitive presentation of need. Consent is not yet signed for psychological assessment. However, it has been agreed to.</p> <p><u>Type 1:</u> Referrals for assessment are final and include signed consent for assessment. (No more than 3 at any one time per school.)</p> <p>Priorities (ranked but not mutually exclusive) are determined by:</p> <ul style="list-style-type: none"> <li>• Prospective relevance for the ISA placement.</li> <li>• School information regarding current level of need</li> <li>• Need for decision or information regarding program changes and post-secondary admission and programming</li> <li>• Student age and grade, if no previous assessment</li> <li>• Time since previous assessment</li> <li>• Time since students have first been considered for special education involvement</li> </ul>
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## Learning Disability Profiles

*Diagnosis and Level of Severity	Standard Scores	Percentile Ranges	Corresponding Ministry Category of Exceptionality/ IPRC Designation	Program (*refer to section on programs)	Criteria
Learning Disability (Diagnosis Provisional)**	90 and above (Scores within the range of 85 and above may be considered in some cases****)	Approximately 25 <sup>th</sup> and above	Learning Disability	Core Resource	At least average cognitive ability, processing difficulties and associated academic delays
Learning Disability (Mild)	90 and above (****)	Approximately 25 <sup>th</sup> and above	Learning Disability	Core Resource	At least average cognitive ability, processing difficulties and associated academic delays
Learning Disability (Moderate to Severe)	90 and above (****)	Approximately 25 <sup>th</sup> and above	Learning Disability	Core Resource or Intensive Support and Assessment Program (ISAP) in grades 4-6	At least average cognitive ability, processing difficulties and associated academic delays

**Note:** Standard scores are comparable across tests. However, percentiles are not comparable across tests because percentiles associated with a specific standard score vary across tests.

**\*The use of clinical judgment is an integral part in the decision-making process of a Learning Disability diagnosis**

\*\*This category will include those students who have outside agency reports/assessments that contain no diagnosis but meet Learning Disability criteria. These students may be brought forward to an IPRC.

\*\*\*Program placement is generally determined by the needs of the student and discussion among school and resource staff.

\*\*\*\*There may be some cases where a standard score of 85 and above (85-89; 16th percentile and above – one standard deviation below the mean) may be used if there is supporting evidence that suggests that ability levels fall with the average range. In addition, it is important to note that other criteria (e.g., processing difficulties and associated academic delays) must also be met.

## PSYCHOLOGICAL SERVICES

### DEFINITIONS PERTAINING TO STATUS OF PSYCHOLOGICAL ASSESSMENT REFERRALS

#### Commitment to Assess

#### No Commitment to Assess

STATUS OF REFERRAL	TYPE 1 CONSENT SIGNED (SP4(a) Signed) (only 3 at a time per school)	TYPE 2 CONSENT PENDING (SP4(a) Pending) (approx. 8 to 10 students on this list)	TYPE 3 MONITORING (No additional consent required)	TYPE 4 NOT SUITABLE (No additional consent required)
<b>CRITERIA</b>	<ul style="list-style-type: none"> <li>• SE-3 is signed</li> <li>• Academic assessment completed (SE-4)</li> </ul>	<ul style="list-style-type: none"> <li>• SE-3 is signed</li> <li>• Academic assessment completed (SE-4)</li> </ul>	<ul style="list-style-type: none"> <li>• SE-3 is signed</li> <li>• Academic assessment completed (SE-4)</li> </ul>	<ul style="list-style-type: none"> <li>• SE-3 is signed</li> <li>• Academic assessment completed (SE-4)</li> </ul>
	<ul style="list-style-type: none"> <li>• Case has been conferenced with Area Resource Team (SE-2)</li> <li>• Referral has been accepted by Psych Services staff</li> <li>• School has obtained signed SP4(a) denoting the referral as 1 of 3 school priorities at any one time</li> <li>• In response to the recent implementation of the Personal Health Information and Privacy Act, a brochure has been created by the Board to provide parents/guardians with information concerning the Board's compliance with the Act. See Appendix 3, Practices of York Catholic District School Board's Health Information Custodians (Student Services non-teaching staff) Regarding the Use, collection and Disclosure of Personal Health Information</li> </ul>	<ul style="list-style-type: none"> <li>• Case has been conferenced with Area Resource Team (SE-2)</li> <li>• Referral has been accepted by Psych Services staff</li> <li>• SP4(a) not yet signed nor forwarded to parents/guardians (awaiting ranking of priority by Principal and completion of any current Type 1 assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Case has been conferenced with Area Resource Team (SE-2)</li> <li>• Referral has not been accepted by Psych Services staff at this time</li> <li>• Agreement to discuss case further within a specific time frame (3-6 months). Principal to present student at the appropriate time</li> <li>• Monitoring criteria includes:                             <ul style="list-style-type: none"> <li>○ additional information required, outside agency, Board services (e.g. speech &amp; language, Behaviour Resource)</li> <li>○ needs further specific Core intervention</li> <li>○ academic information is marginal or unclear with respect to the "gap" usually required between achievement and grade placement</li> <li>○ other factors may be seen as accounting for the "gap" and need to be evaluated e.g. motivational</li> <li>○ timing of factors not conducive to assessment: medical, family, emotional concerns, temporary upsets</li> <li>○ cultural transitions</li> <li>○ significant ESL</li> <li>○ previous assessment still valid but a process is occurring where inconsistencies in performance are still ongoing</li> <li>○ for "Monitoring" – interim plan needs to be developed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Case has been conferenced with Area Resource Team (SE-2)</li> <li>• Referral has not been accepted by Psych Services staff for one of the following reasons:                             <ul style="list-style-type: none"> <li>○ nature of assessment requires external referral (e.g., neuropsych, pediatric-developmental, psychiatric)</li> <li>○ followed by an outside practitioner or agency who will conduct assessments</li> <li>○ academic assessment doesn't meet criteria (gap too small or non-existent)</li> <li>○ not formally assessable by standardized measures</li> <li>○ overwhelming medical difficulties</li> <li>○ age too low for formal assessment procedures</li> <li>○ previous psych assessment still valid for current year and data is consistent with current performance</li> <li>○ Students' needs can be dealt with through Differentiated Instructions.</li> </ul> </li> </ul>

## Speech-Language Pathologists

<b>QUALIFICATIONS</b>	Masters Level or Equivalent (M.A.), M.H.Sc, M.Sc. *Speech & Language Staff are governed by CASLPO Registration, Regulated Health Professions Act, 1993 Education Act
<b>ASSESSMENT TOOLS</b>	A full assessment includes developmental history, OSR review, observation, clinical interview and administration of standardized tests.  Standardized tests commonly used by Speech and Language Services:  <b>Expressive/receptive language:</b> CELF-5, CASL, CELF-P2, PLS 5, BOEM-3, SPELT-03, SPELT-P, TOPS-3, Test of Narrative Language, Functional Communication Profile, Renfrew Language Scales – Bus story  <b>Vocabulary:</b> PPVT-4, EVT, EOWPVT-4  <b>Articulation:</b> GFTA-2
<b>WAITING TIME FOR ASSESSMENT</b>	SLP – 1 to 7 months  <b>Strategies to Address “Waiting List”</b> <ul style="list-style-type: none"> <li>• ask school to prioritize top 5 referrals (consent is signed only once referral has been discussed and SLP notifies that time is available)</li> <li>• if appropriate, observation/consultation in lieu of formal assessment</li> <li>• provide speech/language checklist for teachers</li> <li>• consult with teachers &amp; provide strategies to use during wait time</li> <li>• ensure parents/guardians are aware of other options for their child</li> <li>• educate schools re appropriate referrals through case conference &amp; teacher inservice</li> </ul>
<b>PRIORITY CRITERIA</b>	<ul style="list-style-type: none"> <li>• students who have multiple needs and are new to school</li> <li>• students who are potential candidates for programs – Language Centres, ISA Centres, Hearing Centres</li> <li>• students in JK, SK, Gr. 1 who require more detailed assessment/communication profile information for programming purposes</li> <li>• students who require a referral for direct therapy</li> <li>• students Gr. 2 and older who require more detailed information for programming purposes</li> </ul>
<b>CTN SERVICES</b>	First seen by school board SLP staff that will refer to CTN services, with parental approval.



## Behaviour Resource Worker

<b>QUALIFICATIONS</b>	CYW or Equivalent
<b>ASSESSMENT TOOLS/ Behaviour Analysis</b>	<ul style="list-style-type: none"> <li>observational/functional assessment focused on frequency, intensity, duration and situational appropriateness</li> <li>observation and interview assessment of behaviour relative to age norms and developmental tasks</li> </ul>
<b>WAITING TIME FOR ASSESSMENT/ Behaviour Analysis</b>	<ul style="list-style-type: none"> <li>assessment is not a discrete activity but part of a referral process.</li> </ul> <p><b>Strategies to Address “Waiting List”</b></p> <ul style="list-style-type: none"> <li>have administration prioritize needs</li> <li>provide observation/consultation by BRS staff in lieu of assessment</li> <li>provide general strategies through inservice</li> </ul>

## Occupational/Physical Therapist

<b>QUALIFICATIONS</b>	<p>Master’s Degree or equivalent and registered at College of Occupational Therapists of Ontario (COTO) or College of Physiotherapist of Ontario</p> <p><i>*Staff governed by Registered Health Professions Act, 1993 and the Education Act</i></p>
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# Educational and Other Assessments

<p><b>ASSESSMENT TOOLS</b></p>	<ul style="list-style-type: none"> <li>• Formal and informal assessments are used within the school setting</li> <li>• Assessment includes OSR review, observation, clinical interview and may include administration of a standardized assessment tool</li> <li>• Assessments will include provision of a written report/summary and recommendations</li> <li>• Some commonly used standardized tests include:             <ul style="list-style-type: none"> <li>○ Beery Buktenica Test of Visual Motor Integration</li> <li>○ Credit Valley (hand writing norms)</li> <li>○ Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)</li> <li>○ Wide Range Assessment of Visual Motor Abilities (WRAVMA)</li> <li>○ Test of Visual Perceptual Skills (TVPS)</li> <li>○ DEM – Developmental Eye Movement</li> <li>○ Sensory Profile</li> <li>○ Sensory Processing Measure</li> <li>○ Canadian Occupational Performance Measure (COPM)</li> </ul> </li> </ul>
<p><b>WAITING TIME FOR ASSESSMENT</b></p>	<ul style="list-style-type: none"> <li>• 6 months</li> <li>• <b>Strategies to Address "Wait List"</b></li> <li>• prioritize with school through consultation with classroom and/or core teacher</li> <li>• contact parents/guardians to discuss needs</li> <li>• liaise with community agencies and ensure school/parent is aware of other resources</li> <li>• consult with teacher and provide written strategies to use during wait time</li> <li>• offer inservices to build capacity within a school</li> </ul>

# Educational and Other Assessments

<p><b>PRIORITY CRITERIA</b></p>	<p>Referrals are prioritized using the following guidelines:</p> <ul style="list-style-type: none"> <li>• physical safety concerns</li> <li>• students whose physical status and growth has changed so that therapeutic intervention (and/or equipment) is necessary for them to attend school</li> <li>• medical needs requiring co-ordination of supports i.e. Seizure Protocol</li> <li>• urgent equipment needs to establish independence and accessibility within the school environment</li> <li>• new to board/early facilitation</li>   <li>• students requiring assessment to address ADLs, fine and gross motor, sensory, transition needs to support curriculum access</li> <li>• student requiring technology support (SEA Per Pupil Amount)</li> </ul>
<p><b>CHILDREN'S TREATMENT NETWORK (CTN)</b></p>	<ul style="list-style-type: none"> <li>▪ serves students with complex physical needs—based on the Gross Motor Function Classification System</li> <li>▪ parents/guardians must ensure that the student is a client of the Children's Treatment Network</li> <li>▪ students who meet the physical criteria to receive CTN level supports across home/school/community environment, may be referred by the school based OT/PT to address rehab needs</li> </ul>

# Health Support Services

Provision of Health Support Services in School Settings .....	85
Policy Program Memorandum No. 81 .....	85
Direct Provision of Services at the Local Level: Shared Responsibility.....	85
School Boards .....	85
Home Care (Community Care Access Centre).....	85
Agencies: MCSS.....	85
Information to School Principals to Obtain School Care	
Services from Community Care Access Centre .....	86
Referral to Community Care Access Centre Form.....	87
Specialized Health Support Services .....	89

## Provision of Health Support Services in School Settings

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### Policy Program Memorandum No. 81

Shared Responsibility of:

- Ministry of Education
- Ministry of Health
- Ministry of Community and Social Services

### Direct Provision of Services at the Local Level: Shared Responsibility

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#### School Boards

- administration of oral medication
- lifting and positioning
- clean intermittent catheterization,
- mobility, feeding, toileting, general maintenance exercises
- Language Delay Disorder

#### Home Care (Community Care and Access Centre)

- assess student needs at the request of school board
- injection of medication, sterile intermittent catheterization, manual expression of the bladder, stoma care, postural drainage, shallow surface and deep suctioning
- direct speech therapy for articulation, voice and fluency

#### Agencies: MCSS

- provision of health support services in children's residential care and treatment facilities

## Information to School Principals to Obtain School Care Services from CCAC

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The principal is made aware of student's need for active treatment.

The responsibilities of the *principal* are:

- contact appropriate Board personnel – speech and language or occupational/physical therapist to begin the referral process
- sign referral form to CCAC at the request of Speech-Language Pathologist or OT/PT and return to them
- assure that appropriate treatment facilities are available
- co-ordinate a meeting with principal, teacher representative, case manager, parent and appropriate Board staff, as needed

The responsibilities of the *Occupational Therapist or Speech - Language Pathologist* are:

- to determine if referral is appropriate and discuss with principal and parents/guardians
- to fill out Consultation Memo/Referral, once parent and principal signature is obtained, send to CCAC
- to attend appropriate case conference if initiated by school principal
- to act as a resource to school staff and CCAC therapist



## School Health Support Services (SHSS) Referral Form

Telephone: 416-222-2241 or 905-895-1240 or 1-888-470-2222 Fax: 416-222-6517 or 905-952-2404

*\*Incomplete referrals will NOT be processed*

### A. STUDENT AND PARENT/GUARDIAN INFORMATION

#### Student

**Name:** \_\_\_\_\_  Male  
(Last Name) (First Name)  Female

**Date of Birth:** \_\_\_\_\_ **Health Card Number:** \_\_\_\_\_  
(dd-mmm-yyyy) (Version Code)

**Home:** \_\_\_\_\_  
(Address) (City/Town) (Postal Code)

#### Parent/Guardian

<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <b>Name:</b> _____ <b>Home #:</b> _____ <b>Cell #:</b> _____ <b>Business #:</b> _____ <b>Ext.</b> _____	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <b>Name:</b> _____ <b>Home #:</b> _____ <b>Cell #:</b> _____ <b>Business #:</b> _____ <b>Ext.</b> _____
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Parent/Guardian consents to this referral and to the exchange of referral information with the Central Community Care Access Centre and the school.

**Parent/Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature) (dd-mmm-yyyy)

### B. PHYSICIAN/MEDICAL INFORMATION

**Physician Name:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Ext.** \_\_\_\_\_

**Relevant Medical Information/diagnosis/syndrome(s):**  
 \_\_\_\_\_  
 \_\_\_\_\_

### C. SCHOOL INFORMATION

TDSB     YRDSB     SCDSB     CSDCCS     Private School     Home School  
 TCDSB     YCDSB     SMCDSD     CSDCSO     Preschool Program

**School Name:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Phone #:** \_\_\_\_\_ **Ext.** \_\_\_\_\_ **Fax #:** \_\_\_\_\_

**Principal/Vice Principal:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Principal/Designate:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature) (dd-mmm-yyyy)

### D. SCHOOL BOARD CONSULTANT INFORMATION Not Applicable

A School Board Consultant's report and signature are required from school boards that have Occupational Therapy/Physiotherapy/Speech Language Pathology consultants.

Report Attached

**Consultant Name:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Ext.** \_\_\_\_\_

**Consultant:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature) (dd-mmm-yyyy)



**School Health Support Services (SHSS) Referral Form**

Telephone: 416-222-2241 or 905-895-1240 or 1-888-470-2222 Fax: 416-222-6517 or 905-952-2404

*\*Incomplete referrals will NOT be processed*

<b>Student Name:</b>	_____
	(Last Name) (First Name)
<b>Date of Birth:</b>	_____
	(dd-mm-yyyy)
<b>School Name:</b>	_____
<b>E. Service Requested</b>	
<input type="checkbox"/> Referral initiated at parent's request	
Translation required? <input type="checkbox"/> No <input type="checkbox"/> Yes, indicate language required:	
<b>Speech Language Pathology (SLP)</b>	
<input type="checkbox"/> Articulation/Phonology/Motor Speech Delay/Disorder: <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	
<input type="checkbox"/> Oral Motor Involvement	
<input type="checkbox"/> Fluency Disorder <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	
<input type="checkbox"/> Resonance Disorder <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	
<input type="checkbox"/> Voice Disorder ENT report available: <input type="checkbox"/> No <input type="checkbox"/> Yes	
Please describe student's specific needs:	
<b>Occupational Therapy (OT)</b>	
<input type="checkbox"/> Fine Motor/Motor Coordination <input type="checkbox"/> Neuromusculoskeletal Condition	
<input type="checkbox"/> Sensory Processing <input type="checkbox"/> Visual/Perceptual/Sensory Motor	
<input type="checkbox"/> Functional Skills Abilities (self-care, mobility, socialization)	
Please describe student's specific needs:	
<b>Physiotherapy (PT)</b>	
<input type="checkbox"/> Gross Motor/Physical Functioning Difficulties <input type="checkbox"/> Neuromusculoskeletal Condition	
<input type="checkbox"/> Mobility Concern <input type="checkbox"/> Safety Concern	
Please describe student's specific needs:	
<b>Nursing (Medical referral/orders required – Parent to request Physician's referral)</b>	
<input type="checkbox"/> Diabetic Teaching <input type="checkbox"/> Enteral Feeding <input type="checkbox"/> Catheter Teaching <input type="checkbox"/> Other:	
Please describe student's specific needs:	
<b>Personal Support (Private Schools Only)</b>	
<input type="checkbox"/> Feeding <input type="checkbox"/> Transfers <input type="checkbox"/> Toileting <input type="checkbox"/> Dressing <input type="checkbox"/> Other:	
Please describe student's specific needs:	
<b>Other (i.e. previous CCAC services; school supports/accommodations; other therapies)</b>	



## Specialized Health Support Services

Procedures for resolving disputes about eligibility and level of support (if available):  
 Policy developed by CCAC (Community Care and Access Centre) and The York Catholic District School Board

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required
<b>Nursing</b>	CCAC, if RN required	Referral from doctor	Doctor	Exit from Board
<b>Occupational Therapy (OT)</b>	Consultation by Board Referral (treatment) – CCAC	Referral from Board staff	OT/PT therapist	If service includes treatment then decision is CCAC
<b>Physiotherapy (PT)</b>	Consultation – Board Referral (treatment) - CCAC	<ul style="list-style-type: none"> <li>Unable to perform classroom activities</li> <li>Referral from Board staff</li> </ul>	OT/PT therapist	As above
<b>Nutrition</b>	CCAC if needed	Medical condition diagnosed by doctor	Doctor	If required CCAC or Doctor
<b>Speech and Language Therapy</b>	Speech – CCAC Language – Board	<ul style="list-style-type: none"> <li>Multiple errors</li> <li>Referral from teacher</li> </ul>	Board speech-language pathologist	CCAC
<b>Administering of Medications</b>	<ul style="list-style-type: none"> <li>Board (Oral)</li> <li>If injected through G-tube or subcutaneously – nurse</li> </ul>	<ul style="list-style-type: none"> <li>Medical need</li> </ul>	Doctor	Doctor orders
<b>Catheterization</b>	<ul style="list-style-type: none"> <li>Board Staff (taught by parent or professional)</li> </ul>	<ul style="list-style-type: none"> <li>Unable to catheterize independently</li> </ul>	Doctor	N/A
<b>Suctioning</b>	<ul style="list-style-type: none"> <li>Superficial :Board</li> <li>Deep: CCAC (Nurse)</li> </ul>	<ul style="list-style-type: none"> <li>Requires ongoing deep suctioning to breathe</li> </ul>	Doctor	Doctor
<b>Lifting and Positioning</b>	Board	<ul style="list-style-type: none"> <li>Requires assistance to change positions</li> </ul>	OT/PT therapist	Exit from Board or change in functional status
<b>Assistance with Mobility</b>	Board	<ul style="list-style-type: none"> <li>Requires help to move</li> </ul>	OT/PT therapist	Exit from Board or independence
<b>Feeding</b>	<ul style="list-style-type: none"> <li>Board</li> <li>Tube Feeding: CCAC (Nurse)</li> </ul>	Medical condition is such that student requires professional i.e. "G" Tube	G-Tube: Doctor	Leaving Board
<b>Toileting</b>	Board	<ul style="list-style-type: none"> <li>not toilet trained</li> <li>physical condition such that child is unable to physically change themselves</li> </ul>	OT/PT therapist	Leaving Board or independence

Parents/guardians who dispute the provision, or inability to provide services provided by agencies or individuals, can appeal through the procedures of the service provider

# Categories and Definitions of Exceptionalities

Behaviour.....	91
Communication	
Autism.....	91
Deaf and Hard of Hearing.....	91
Language Impairment.....	91
Speech Impairment.....	91
Learning Disability .....	92
Intellectual	
Giftedness.....	92
Mild Intellectual Disability.....	92
Developmental Disability.....	93
Physical	
Physical Disability .....	93
Blind and Low Vision .....	93
Multiple Exceptionalities .....	93
I.P.R.C. Statement of Decision .....	94

## Behaviour

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A learning disorder characterized by specific behaviour problems over such 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 to maintain interpersonal relationship
- b) excessive fears or anxieties
- c) a tendency to compulsive reaction
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

## Communication

---

### Autism

A severe learning disorder that is characterized by:

- a) Disturbances in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech and language
- b) Lack of the representational symbolic behaviour that precedes language.

### 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). *This includes both permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic temporary hearing loss in one or both ears.*

### Language Impairment

Language impairments are disorders of language that interfere with communication, adversely affecting performance and/or functioning in the student's typical learning environment.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity or limited English proficiency.

### Speech Impairment

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.

## Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and others skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the above average range
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

## Intellectual

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### Giftedness

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.

### 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 service
- b) an inability to profit educationally within a regular class because of slow intellectual development
- c) a potential for academic learning, independent social adjustment, and economic self-support

## Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) a limited potential for academic learning, independent social adjustment, and economic self- support

## Physical

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### Physical Disability

A condition in which a student has an acquired or congenital physical and/or motor impairment and as a result requires assistance in learning situations.

### Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## Multiple Exceptionalities

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A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

## I.P.R.C. Statement of Decision

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Learning Disabled</i>	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and others skills that:</p> <ul style="list-style-type: none"> <li>• affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the above average range</li> <li>• results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;</li> <li>• results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;</li> <li>• may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);</li> <li>• may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;</li> <li>• is <i>not</i> the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.</li> </ul>	<p>Regular Class Monitoring Resource/Withdrawal</p> <p>Special Class/Partial Integration</p>	<p>SE5, SE7, SE8</p> <ul style="list-style-type: none"> <li>• diagnosis of LD</li> <li>• moderate to severe</li> <li>• IPRC</li> <li>• classroom performance</li> </ul>
<i>Gifted</i>	<p>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.</p>	<p>Special Class, Fully Integrated (Elementary)</p> <p>Special Class, Partial (Secondary)</p>	<p>IPRC</p> <ul style="list-style-type: none"> <li>• Gifted</li> <li>• Classroom performance</li> </ul>

# Categories and Definitions of Exceptionalities

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Mild Intellectual</i>	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.	Resource/Withdrawal	IPRC
<i>Developmentally Delayed</i>	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.	Resource/Withdrawal	<ul style="list-style-type: none"> <li>• diagnosis of DD</li> <li>• level of severity</li> <li>• level of adaptive skills</li> </ul>
<i>Autism</i>	A severe learning disorder that is characterized by:  (a) Disturbances in (i) rate of educational development; (ii) ability to relate to the environment; (iii) mobility; (iv) perception, speech, and language;  (b) Lack of the representational-symbolic behaviour that precedes language	Resource/Withdrawal Special Class	Diagnosis of ASD <ul style="list-style-type: none"> <li>• IPRC</li> <li>• primary exceptionalities</li> <li>• severity of social, communication and behavioural needs</li> <li>• cognitive level</li> </ul>
<i>Language Impairment</i>	Language impairments are disorders of language that interfere with communication, adversely affecting performance and/or functioning in the student's typical learning environment.  The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity or limited English proficiency.	Resource/Withdrawal	<ul style="list-style-type: none"> <li>• Significant delays in receptive and/or expressive language</li> <li>• Average ability in inductive reasoning (non-verbal skills)</li> </ul>
<i>Deaf and Hard of Hearing</i>	An impairment characterized by deficits in language and speech development because of a diminished or nonexistent auditory response to sound (i.e., hard of hearing, deaf).	<ul style="list-style-type: none"> <li>• Resource/Withdrawal is based on documented hearing loss and student's language and educational needs</li> <li>• Special Class, Partial Integration is based on documented hearing loss and student's language and educational needs</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC current audiological assessment indicating permanent hearing loss/and/or chronic temporary hearing loss ranging from mild to profound academic performance</li> </ul>

# Categories and Definitions of Exceptionalities

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Blind and Low Vision</i>	A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).	<ul style="list-style-type: none"> <li>• Resource/Withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC and the degree of impairment as indicated by report from Ophthalmologist</li> </ul>
<i>Deaf and Hard of Hearing/Blind and Low Vision</i>	Both the above	Resource/Withdrawal	Determined by W. Ross MacDonald in conjunction with parents/guardians

\*Resource/withdrawal placement decision acknowledges that the student is integrated in a regular class with supports put in place to meet the individual needs

*\*An additional placement decision may be Home Instruction:*

*The program will be delivered within a modified day with individual instruction that may be carried out in a location other than school. The Board recommends such a placement when a student displays behaviour(s) which interfere with the ability of the school to provide him/her with an educational service.*



# Special Education Placements

Overview .....	98
Philosophy of the Board .....	98
Philosophical Statement.....	98
Criteria to Change a Student's Placement .....	100
SEAC Input on Range of Placements offered by the Board.....	100
Criteria for the Presentation of Students at Central Case	
Conferences Involving Central Resource Staff .....	100
ASD Co-Ordinator Supervisor of Behaviour	
Resource Services .....	102
Co-Ordinator, Special Programs,	
Elementary/Secondary .....	102
Chief Psychologist.....	102
Program Consultant, Hearing.....	102
Supervisor of Physical Management Services .....	103
Supervisor of Speech and Language Services .....	103
Vision Resource Teacher .....	103
IPRC Statement of Decision .....	104

## OVERVIEW

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### Philosophy of the Board

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  
(*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.

All students, when they begin their involvement with Special Education Programs and Services, are supported in their home school in a class of age appropriate peers with Core Resource support. After 1 year of Core Resource intervention and assessment, that placement is reviewed and alternate programs and placements may be considered, subject to a parental agreement.

- Students whose programming needs indicate a need for a Gifted Program are placed in a congregated class in a community school, from Grade 5 onwards.

# Special Education Placements

- Students whose programming needs indicate a Learning Disability can, if the disability is mild remain at their home school supported by Core Resource teachers. If the degree of disability is moderate to severe then the student would be considered, subject to parental/guardian agreement, for placement in a Special Class Partial Integration for up to two years, in a community school. After this placement, their ongoing needs would be supported by the Core Resource program in their home school.
- Students whose programming needs indicate a Mild Intellectual Disability or Developmental Disability continue to be supported by a Core Resource teacher who develops and implements a program, in collaboration with the classroom subject teacher, based on the student's individual strengths and needs.
- Students whose programming needs indicate a disability of Autism continue to be supported in their home school by the Core Resource Teacher. For a few students whose needs are such that they have difficulty succeeding in their home school, these students are placed in an ASD Kindergarten class (special class-full-time) for up to two years. Presently there are 4 such classes. After this placement, their ongoing needs would be supported by the core resource program in their home school.
- Students, in grades 1, 2 or 3 whose programming needs indicate a language impairment, may be supported in a Special Class Partial Integration, for up to two years in a community school. After this placement, their ongoing needs would be supported by the core resource program, in the home school.
- After this placement, their ongoing needs would be supported by the Core Resource program in their home school.
- Students, whose programming needs indicate that they are hard of hearing or deaf, are supported in a Special Class Partial Integration or by an Itinerant Hearing Resource Teacher. The special class is located in a community school. Students supported by an Itinerant Hearing Resource Teacher, may also access core resource support at the school level.
- Students, whose programming needs indicated that they have limited vision even with correction or are blind, have their needs met by an Itinerant Vision Resource Teacher. Students supported by an Itinerant Vision Resource Teacher may also access core resource support, at the school level.

## Criteria to Change a Student's Placement

- Student performance
- Updated or new assessment information (e.g. academic, psychological, medical etc.)
- Student needs
- Duration of the program offered (e.g. I.S.A.P. and Language Centre) has a specific two year placement), changes to this are dealt with through the Area Case Conference model)
- Parental input (e.g. P.A.C.E. program - student may wish to return to their home school)
- Availability of a suitable program

A number of program documents have been developed and written to support program development and implementation. All these documents provide strategies that would assist with the integration of exceptional students within the regular classroom. The documents include:

- Creating a Climate for Success (Appendix 5)
- Educational Support Program (Appendix 6)
- P.A.C.E. (Program for Academic and Creative Extension) Document (Appendix 11)
- Functional Life Skills Program (Appendix 8)
- Social Communication Program (Appendix 14)
- Resource Document for Core Resource and Classroom Teachers (Appendix 14)

## SEAC Input on Range of Placements offered by the Board

With the understanding of our Mission Statement, the York Catholic District School Board is attempting to meet its legislated responsibility to provide appropriate programs and services for all students. The major educational needs of most students are met within the regular classroom. However, some students are exceptional, i.e. those students whose behavioural, communication, intellectual or physical need or a combination of these, are such that the student is considered to need special educational support programs and services. The Special Education Advisory Committee of the York Catholic District School Board was established, in accordance with the Education Act, to make recommendations to the Board with respect to any matter affecting the establishment and development of special education programs and services for students with exceptional needs.

SEAC is responsible for examining, reviewing and making recommendations and offering advice to the Board with respect to any matter affecting the establishment and development of special education programs and services and facilities for exceptional students of the Board.

Some of the areas of focus are philosophy and goals, program delivery systems, services and facilities, policies and procedures, funding, Annual Review of Special Education Plan, interaction with other Board committees in related areas and any other matters concerning special education as determined by the committee or requested by the Board.

This role of SEAC will ensure that the Board is aware and keeps pace with changing community and professional views and concerns.

SEAC members are available as a resource for students with exceptional needs, parents/guardians of such students, schools, educators, trustees and the community. Many members are parents/guardians of students with exceptional needs and are aware of the educational needs and abilities such students may demonstrate.

SEAC receives information with regards to criteria for placement, proposed program developments and proposed program changes for special education programs. This information is presented during regular monthly meetings, prior to presentation to Board. SEAC's recommendations are considered and would accompany any proposal to Board.

## Criteria for the Presentation of Students at Central Case Conferences Involving Central Resource Staff

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Any student to be presented at a Central Case Conference **must first be conferenced at the school level** with pertinent area resource staff. One or more of the following would generally characterize the profile of the student presented at Central Case conferences:

- a lack of consensus and/or clarity about direction, involving students with high, multiple and complex levels of need

Specific criteria for inviting individual Central Student Services staff is as follows: (Any or all criteria may apply.)

### ASD Co-Ordinator

- students in the Social Communications Program with high multiple, complex needs for whom a lack of consensus and/or clarity about direction exists.

### Chief Psychologist

- if mental health/emotional/personality/factors and/or complex cognitive/emotional profiles are the primary focus of the case conference
- any student in the Social Communication Program experiencing social or behavioural difficulties

### Co-Ordinator, Special Programs, Elementary and Secondary

- students with multiple, complex needs for whom a lack of consensus and/or clarity about direction exists

### Program Consultant, Hearing

- students receiving or under consideration to receive Hearing Programs and Services

### Supervisor, Behaviour Resource Services

- students with complex levels of need in the areas of socialization and behaviour management, regardless of exceptionality
- any student in the Social Communication Program experiencing social or behavioural difficulties

## **Supervisor, Physical Management Services**

- students with complex medical and physical needs

## **Supervisor, Speech - Language Services**

- any student in the Social Communication Program experiencing significant social or communication challenges
- students in the Language Centre or ASD Class
- students with multiple, complex communication needs for whom a lack of consensus and or clarity about direction exists.

## **Vision Resource Teacher**

- any student receiving or under consideration to receive Vision Programs and Services

## I.P.R.C. Statement of Decision

Exceptionality	Placement Decision	Size	Program Service**	Criteria for Admission
<i>Learning Disabled</i>	Regular Class Monitoring Regular Class with Withdrawal	n/a	Core Resource Core Resource-Elementary/ Secondary Learning Strategies (Secondary)	IPRC or SE5  Diagnosis of LD IPRC
	Special Class with Partial Integration	12	Intensive Support and Assessment Centre (Elementary)	<ul style="list-style-type: none"> <li>classroom performance</li> <li>degree of severity</li> </ul>
<i>Gifted</i>	Special Class, Full Time (Elementary) Special Class, with Partial Integration (Secondary)		<ul style="list-style-type: none"> <li>Given that the level of need is great for identified students, then the level of intensive support deemed appropriate is special class full time. Class size not to exceed 25.</li> </ul>	IPRC <ul style="list-style-type: none"> <li>giftedness</li> <li>classroom performance</li> </ul>
<i>Mild Intellectual</i>	Regular class with withdrawal	n/a	E.S. – Elementary – Secondary Core Resource - Elementary - Secondary	IPRC
<i>Developmentally Delayed</i>	Regular Class with Withdrawal	n/a	F.L.S. – Elementary – Secondary	IPRC and diagnosis of DD
<i>Autism</i>	<ul style="list-style-type: none"> <li>Regular Class with Withdrawal</li> <li>Special Class with Partial Integration (Kindergarten)</li> </ul>	6	Social Communication Program Elementary/Secondary	Diagnosis of ASD <ul style="list-style-type: none"> <li>IPRC</li> <li>IPRC &amp; degree of severity</li> <li>lack of ability to manage within a regular class</li> </ul>
<i>Language Impairment</i>	<ul style="list-style-type: none"> <li>Regular Class with Withdrawal</li> </ul>	n/a	Core Resource Elementary	<ul style="list-style-type: none"> <li>Significant delays in receptive and/or expressive language</li> <li>Average ability in inductive reasoning (non-verbal skills)</li> </ul>
<i>Deaf and Hard of Hearing</i>	Resource/Withdrawal Special Class, Partial Integration	n/a 8	Hearing (Direct) Hearing Centre	IPRC and degree of severity impairment and performance
<i>Blind and Low Vision</i>	<ul style="list-style-type: none"> <li>Regular Class with Withdrawal</li> <li>Primary and Junior grades, in congregated setting for students who require Braille to access the curriculum (ISA 8.3 claim)</li> </ul>	1-1	<ul style="list-style-type: none"> <li>Low Vision: Monitor Service</li> <li>Low Vision: Direct Instruction</li> <li>Blind: ISA 8.2 or 8.3 – learning Braille or using Braille to access the curriculum</li> </ul>	IPRC and the degree of impairment as indicated by report from Ophthalmologist
<i>Deaf and Hard of Hearing/Blind an Low Vision</i>	Regular Class with Withdrawal		Deaf-Blind (Intervenor)	Determined by W. Ross McDonald in conjunction with parents/guardians
*Resource/withdrawal placement decision acknowledges that the student is integrated in a regular class supports put in place to meet the individual needs				
**Home Instruction: The Board recommends such a placement when a student displays behaviour(s) which interfere with the ability of the school to provide him/her with an educational service.				



# (IEP) Individual Education Plan

Conflict Resolution .....	106
Parent Invitation for I.E.P. Consultation Form.....	107
I.E.P. Sample Template .....	108

## Conflict Resolution

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The I.E.P. is a professional document, in which a teacher or group of teachers, along with support staff, outline the program, the evaluation and the student's response to the program. Thus the I.E.P. should have the same status as a report card and be treated as such.

*In keeping with this:*

Principal, teachers and parents/guardians collaboratively develop an I.E.P. for a student based on their strengths and needs. Pertinent resource staff should be invited to provide input to the development of the I.E.P.

*If the parent disagrees with the I.E.P.;*

The Principal sets up a meeting with appropriate area school superintendent and the parent/guardian to resolve concerns and conclude the I.E.P. development. If the parent/guardian still disagrees then the parent/guardian may write a letter which the Principal attaches to the I.E.P.

**PARENT INVITATION FOR I.E.P. CONSULTATION**

Regulation 181/98 requires the principal to ensure that the parents/guardians and the student, if the student is 16 years of age or older, are consulted in the development and review of the student's I.E.P., and that a copy of the I.E.P. is provided to the parents/guardians and the student on its completion.

STUDENT NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

School Year: \_\_\_\_\_

---

**IT IS UNDERSTOOD THAT:**

• The date of the I.E.P. consultation is: \_\_\_\_\_

Place: \_\_\_\_\_

• The expected outcome of the consultation is:  to develop the I.E.P.

to review the I.E.P.

*(More than one box may be checked)*

to revise the I.E.P.

I/we therefore accept the invitation to consult around the I.E.P.

I/we therefore decline the invitation to consult around the I.E.P. However, please forward the I.E.P. upon completion.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments:**

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Parents/Guardians/Students over 16:

Return the form to the school within one week of date above



## Individual Education Plan for Michael Bailes

Student ID	T83[M]	School	Elementary Demo
Date of Birth	17 Jul 1996	Principal	Dr. John Murphy
Grade	07 Term: 1	School Year	2012-2013

**Draft**  
 as at 19 Sep 2012

Reason for IEP     **Student not formally identified but requires special education program/services including modified/alternative learning expectations and/or accommodations**

Start of Program	05 Sep 2006	IEP revised	19 Sep 2012
IEP completed	15 Oct 2008		

### Assessments

Type	Information Source	Date	Summary Statement
<i>Psychological</i>	Dr. Bea Smart	10 May 2005	<ul style="list-style-type: none"> <li>• diagnosis of ASD/Asperger's</li> <li>• average to above average in all cognitive areas; weakness in processing speed</li> </ul>
<i>Academic Assessment</i>	Mr Z Z Top	03 May 2010	<ul style="list-style-type: none"> <li>• working within grade level expectations except in written expression</li> <li>• literal comprehension levels strong with weaker inferencing skills</li> <li>• difficulty with peer relationships during unstructured times</li> </ul>

### Student Profile

<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• expressive language</li> <li>• general knowledge, especially in area of interest, history and historical events</li> <li>• computer skills</li> <li>• verbal and non verbal abstract reasoning</li> <li>• memory skills</li> <li>• visual learner</li> <li>• decoding skills</li> <li>• math computations</li> <li>• spelling</li> </ul>	<b>Areas of Need:</b> <ul style="list-style-type: none"> <li>• processing speed</li> <li>• written expression</li> <li>• receptive vocabulary</li> <li>• social pragmatics</li> <li>• inferencing</li> <li>• fine motor</li> <li>• visual motor integration</li> <li>• executive functioning: organizational skills; social practical judgement</li> </ul>
<b>Specialized Health Support Services:</b> n / a	

### Program Summary

This IEP applies to the following programs, courses or skill areas:	
<i>Modified</i>	<b>English</b> ( Miss V. Bunn) <b>Mathematics</b>
<i>Alternative</i>	<b>Behaviour / Social Skills</b> ( Miss V. Bunn, Mr. Z.Z. Top) <b>Communication</b> ( Miss V. Bunn, Mr. Z.Z. Top)
<b>Elementary program exemptions:</b> n / a	

**Accommodations**

<b>Instructional Accommodations:</b> <ul style="list-style-type: none"><li>• Colour coding to organize materials/assignments/sequence of steps</li><li>• Consistent implementation of behavioural strategies developed for this student</li><li>• Reduce quantity of questions/tasks to demonstrate curriculum expectation</li><li>• Reference sheet for tables/formulae/examples</li><li>• Visual schedule/timetable</li><li>• Assistive Technology (i.e. Word Q, Inspiration)</li><li>• Use of graphic organizers</li><li>• Visual representation of each step of an equation or problem</li><li>• Visual checklist</li></ul>	<b>Assessments Accommodations:</b> <ul style="list-style-type: none"><li>• Assistive devices and technology resources (eg., text to voice, Word production graphic organizer, etc.) (EQAO)</li><li>• Reduce number of test questions</li><li>• Verbatim scribing of responses for Reading and Math components (EQAO - Elementary)</li></ul>
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**Individualized Equipment**

n / a
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**Accommodations and Exemptions for Provincial Assessments**

<b>Permitted Accommodations:</b> <ul style="list-style-type: none"><li>• Assistive devices and technology resources (eg., text to voice, Word production graphic organizer, etc.)</li><li>• Verbatim scribing of responses for Reading and Math components</li></ul> <b>Exemptions from provincial assessments</b> n / a
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**(IEP) Individual Education Plan**

<b>English</b>		Teacher: Miss V. Bunn Term: 1
<b>Baseline Level of Achievement</b>		
	<b>Letter grade / mark</b>	<b>Curriculum grade level</b>
Reading	B	grade 5
Writing	B	grade 4 mod.
Oral and Visual Communications	A	grade 5
<b>Goals for this year</b>		
In writing, Michael will use graphic organizers to produce various pieces of work containing three linked paragraphs each exhibiting one main idea, and up to three supporting details at a modified grade 5 level.		
Learning Expectations	Teaching Strategies	Assessment Methods
Writing: • generate a two paragraph review, with a main idea and two supporting ideas based on a movie or video of choice (Gr. 5 MOD)  Writing: • review material with a partner using a mind map or timeline to determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose (Gr. 5 MOD)	• reinforce by allowing use of Clip Art to illustrate written text • use of graphic organizers  • use of graphic organizer (mind map)	• writing rubric • peer conferencing  • writing rubric • peer conferencing  • rubric

<b>Behaviour / Social Skills</b>		Teacher: Miss V. Bunn, Mr. Z.Z. Top Term: 1
<b>Baseline Level of Achievement</b>		
Difficulty with peers in unstructured settings throughout the school day.		
<b>Goals for this year</b>		
• follow the rules of three age appropriate games, during unstructured times • utilize three relaxation techniques when dealing with frustration and anger		
Learning Expectations	Teaching Strategies	Assessment Methods
• apply the rules of the recess football game, while playing, for one 15 minute recess, at least two times a week  • describe three strategies for dealing with frustration or anger namely: maintaining space, counting to ten and using appropriate language to express frustration	• frequent review and rehearsal of social script of game rules • shaping • modelling • reinforcing  • role play to problem solve • schedule pre and post game discussions • use of calming booklet, calming space and social stories • modelling • reinforcing	• self-evaluation/reflection with peer and adult input • checklists  • self-evaluation/reflection with peer and adult input • checklists

Communication		Teacher: Miss V. Bunn, Mr. Z.Z. Top Term: 1
<p><b>Baseline Level of Achievement</b> Michael experiences difficulty understanding social cues and responding appropriately.</p> <p><b>Goals for this year</b> Sustain a reciprocal conversation with a peer for five minutes or less in a social skills group.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
<ul style="list-style-type: none"> <li>answer up to five questions or provide five comments on a topic of non-interest with an adult</li> <li>identify two social cues that indicate a person wants to end the conversation (i.e. someone looking at his or her watch, recognize a downward glance or shift in eye gaze, a long pause)</li> <li>answer up to five questions or provide five comments on a topic of own interest with a preferred peer</li> </ul>	<ul style="list-style-type: none"> <li>role playing conversations</li> <li>use of 'Model Me Kids' videos</li> <li>shaping</li> <li>reinforcement</li> <li>provide opportunities for peers to engage in an observed conversation with sabotaged non verbal cues ( someone repeatedly looking at their watch, or changing the subject)</li> <li>direct teaching of age-appropriate conversation endings such as : "Okay, see you later", or "Okay, bye"</li> <li>role playing conversations</li> <li>use of 'Model Me Kids' videos</li> <li>shaping</li> <li>reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>checklists</li> <li>checklists</li> <li>oral responses</li> <li>checklists</li> </ul>

**Transition Plan**

Specific Goal(s) for Transition to Postsecondary Activities		
Prepare for entry into intermediate level classes which will include rotary.		
Actions Required	Person(s) Responsible for Actions	Timeline for Implementation
Introduce use of agenda and written daily schedule to make transitions throughout the day.	Student/Staff	Ongoing throughout school year
Introduce and maintain a colour coded binder to prepare for rotary subjects in grade seven.	Student/Staff	Term 2
Use checklists to gather materials for various subjects.	Student	Term 2
Arrange for Michael to meet grade seven teachers	Staff	Term 2

**Human Resources**

Position	Initiation Date	Location
Special Education teacher	02 Sep 2008	Resource room
Behaviour Resources Services	29 Sep 2008	Regular class

**Evaluation and Reporting**

20 Nov 2012	Provincial Progress Report
05 Feb 2013	Provincial Report Card
27 Jun 2013	Provincial Report Card

**IEP Development Team**

Miss V. Bunn - Classroom teacher	Mr. Z.Z. Top - Special Education teacher
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**Sources Consulted in the Development of this IEP**

- SE4 - Academic Assessment Report
- Provincial Report Card and/or Appendix
- Previous IEP
- Psychological assessment
- Parents / Guardians
- Program Consultant Special Education
- Behaviour Resource
- Physical Management
- Speech and Language Pathologist

**Log of reviews / updates with staff / family**

<u>Date</u>	<u>Activity</u>	<u>Outcome</u>
29 Aug 2010	• Parent, Michael and classroom teacher met to review daily schedule and classroom routines	• Provided written schedule for the first day of school • Primed for entry and exit • Established a routine for use of the agenda at home and school
27 Sep 2010	• Parent, classroom and core resource teacher held planning session for IEP writing	• Draft IEP will be completed and sent home during the first week Oct.
08 Oct 2010	• Draft sent home to parent for input	• IEP finalized on Oct. 11, 2010

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

\_\_\_\_\_  
Principal: Dr. John Murphy

\_\_\_\_\_  
Date



# Provincial and Demonstration Schools

Provincial Schools and Provincial Demonstration Schools .....	114
W. Ross MacDonald School: School for the Blind and Deaf-Blind .....	114
Provincial Schools for the Deaf .....	115
Admittance to Provincial Schools .....	115
Transportation to Provincial Schools .....	115
Provincial School Contacts .....	116
Demonstration Schools .....	117
Procedures for Applying for Placement .....	118
Procedures for Transportation .....	118

## Provincial Schools and Provincial Demonstration Schools

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- are operated by the Ministry of Education
- provide education for students who are deaf or blind, or who have severe Learning Disabilities
- provide an alternative education option
- serve as regional resource centres for students who are deaf, blind, or deaf-blind
- provide preschool home visiting services for students who are deaf or deaf-blind
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind
- provide school board teachers with resource services
- play a valuable role in teacher training

### W. Ross MacDonald School: School for the Blind and Deaf-Blind

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W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning
- materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment
- are delivered by specially trained teachers
- follow the Ontario curriculum developed for all students in the province
- offer a full range of courses at the secondary level
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- are individualized, to offer a comprehensive “life skills” program
- provide through home visiting for parents/guardians and families of preschool deaf-blind children to assist
- prepare these children for future education

## Provincial Schools for the Deaf

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The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

(For contact information, see below.)

### Admittance to a Provincial School

Admittance to a provincial school is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (I.E.P.). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English
- operate primarily as day schools
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

### Transportation to Provincial Schools

Transportation to provincial schools for students is provided by school boards. Each school has a Resource Services Department which provides:

- consultation and educational advice to parents/guardians of deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parents/guardians, school boards, and other agencies;
- an extensive home-visiting program delivered to parents/guardians of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education

## Provincial School Contacts

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Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

### ***Provincial Schools Branch, Ministry of Education***

Provincial Schools Branch  
255 Ontario Street South  
Milton, Ontario  
L9T 2M5  
Tel.: (905) 878-2851  
Fax: (905) 878-5405

### ***Schools for the Deaf***

The Ernest C. Drury  
School for the Deaf  
255 Ontario Street South  
Milton, Ontario  
L9T 2M5  
Tel.: (905) 878-2851  
Fax: (905) 878-1354

The Robarts School for the Deaf  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel.: (519) 453-4400  
Fax: (519) 453-7943

The Sir James Whitney  
School for the Deaf  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel.: (613) 967-2823  
Fax: (613) 967-2857

### ***School for the Visually Impaired, Blind and Deaf-Blind***

W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario  
N3T 3J9  
Tel.: (519) 759-0730  
Fax: (519) 759-4741

### ***School for the Deaf or Hard of Hearing***

Centre Jules-Léger  
281 rue Lanark  
Ottawa, Ontario  
Tel.: (613) 761-9300  
Fax: (613) 761-9301

### ***Provincial Demonstration Schools***

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning Disabilities.

These schools are the following:

Amethyst School  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel.: (519) 453-4408  
Fax: (519) 453-2160

Centre Jules-Léger  
281 rue Lanark  
Ottawa, Ontario  
K1Z 6R8  
Tel.: (613) 761-9300  
Fax: (613) 761-9301  
TTY: (613) 761-9302 and  
761-9304

Sagonaska School  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel.: (613) 967-2830  
Fax: (613) 967-2482

Trillium School  
347 Ontario Street South  
Milton, Ontario  
L9T 3X9  
Tel.: (905) 878-8428  
Fax: (905) 878-7540

## Demonstration Schools

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Each provincial Demonstration School has an enrolment of 40 students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years
- enhance the development of each student's academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing residential schooling for students with severe Learning Disabilities, the provincial Demonstration Schools have special programs for students with severe Learning Disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe Learning Disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

## Procedures for Applying for Placement

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There are three ways in which requests for enrolment in Provincial and Demonstration schools usually proceed.

- i. Parents/guardians may initiate the process for admission to provincial schools by communicating directly with the appropriate Provincial or Demonstration School.

If the student is accepted by the Provincial school, the parents/guardians will inform the Board staff and arrangements will be made for transportation. Board staff will facilitate the transfer of information required by the Provincial school.

- ii. Parents/guardians may request that Board staff initiate the process for admission to the Provincial or Demonstration School. The appropriate Co-ordinator of Special Programs (Elementary or Secondary) will obtain the appropriate consent forms from the parent(s) and process the recommendation in keeping with the procedures that are currently in place for the appropriate Provincial or Demonstration School. These procedures change from time to time and can be obtained by the parents/guardians, or the student's school staff, by contacting the appropriate Co-ordinator of Special Programs (Elementary or Secondary).
- iii. The principal of a school may wish to investigate the appropriateness of a provincial school placement for a student. The principal will contact the appropriate Co-ordinator of Special Programs for the current admission criteria and procedures to be followed. One of the stages in proceeding with an application is to request that a community case conference be held to consider all the resources of the Board, so that the parent of the student may make an informed decision.

The appropriate Board or school staff may accompany the parent and the student to the Provincial or Demonstration school, at the appropriate stage in the admission process.

## Procedures for Transportation

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Any student who is a resident student of the Board and has been accepted in a provincial or demonstration school will be provided transportation from home to the particular school.

The principal of the student's school will complete a transportation form (S10) once admission has been confirmed. The Superintendent of Education: Exceptional Learners will review the request and forward it to the Manager of Transportation.

Currently we have 3 students registered at Provincial Schools.

Administrative Organization.....	120
Student Services Staffing.....	120
Central Student Services Staffing.....	120
Children’s Treatment Network (CTN) Staff.....	121
Special Education Staff: Elementary Panel.....	122
Special Education Staff: Secondary Panel.....	123
Staffing Allocation Process and Procedure.....	124
Educational Assistant.....	124
Educational Intervenor.....	127
Role Descriptions.....	129
ABA Specialist.....	129
ASD Coordinator.....	131
Assistive Technologist.....	132
ASD (Autism Spectrum Disorder Team).....	133
Roles, Responsibilities and Procedures of Staff Related To The Assignment of a Contract Behaviour Resource Services Staff.....	140
Behaviour Resource Services Staff.....	142
Chief Psychologist.....	145
Children’s Treatment Network.....	147
Consultant, Special Program, Elementary.....	150
Consultant, Special Programs, Secondary.....	152
Coordinator of Special Programs, Elementary.....	154
Coordinator of Special Programs, Secondary.....	155
Divisional Program Teacher.....	156
Electronic Resource Technician.....	157
Educational Assistant/Intervenor.....	158
Educational Audiologist.....	160
Physical Management Services Staff.....	161
Psychological Services Staff.....	166
Secondary Multidisciplinary Team.....	170
Senior Psychologist.....	171
Assistive Technology Software/Hardware Support.....	172
Special Equipment Hardware/Software Technician.....	173
Special Programs Consultant – Hearing.....	175
Special Programs Teacher - Vision.....	176
Specialist, Behaviour Resource Services.....	177
Speech-Language Staff.....	174
Superintendent of Education: Exceptional Learners.....	182
Supervisor, Behaviour Resource Services.....	183
Supervisor, Physical Management Services.....	185
Supervisor, Speech-Language Services.....	187
Vision Teacher.....	189



# Administrative Organization

**Director of Education:** Patricia Preston

**Associate Director, Leading Services:** Frances Bagley

**Superintendents of Education: School Leadership**

Opiyo Oloya (Elementary)

Marianne Fedrigoni (Elementary)

Nancy DiNardo (Elementary)

Rob Crocco (Secondary)

Mary Battista (Elementary)

**Superintendents (Central)**

Tina D'Acunto, Superintendent of Education: Exceptional Learners

Diane Murgaski, Superintendent Education: Curriculum & Assessment

Lynda Coulter, Superintendent of Employee Relations

Antonella Rubino, Coordinating Superintendent

## Student Services Staffing

**Superintendent Education: Exceptional Learners:** Tina D'Acunto

**Co-ordinators of Programs:**

Josie Fragnelli, Elementary 1.0 FTE

Gemma Galloro, Secondary 1.0 FTE

Angie Cabraja, ASD 1.0 FTE

Dr. Soula Homatidis 1.0 FTE

Rick Miraglia 1.0 FTE

Stacie Christie 1.0 FTE

Cathy Booth 1.0 FTE

Fran Zeppieri 1.0 FTE

Joanne Ramolo 1.0 FTE

Janet Boyne 1.0 FTE

**Chief Psychologist:**

**Behaviour Resource Services Supervisor:**

**Physical Management Services Supervisor:**

**Speech-Language Services Supervisor:**

**Manager of Child Care Services:**

**Educational Convenor:**

**Behaviour Resource Specialist:**

ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
Program	No. of Special Education Teachers (FTE)	Program	No. of Special Education Teachers (FTE)
Core Resource/ES/SCP/FLS	157.50	Core Resource	41.22
Hearing	10.75	ESP	3.01
I.S.A.P	32.00	FLS & SCP	25.73
Language	4.00	Hearing	2.75
P.A.C.E.	19.00	P.A.C.E.	6.00
Orientation Mobility Specialist	.25	Orientation Mobility Specialist	.25
Vision	1.00	Tutorial	6.45
Transition Diagnostic	7.00	Work Experience	4.95
ASD	4.00	ASD	1.00
Audiologist	.15	Transition Diagnostic	1.00
		Vision	1.00
		Audiologists	1.75
<b>TOTAL</b>	<b>235.65</b>	<b>TOTAL</b>	<b>95.11</b>

### Central Student Services Staff

	No. of Staff (FTE)
BEA/ABA Specialist	2.00
Assistive Technologists for SEA Claims/ Electronic Resource Technicians	2.00
Behaviour Resource Staff (includes supervisors)	2.00
Student Support Workers	28.60
Child and Youth Workers	10.00
Educational Assistants = 437.50 /Intervenors= 87	19.50
Physio/Occupational Therapists (includes Supervisor)	524.50
SEA – Occupational Therapist	8.00
Program Consultants - Special Education (Elementary and Secondary)	1.00
Psychology Services (includes Chief Psychologist)	11.50
Special Program Teachers	21.20
Speech - Language Pathologists (includes Supervisor)	1.50
	14.20



### Children's Treatment Network (CTN) Staff as Contracted

	No. of Staff (FTE)
Communications Disorder Assistants	1.40
Speech-Language Pathologists	2.00
Physio/Occupational Therapists	5.00

<b>SPECIAL EDUCATION STAFF Elementary Panel</b>		
Special Education Staff	FTEs	Staff Qualifications
<b>1. Teachers of Exceptional Students</b>		
1.1 Teachers for resource-withdrawal programs	157.50	Core: Special Ed. Pt. 1
1.2 Teachers for self-contained classes (I.S.A.P)	32.00	I.S.A.P: Special Ed. Pt. 1
(P.A.C.E.)	19.00	P.A.C.E.: Special Ed. Pt. 1
(Language)	4.00	Language: Special Ed. Pt. 1
(Autism)	4.00	Autism: Special Ed. Pt. 1
Transitional/Diagnostic Classes	7.00	TD: Special Ed. Pt. 1
<b>2. Other Special Education Teachers</b>		
2.1 Itinerant teachers (Hearing)	10.75	Special Ed. Pt. 1
Vision Teachers	1.00	Special Ed. Pt. 1 (Teacher of the Blind (P&I))
2.2 Teacher Diagnosticians	0	
2.3 Co-ordinators (Elementary 1.0 & ASD .5)	1.50	Religious Education Pt. 1 or equivalent Specialist in Special Education
2.4 Consultant Hearing (.5)	.50	Special Ed. Specialist; Specialist Teacher, Deaf & Hard of Hearing
2.5 Consultants, Special Programs	10.50	Religious Education, Part I or equivalent Specialist in Special Education or commitment to complete
<b>3. EA/EI/CYW's in Special Education</b>		
3.1 Educational Assistants = 356 / Educational Intervenors = 76.8 / CYW = 15.5	448.30	EA Diploma Program or CYW Diploma
<b>4. Other Professional Resource Staff</b>		
4.1 Psychologists (see Psychology summary)	6.90	(Includes Chief Psychologist) Ph.D. or equivalent in Psychology; Registered with College of Psychologists
4.2 Psychometrists (see Psychology summary)	4.00	M.A. unregistered Staff; Ph.D & M.A. level staff under supervised practice or completing the Ph.D. doctoral program.
4.3 Psychological Associate (see Psychology summary)	4.20	Master's Degree or equivalent; Registered with College of Psychologists
4.4 Behaviour Resource Services	14.30	CYW Diploma or equivalent
4.5 Speech-Language Pathologists	10.20	M.A. or equivalent Registered with CASLPO College of Speech Language Pathologists and Audiologists of Ontario
4.6 Audiologists	.15	On contract – 50 days per school year
4.7 and 4.8 Occupational/Physiotherapists	6.00	Master's Degree or equivalent and Registered with College of OT or PT
4.9 Social Workers	n/a	
5.0 BEA/ABA Specialists	1.50	Certified Behaviour Analyst, Masters in Psychology
<b>Subtotal</b>	<b>743.30</b>	
<b>5. Paraprofessional Resource Staff</b>		
5.1 Orientation and mobility personnel (Vision)	.25	(Certified Orientation & Mobility Specialist)
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	1.00	EAs acting as sign language facilitators
5.4 Braillists/Transcribers (for blind students)	.50	EAs acting as transcribers
5.5 Intervenors (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>Subtotal</b>	<b>1.75</b>	

# Special Education Staff

SPECIAL EDUCATION STAFF Secondary Panel		
Special Education Staff	FTEs	Staff Qualifications
<b>1. Teachers of Exceptional Students</b>		
1.1 Teachers for resource-withdrawal programs	41.22	Core: Special Ed. Pt. 1 (minimum)
ESP & FLS & SCP	28.74	
Transitional Diagnostic	1.00	
ASD	1.00	
P.A.C.E.	6.00	
Tutorial	6.45	
Work Experience Transition	4.95	
1.2 Teachers for self-contained classes Diagnostic	1.00	
<b>2. Other Special Education Teachers</b>		
2.1 Itinerant Teachers (Hearing)	1.75	Qualified teachers of the Deaf/Hard of Hearing or Deaf Education Teacher training in progress
Vision teachers	1.00	
2.2 Teacher Diagnosticians	0.00	
2.3 Co-ordinators (Secondary 1.0 & ASD .5)	1.50	Religious Education Pt. 1 or equivalent Specialist in Special Education
2.4 Consultants	1.00	Religious Education, Part I or equivalent Specialist in Special Education or commitment to complete
<b>3. EA/EI/CYW's in Special Education</b>		
3.1 Educational Assistants = 81.5 / Educational Intervenors = 19 / CYW = 5	105.5	EA Diploma Program or CYW Diploma
<b>4. Other Professional Resource</b>		
4.1 Psychologists (see Psychology summary)	5.00	Ph.D. in Psychology; Registered with College of Psychologists
4.2 Psychometrists (see Psychology summary)	.50	M.A., Unregistered with College; or Ph.D. Program and in process of completing doctoral degree
4.3 Psychological Associate (see Psychology summary)	.50	M.A., Registered with College of Psychologists
4.4 Behaviour Resource Services	12.30	CYW Diploma or equivalent
4.5 Speech-Language Pathologists	2.00	M.A. or equivalent Registered with CASLPO College of Speech Language Pathologists and Audiologists of Ontario
4.6 Audiologists	.05	On contract –50 days per year
4.7 and 4.8 Occupational/Physiotherapists	1.00	Master's Degree or equivalent and Registered with College of OT or PT
4.9 Social Workers	n/a	
5.0 BEA/ABA Specialist	1.50	Certified Behaviour Analyst, Masters in Psychology
<b>Subtotal</b>	<b>223.96</b>	
<b>5. Paraprofessional Resource Staff</b>		
5.1 Orientation and Mobility Personnel (Vision)	.25	(Certified Orientation & Mobility Specialist)
5.2 Oral Interpreters (for deaf students)	0	
5.3 Sign Interpreters (for deaf students)	2.00	EAs acting as sign language facilitators
5.4 Braillists/Transcribers (for blind students)	.50	
5.5 Intervenors (for deaf-blind students)	0	
5.6 Auditory-Verbal Therapists	0	
<b>Subtotal</b>	<b>2.75</b>	

## Staffing Allocation Process and Procedure

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### Educational Assistant

York Catholic District School Board subscribes to a shared model of support when determining allocation of Educational Assistants to schools. Within this model of support, an individual school is assigned a total number of educational assistant(s) according to specific student needs within the school. Principals prioritize Educational Assistant support for students who present with moderate to severe needs and have alternative programming requirements as outlined in the IEP. Based on students' IEP's and Special Education programming in a school, groupings may include other students who require support.

York Catholic District School Board endorses the use of Educational Assistants as a means of providing additional support to students with moderate to severe learning needs to develop independence in the following program areas:

- Basic daily living skills
- Behaviour management/emotional regulation
- Communication
- Social/interpersonal skills

In a few cases, students who present with severe safety needs, may initially require intensive short term support of approximately two years to assist them in developing skills that will allow safe participation in their educational setting. This intensive short term support will initially be provided through use of an Educational Intervenor and will progress towards the use of a range of accommodations including a shared model of human resource support as required.

### Process for Schools to Request Educational Assistant Support

#### Student New to Board/School:

1. Principal determines that a student's Individual Education Plan (IEP) includes (or will include) alternative curriculum (e.g., learning goals in areas of communication, functional academics, social skills, self-regulation, learning skills, life skills).
2. Principal notifies Coordinator of Special Programs and the Special Education Consultant to request that elementary area resource team/secondary resource team assess student's learning strengths/needs and provide programming suggestions to the school.
3. Upon obtaining parental/guardian consent, the Special Education Consultant and other relevant members of elementary area resource team/secondary resource team will observe the student and complete *Rubric for Assessment of Independence Skills(SE12)*. (Please see Appendix A)
4. The Special Education Consultant submits the completed rubric to Coordinator of Special Programs.
5. Coordinator of Special Programs and Special Education Consultant meet to determine appropriate level of support according to *System Formula for Educational Assistant Allocation*.
6. The Educational Assistant allocation for the following academic year is finalized in alignment with Board staffing procedures.

## New Needs Arising Within a School:

1. The Principal determines student's Individual Education Plan (IEP) includes alternative curriculum (e.g., learning goals in areas of communication, functional academics, social skills, self-regulation, learning skills, life skills).
2. Upon obtaining parental/guardian consent for consultation with Board staff, the Principal presents student's needs at an Area Case Conference. The elementary area resource team/secondary resource team provides programming suggestions to school.
3. If the need for additional support persists following the analysis of data from the implementation of programming suggestions, the Principal will request that the Special Education Consultant and other relevant members of the elementary area resource team/secondary resource team observe the student and complete *Rubric for Assessment of Independence Skills (SE12)*.
4. Upon obtaining parental/guardian consent, the Special Education Consultant and other relevant members of the elementary area resource team/secondary resource team will observe the student and complete the *Rubric for Assessment of Independence Skills (SE12)*.
5. The Special Education Consultant submits the completed *Rubric for Assessment of Independence Skills (SE12)* to the Coordinator of Special Programs for approval by the Superintendent of Education: Exceptional Learners.

## System Formula for Education Assistant Allocation:

School allocation of educational assistant support is determined by a system formula involving the following two components:

- A. Severity of Individual Student Needs; and,
- B. Educational Assistant System Ratio.

### A. SEVERITY OF INDIVIDUAL STUDENT'S NEEDS

Moderate Needs	Severe Needs
<ul style="list-style-type: none"> <li>• Student requires frequent support to complete daily living tasks and basic routines</li> <li>• Programming is typically alternative to the Ontario curriculum/or inaccessible due to physical limitations</li> <li>• Safety concerns towards self or others is evident over a period of time</li> <li>• Functional communication is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Student requires constant support to complete daily living tasks and basic routines</li> <li>• Programming is alternative to the Ontario curriculum</li> <li>• Cognitive functioning is delayed</li> <li>• Self-regulation is limited</li> <li>• Safety concerns towards self or others are frequent, intense and evident over a period of time</li> <li>• Communication is nonverbal requiring augmentative systems</li> </ul>

## **B. Educational Assistant System Ratio**

Within the approved budget allocation for Educational Assistants, the YCDSB system ratio is calculated by dividing total number of students who officially meet the above criteria by the total number of Educational Assistant Full Time Equivalency (FTE).

Should the Educational Assistant support allocation for any school not align with the system ratio; YCDSB will attempt to review and adjust Educational Assistant allocation where possible

### **Realignment of Resources**

In order to respond to the changing needs of schools during the course of the school year, a system realignment of resources may occur under the direction of the Superintendent of Education: Exceptional Learners. This realignment will involve an increase or reduction of Educational Assistant FTE allocation to schools based on the movement of students with moderate to severe learning needs in the system.

### **Annual Review of Educational Assistant Allocation**

An annual review of students who are supported by an Educational Assistant is conducted to substantiate or confirm student eligibility as per the Board's System formula for Educational Assistant Allocation.

## Staffing Allocation Process and Procedure

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### Educational Intervenor

York Catholic District School Board endorses the use of Educational Intervenors (EIs) as a means of providing support to students with severe safety needs who present with the following:

- Ongoing, frequent and intense safety concerns and incidents of aggression supported by current data
- significant safety needs addressed in alternative programming documented in the IEP
- need for consistent support (in the short term) to stabilize safety concerns
- need for support from staff who possess specialized training and expertise
- need for support beyond that which has been allocated to the school
- capacity to transition from an intensive level of support to a shared model of support
- a current positive behaviour, safety and/or Behaviour Management Systems plan

### Annual Educational Intervenor Process

The Behaviour Resource Support Supervisor in collaboration with the Student Services Management Team and Human Resources staff, review the system needs for the allocation of EI's and submit for approval by the Superintendent of Education: Exceptional Learners. Placement of educational intervenors for the upcoming school year is a result of the following annual educational intervenor review process which begins in February of the current school year:

1. Under the direction of Behaviour Resources Supervisor, Student Services staff examine current list of students assigned EIs and make recommendations regarding students whose current supports should be reviewed.
2. Student Services Management Team analyze staff recommendations for EI Review and finalize the list of students whose supports will be reviewed.
3. School Principals, Superintendents, and Student Services staff are notified of students to be reviewed, the process and time lines.
4. School Principals issue a letter to parents/guardians of students whose supports are being reviewed and obtain parental consent for observation by Student Services staff.
5. A member of the Student Services department is assigned the role of reviewer. The reviewer observes the student and, in collaboration with the school team, completes the *Differentiated Support Review Form* and submits to the Behaviour Resources Supervisor.
6. The Behaviour Resources Supervisor, in collaboration with Student Services Management Team, reviews the recommendations and prioritizes the system needs for educational intervenor support. Possible outcomes may include maintain educational intervenor support or change support from educational

intervenor to educational assistant and/or other accommodations.

7. Any resulting changes to educational intervenor support is communicated to school superintendents, principals, parents/guardians and the Human Resource department
8. The elementary area resource team/secondary resource team, work with school staff to develop and implement a transition plan for any students affected by a change of support.
9. Principal schedules a meeting to discuss the transition plan with parent, school team and appropriate area resource team/secondary resource team members. Parental input is considered when finalizing the transition plan.
10. Principal reviews the transition plan with the EI.

## **New Requests for Educational Intervenor Support**

1. Principal discusses student needs (in relation to EI criteria) with pertinent area resource team/secondary resource team members who are currently involved in supporting the student.
2. If the student meets the educational intervenor criteria, the principal completes the *Differentiated Support Form* (see appendix A) and submits to the Behaviour Resources Supervisor by the end of February.
3. Principal is invited to discuss new student request for differentiated support with the student services review team by the end of March.
4. Student Services team reviews all information provided by the principal and determines the outcome.
5. Principal is notified of outcome of request.
6. Area team supports school with transition planning and provides programming support as required.



## Role Descriptions

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The purpose of the Special Education Plan is to inform the Ministry of Education and the public about special education programs and services provided by the York Catholic District School Board in accordance with legislation and ministry policy on special education. The following Role Descriptions are intended to provide parents/guardians and caregivers additional information in the area of special education.

The Role Descriptions are not formal job descriptions nor do they represent a complete list of duties and responsibilities of each person.

## ABA Specialist

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### Position Summary

The ABA Specialist is a Board Certified Behaviour Analyst (BCBA) with a Masters in Psychology – Emphasis in Applied Behaviour Analysis (ABA). Working under the direction of the Chief Psychologist, the ABA Specialist is to provide consultative and direct services to specific students in the Board who have a diagnosis of Autism Spectrum Disorder and/or ongoing behavioural concerns. When working with students and staff, the ABA Specialist will model and assist in the implement of the principals of ABA, as outlined in PPM 140.

### Responsibilities

Under the direction of the Chief Psychologist, the ABA Specialist:

- plans, implements, evaluates and adapts ABA goals and expectations to meet student needs
- completes formal and/or informal assessment of students learning skills, language abilities and behaviours
- works collaboratively with a multidisciplinary school and area team
- participates in parent meetings, case conferences, IEP development
- models and coaches the implementation of specific ABA strategies for school teams
- assists with system level ABA training plans
- supervises the efficacy of ABA implementation and data collection for specific students

**CONSENT FOR APPLIED BEHAVIOUR ANALYSIS SPECIALIST**

*(valid for duration of current school year)*

**A. IDENTIFICATION**

Student's Surname \_\_\_\_\_ Given Name \_\_\_\_\_

Birthdate \_\_\_\_\_ Gender \_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_  
y / m / d

Parents/Guardians \_\_\_\_\_  
Surname/Name (Mother) Surname/Name (Father)

Address \_\_\_\_\_  
 \_\_\_\_\_

Telephone \_\_\_\_\_  
(Home) (Home)  
 \_\_\_\_\_  
(Bus.) (Bus.)  
 \_\_\_\_\_  
(Cell) (Cell)

**B. REASONS FOR INVOLVEMENT**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

Date of Conference \_\_\_\_\_  
y / m / d

**C. PARENTAL/GUARDIAN/STUDENT CONSENT (Check Appropriate Box)**

I agree that \_\_\_\_\_ be supported by Applied Behaviour Analysis Specialist for the reason(s) that have been explained to me. This consent includes a review by Applied Behaviour Analysis Specialist of the relevant content of this student's Ontario School Record Folder with the Principal or Vice-Principal of the school.

I disagree that \_\_\_\_\_ be supported by Applied Behaviour Analysis Specialist.

Date: \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_  
 \_\_\_\_\_  
 Parent/Guardian Signature \_\_\_\_\_  
 \_\_\_\_\_  
 Student Signature \_\_\_\_\_  
(Optional in Elementary Schools)

*This form is also available in French and other languages.*

1. Submit original to Applied Behaviour Analysis Specialist.
2. Retain one copy in Student's Ontario School Record Folder (OSR).

Personal Information is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Privacy Act*. Questions about the collection and use of this personal information should be directed to the Privacy Manager, York Catholic District School Board, 320 Bloomington Road West, Aurora, ON L4G 0M1 or (905) 713-1211, ext. 13848.

## ASD Co-Ordinator

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### Position Summary

Reporting to the Superintendent of Education: Exceptional Learners the role of the ASD Co-ordinator is to give direction regarding the development, review and implementation of Special Education programs and services within the elementary and secondary schools of the York Catholic District School Board as they pertain to autism.

### Responsibilities:

- Support principals, teachers, and multi-disciplinary transition teams by providing and coordinating ASD and ABA training at a board level
- Facilitate collaboration between service providers involved with supporting children, youth and families dealing with Autism Spectrum Disorder
- Support a more comprehensive implementation of the transition processes that are required in PPM 140 by:
  - coordinating ongoing support and training of YCDSB staff
  - develop protocol for transition meetings of students entering YCDSB from IBI to be followed by school, area multidisciplinary team and ASD team members
- Maintain current record of students participating in Connections for Students Initiative
- Enhance the work the Board is already doing with community partners to support children and youth transitioning from the Autism Intervention Program (AIP) to school, and to make more supports available to these students and other students with ASD throughout their school years by:
  - Attend York ASD Partnership meetings
  - Assist the Superintendent of Education: Exceptional Learners as a resource person to the Special Education Advisory Committee (SEAC)
  - Prepare and monitor an annual budget related to Special Education expenditures in the area of Autism
  - Assist in the annual review of the Special Education Plan and Annual Report to the Ministry
  - Monitor trends and research in the field of Special Education

## Assistive Technologist

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### Position Summary

This position requires the individual to provide Special Equipment Amount computer support for students with Special Equipment Amount claims, and guide/oversee the SEA Team (SEA Technician, SEA Software Specialist/Mobile Help Desk Technician, and SEA Assistants/Electronic Resource Technicians). The individual will act as a liaison between the Student Services Department, Information Systems Department, School Principal, school community, external agencies, and vendors. He/she will complete Writing Aid Assessments and implement technology recommendations made in the assessment required for Special Equipment Amount computer claims. Primary responsibility is to supervise the SEA program, from assessment and equipment/software prescription to student/staff training and support.

### Responsibilities

#### Claims

Assist with the coordination and preparation for Special Equipment Amount computer claims that are recommended through the Writing Aids Assessment process. This includes the following:

- Obtain IEP that demonstrates the student's needs for the recommended technology.
- Assemble from parent(s) or school (with parent's permission) supporting documentation for any formal diagnosis necessary to support the claim.
- Perform Writing Aid Assessments and support physical management staff with their assessment and written rationale to support equipment and assistive software recommendations e.g. Chromebooks vs. Laptops vs. iPads
- Compose/update supporting documentation to justify prescribed computer equipment/software.
- Obtain and prepare quotes for the software and hardware pieces that compile the recommended package. If required (Laptops, Chromebooks, Read&Write for Google software, Plantronics microphone headsets, iPads, Apple apps), and guide and manage ongoing AT software trainer's support of the student and school staff as the student's needs change.
- Report to the Superintendent of Education: Exceptional Learners for review and release of budget

#### Inservice

- Build capacity in support staff by providing instruction/support required to familiarize them with hardware/software as the student progresses through school
- Guide and support SEA Assistants as they plan and deliver inservices on assistive technologies to students and teachers involved in the claim

- Provide support to home and school when necessary (Read&Write for Google is web-based software and available in any online environment)--continue to update the AT resource page for school staff, student and parent learning support “elibrary.ycdsb.ca”
- Create/contribute to/deliver inservice packages to teachers and support staff at the Board.

## **Communication**

- Liaise with community agencies(i.e. Bloorview, ASET).
- Liaise with the Superintendent of Education: Exceptional Learners responsible for overseeing the implementation of the Board's Special Equipment Amount policy, procedures and practices.
- Liaise with Ministry Officers and assist with Ministry audit processes for SEA PPA funds.
- Collaborate with the Special Equipment Technician to ensure that the Special Equipment Amount policy, procedures and practices related to the hardware and software are implemented.

## **Research, Inventory, Other**

- Stay current with all updates to any programs presently used for assessment.
- Monitor equipment changes within the commercial marketplace on an ongoing basis to ensure up-to-date equipment is compatible with the Board software and server, bringing larger equipment purchases to an RFP process to ensure cost efficiencies.
- Be aware of any new programs and technologies that could be of value to the student.
- Have a working knowledge of ALL programs as they relate to helping the student succeed
- Ensure the claim's implementation and accountability through close communication with the SEA Team, the therapists who prescribed the equipment, and the school support staff.
- Guide and supervise the Electronic Resource Technicians as they create, track, organize, and regulate according to copyright policies the board's library of electronic resources (textbooks/workbooks/novels in PDF and Kesi file formats) for students requiring electronic copies of materials for curriculum/program access
- Design and implement pilot projects for new technologies in both the elementary and secondary panels, prior to introducing new technologies into the school board system as a whole (eg, iDevices, Read&Write for Google Chrome software).

## Autism Spectrum Disorder (ASD) Multidisciplinary Team

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### Background and Rationale

The Autism Spectrum Disorder Multidisciplinary Team allows for a more comprehensive complement of professionals from various disciplines to operate on a system-wide basis in a true multidisciplinary fashion. Some students with Autism Spectrum Disorder, within the YCDSB, demand more intensive albeit time-limited support services, and the system requires this. The goal of the Team is to empower teaching and Area Resource staff to deal more effectively with students diagnosed with Autism Spectrum Disorder by reinforcing problem-solving strategies on a metacognitive level through discussion, demonstration and modeling of various strategies in students' actual learning environments.

### Team Composition

The ASD Multidisciplinary Team consists of 1.0 FTE from each of the following disciplines: Special Education, Psychology, Speech & Language Pathology, ABA Specialist and Occupational Therapist. This group of professionals will be accessible by the system five days a week.

### Criteria for Referral

*Students referred to the ASD Multidisciplinary Team should:*

- have a diagnosis of Autism Spectrum Disorder;
- demonstrate significant ongoing difficulty in the areas of social skills, communication, self-regulation, behaviour, transitions, sensory-motor integration and/or academics or learning;
- be supported through the specific recommendations of both the School and Area Resource Teams as recorded on an SE2. The SE2 would identify main contact persons between the ASD Team, Area Team and the school. The SE3 will be signed by parents/guardians indicating the involvement of the ASD team.
- if the School and Area Team feel that there are various student needs within a school (i.e., more than 1 student) then, these students would constitute a referral.

### Model

The ASD Multidisciplinary Team operates on a system-wide basis as a travelling team with its base of operations being the Catholic Education Centre. Individual team members adhere to guidelines for professional practice established by the ASD Multidisciplinary Team and individual disciplines or departments, within the YCDSB. At the outset, an active database was established for referred cases and outcomes. As with other students with special needs, statistics are kept by individual ASD Team members to track number of students seen and for what purpose.

Approximately once per month, Intake Review and Case Management meetings are scheduled. The purpose of Intake Review meetings is to prioritize referred cases. Case Management meetings discuss progress on accepted and active referrals. These meetings are attended by all members of the ASD Multidisciplinary Team. The length of these meetings varies depending on the number of referrals to be reviewed and prioritized, as well as, the number of cases to be reviewed and the needs of each specific case. These meetings are organized by the ASD Consultant.

In addition the ASD Team meets regularly with the ASD Coordinator to update information and set direction. The ASD Coordinator and all members of the ASD Multidisciplinary Team participate. ASD Team members can forward agenda items for such meetings to the Coordinator.

A member of the ASD Multidisciplinary Team is assigned as a lead for specific students, and this Team member's name is noted by the Coordinator.

The Lead:

- monitors referrals received by the Coordinator Special Programs (Elementary) and respond in urgent cases requiring a rapid response;
- reviews information on referrals;
- liaises with the designate on the school team to assess the student's/school's need and request involvement of appropriate ASD Team members as needed;
- inputs relevant information into the ASD Team database;
- together with team members, oversees completion of the ASD Program Suggestion Outline and distribution of relevant copies to School and Area Resource Teams;
- arranges for a demission meeting with area team at the end of ASD team involvement.



## Access to the ASD Multidisciplinary Team

An Area Resource Team member who has ongoing involvement with, and significant concerns about, a particular student with Autism Spectrum Disorder, may approach the Principal of a given school to have that student's name placed on the School Case Conference list for a potential referral to the ASD Multidisciplinary Team. Even with urgent cases requiring a Rapid Response from the ASD Multidisciplinary Team, discussion between the Principal and Area Resource Team must have occurred prior to a referral to the ASD Multidisciplinary Team. Both School and Area Resource Teams must agree on the need for students presenting concerns to be forwarded to the ASD Multidisciplinary Team. The referral, to the ASD Team, will be recorded on an SE2.

The SBRT and Area Resource Team agree on a designate(s) who liaises with the ASD Multidisciplinary Team. The designate is determined on a case-by-case basis. In keeping with the multidisciplinary team model currently in place in the Student Services Department, the designate should be a School Team Member who has had the most involvement with the student or who has experienced the most concerns supporting that student. The Area Special Education Program Consultant is responsible for supplying a copy of the SE2, and contacting the ASD Coordinator to indicate that a referral is being made as well as the name of the student, date of birth and school currently attended. The Coordinator forwards this information to the ASD Consultant who arranges an intake meeting with representation from area and school teams.

The principal contacts the parent/ guardian about the need for ASD Team involvement and obtains an additional SE3. The principal files a copy of the signed SE3 in the OSR and forwards the original to the ASD Consultant. Should the parent/guardian have questions or concerns about ASD Team involvement, he/she should be advised to contact the ASD Consultant. The referral would then be discussed at the next Intake Review Meeting and assigned a priority by the ASD Multidisciplinary Team.

Involvement of the ASD Team will be for a specified period of time. The timeline will be determined on a case-by-case basis. The school and area team members will receive a copy of Record of Suggestions as of Demission when the student is transferred back to the Area Multidisciplinary Team.



## Range of Services

The primary services to be provided by the ASD Multidisciplinary Team are as follows:

- observation and consultation;
- IEP and program development;
- inservice and/or training to school and area resource staff;
- linkages with community agencies;
- support to existing ASD classes.

Additional services will include:

- specific inservice to disciplines
- board-wide inservice

Occasionally, the ASD Multidisciplinary Team may be required to provide short-term Rapid Response to students with Autism Spectrum Disorder in crisis (i.e., Students with Autism Spectrum Disorder who pose a serious risk to others or themselves due to chronic aggressive and/or self-injurious behaviour). However, the referral process in these cases would be similar to that already outlined, and the first line of response should be the Area Resource Team. Also, the term 'Rapid Response' does not imply an immediate response but rather a relatively fast response by one or more available ASD Team members over the course of a 1-3 day period.

**YORK CATHOLIC DISTRICT SCHOOL BOARD**

**ASD Team  
Record of Suggestions as of Demission**

Date:

DOB:

Student:

Programming Goals	Person(s) Responsible	Timeline

**Next Steps**

cc: OSR  
ASD Team Members  
Area Team



## **Roles Responsibilities and Procedures of Various Staff Related to the Assignment of a Contract Behaviour Resource Services Staff**

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### **Supervisor, Behaviour Resource Services**

- supervise/oversee the professional practice of all Behaviour Resource staff, permanent and contract

### **Behaviour Resource Specialist**

- plans and arranges for contracts
- with the principal, confirms hours allocated per student, and the weekly schedule for the contract 3<sup>rd</sup> Party Child and Youth workers; co-ordinates and approves changes to the agreed upon schedule with the principal
- discusses with the principal and the Co-ordinator of the contract services, re. concerns about CYW staff performance
- with the principal, establishes plans for student or staff absence
- provides ongoing liaison with the principal, the Co-ordinator of the contract services and Behaviour Resource staff
- is involved in the resolution of any work relationship issues between contract Behaviour Resource staff and school staff

### **Area Behaviour Resource Worker**

- overall responsibility for the development and implementation of the social/behavioural program, or component of the I.E.P., of the student
- responsibility for the assessment of student behaviour and the development of strategies to meet student needs, for inclusion in the I.E.P. where required
- co-ordination of behaviour resource supports for a student, at the school level
- case conferences and meetings
- agency liaison with regard to behavioural plans when appropriate
- consultation to contract staff related to the implementation of the behavioural component of the I.E.P. or a behaviour program
- support and direction to contract staff re. Board philosophy and practices
- liaison with the Supervisor of Behaviour Resource Services regarding the effectiveness of interventions for the student

## Contract Behaviour Resource Worker

- day-to-day implementation of the behaviour component of the I.E.P. or the behaviour program
- maintain required documentation, such as case logs, charting or data collection
- shares observations about student behaviour and responses to strategies implemented
- attends at case conferences and meetings, within the limit of the hours allocated for the student, and without negative consequence to the student's performance in school
- accountable to the Behaviour Specialist re professional practice and the principal for day-to-day activities

## Administrator

- liaise with the Supervisor of Behaviour Resource Services & Behaviour Resource Specialist
- ensure the meeting of the Board's contractual obligations to the contract Behaviour Resource Worker and 3<sup>rd</sup> Party Child and Youth Workers re. lunch, breaks, and responsibilities
- establishment of a weekly schedule, and subsequent discussion prior to a change in the agreed upon schedule in conjunction with the Supervisor of Behaviour Resource Services
- establish plans for student or staff absence in conjunction with the Behaviour Resource Specialist
- discuss with the Behaviour Resource Specialist re concerns about CYW staff performance
- responsible for day-to day activities of contract staff
- responsible for the development and implementation of the I.E.P.

## Classroom and Special Education Teachers

- the classroom teacher or special education teacher has the primary responsibility for the student and student's program
- collaborate in the development of the academic program
- acquire and prepare materials to implement the academic program
- in-service the contract 3<sup>rd</sup> party Child and Youth Workers about the academic program

## Behaviour Resource Services Staff

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The Behaviour Resource Services (BRS) is accountable professionally to the Behaviour Resource Supervisor, and administratively to the Superintendent of Education: Exceptional Learners. The priority for BRS staff is to work with exceptional students who present with behavioural concerns. BRS may also work with students who present with social-emotional concerns which interfere with their ability to be successful in a school environment. This is done on a continuum in terms of the degree of involvement and the level of intervention required.

Behaviour Resource Staff secondary are assigned to each high school in the secondary panel. BRS staff works collaboratively with Administration, Special Education, Guidance, Attendance, Chaplaincy and Psychological Services.

BRS staff secondary has an active role in Student Success Teams and Student Services Committee. Initiation of BRS referrals and service pathways can be established.

Behaviour Resource Staff elementary are itinerant and assigned to an area. BRS staff work collaboratively with the school and area based resource teams.

### Consultation

An important function of BRS staff is the provision of classroom focused consultation services to the school. This can be done in a number of ways and in a planned and organized manner. Behaviour Resource Workers provide consultation on behaviour management in the classroom, intervention strategies, and implementation of programs to promote change within the classroom.

Student focused consultation to the teacher, administration or other Board personnel who are involved with the student constitute a further level of involvement. Such consultation may be the initial and sole involvement that BRS has with a student. Consultation may include observations, discussion with school personnel, and may lead to more direct forms of involvement with the student. It may also lead to specific recommendations which the BRS staff may assist school staff in implementing. Student advocacy may be a function of the role.

## Assessment / Behaviour Analysis

Where the student's needs indicate, there may be a need to conduct a more formal assessment of the student. This could include:

- data collection (ABC Charting)
- discussion with school and Board personnel about the student
- discussion with the parents/guardians of the child and with appropriate professionals also involved with the child and the family
- observation of the child in the classroom and other areas of the school
- feedback to the parents/guardians and to the school
- provision of a written report summarizing the findings and recommendations
- follow-up with input in the development of an Individual Educational Plan.

## Direct Service

BRS are able to provide direct service to students for a number of reasons and in a number of formats of differing intensity. This may include one-on-one time, with the student, to support them in addressing personal behavioural goals related to regulation of behaviour, affect or impulses. Enhancing the student's capacity to maintain personal responsibility for their behaviour will be important in this regard. The involvement in social skills groups, anger management programs and other such interventions may also be a part of the direct service to students. At times, it may be necessary to involve parents/guardians, school personnel and community professionals to ensure common understanding of the goals and strategies used to accomplish behavioural objectives.

## Case Conferences and IPRCs

BRS staff attends case conferences and IPRCs to present information that is pertinent to the student's program. Staff prepares themselves by being knowledgeable about the content of the file and updating the records to ensure that all relevant information is available and presented in a clear, concise and effective manner.

## Collaborate with Student Support Worker

Student Support Workers (SSW) provide direct service for a short term to students who present with a range of behavioural, social and adjustment issues in the elementary panel. SSWs will work with Behaviour Resource staff and with school staff in establishing strategies and proactive programs to ensure a safe and caring environment for all learners.

## **Liaison with Professionals and other Board Personnel**

Behaviour Resource Staff communicate with various professionals, involved with students with whom they are working, to ensure that effective transfer of information occurs. Where there is an issue of shared involvement between the BRS and other support staff it will be necessary to maintain clear, consistent and ongoing communication with all those involved with the student.

Effective ongoing communication with other Board staff provides comprehensive, co-ordinated services when performing their duties. Communication can be done via meetings, telephone, voice-mail or e-mail.

## **Inservice**

The provision of inservice to other members of the Board, with regard to behavioural management issues, is important. Behaviour Management Systems training is an important and valued component of this type of service.

## **Documentation**

All BRS staff members are required to document their professional activities regarding students. These are to be done in a concise and yet comprehensive manner showing the status of a file and the nature of the department's involvement. Case logs and formal reports are the usual manner of documentation. Staff is also required to log their Board-related activities in order to document their professional work with the Board.

## **Supervision and Professional Development**

Staff is expected to maintain their professional competence by keeping abreast of developments of and being aware of the current findings and professional practice in relevant areas. While the Board will endeavour to provide opportunities for professional development, it is also the responsibility of the staff member to make a personal effort to maintain professional competence. Staff are also expected to be fully apprised of legal and ethical guidelines governing their professional practice.

The Board maintains a commitment to participatory management and places responsibility on its employees for the fulfilment of their duties. However, Behaviour Resource Services staff will regularly consult with their supervisor to enhance practice, ensure consistency and adherence to Board policy.

## **Professional Rapport**

It is incumbent upon all Board personnel including BRS Staff to maintain positive and constructive working relationships with all other Board staff. Maintenance of effective working relationships is critical to the successful provision of support services to the student and the school.

## **Other Duties**

Member of school crisis response team provide support to students and staff during times of crises as directed by administration.



## Chief Psychologist

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The Department of Psychology is comprised of Behavioural Resource Services and Psychological Services. This Department provides a broad range of assessment, consultation and intervention services to staff and students of the Board. The Chief Psychologist, with the support of the Senior Psychologist provides overall management and supervision of the Department and reports to the Superintendent of Student Services. The Chief Psychologist shall be responsible for the following:

### Management

Manage the Department by maintaining an active knowledge of the psychological and behavioural needs of the students in the Board and planning and implementation of services to best meet these needs. Close dialogue with teachers, principals, consultants, co-ordinators, superintendents and other student services personnel is required. Membership in the Student Services Management Team is a component of this function. Liaison with the Superintendents of Schools regarding the quality of the delivery of psychological services is required.

### Supervision

Maintain responsibility for the professional supervision of the work of the Psychometrists, Psychological Associates, Psychologist, and the Senior Psychologist. The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on its employees; however staff will consult with their Supervisor regularly to enhance practice and ensure consistency and adherence to Board policy. Regular meetings with each staff member are expected and the duration and frequency of these meetings should be arranged with the staff.

### Staffing

Hire, supervise, and monitor performance of psychologists and psychology staff as required by the College of Psychologists. Assist in interviewing and approve the hiring of Psychological staff.

### Information Management

Coordinate and manage all aspects of Psychological files as required by RHPA and the College of Psychologists.

### Budget

Plan, monitor and authorize annual budget expenditures.

## **Case Conferences and IPRCs**

Work collaboratively with special education services regarding IPRCs, case conferences, Special Education Programs, ISA claims and other priorities. Attend case conferences and IPRCs as required to provide advice or opinion that is pertinent to a student's program.

## **Professional Development**

Implement professional development initiatives and promote the delivery of effective Psychological services to York Catholic District School Board. Assist in the co-ordination and delivery of Board staff development and facilitate professional development for Psychological Services.

## **Liaison with Professionals and other Agencies**

Liaise with community agencies including children's mental health centres, social agencies, and hospitals regarding provision of services. Communicate with other professionals who are involved in the provision of services to students in the Board. Liaise with community agencies to facilitate the entry of students into the system and the purchase of services where necessary.

## **Other Duties**

Consult with schools' administrators, senior management, and parents/guardians regarding the delivery of psychological services and to resolve issues or concerns about these services. Respond to crisis situations and resolve the problems as they arise. Perform other duties as required by the Superintendent of Education: Exceptional Learners. These will be in keeping with the role of the Chief Psychologist.

## Children's Treatment Network

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### Background and Rationale

Children's Treatment Network was created by families and the children's service communities in Simcoe and York to bring more rehabilitation services closer to home and provide coordinated care for children and youth with multiple special needs. Network Partners from healthcare, education, recreation, social and community service organizations have joined together to build a new system for delivering comprehensive coordinated care. (*CTN website, 2011*) The York Catholic District School Board is an active network partner.

### Services offered by CTN Staff

Children who have complex physical, developmental and/or communication needs may be eligible for these specialized services from network partners:

- Audiology
- Augmentative Communication
- Child & Family Counselling
- Clinical Nutrition
- Developmental Assessment
- Developmental Paediatrics
- Feeding
- Inclusive Recreation
- Joint Management / Botox®
- Neuropsychology
- Occupational Therapy
- Physiotherapy
- Seating & Mobility
- Service Coordination
- Growth Development Clinic

## Referral Criteria

Children's Treatment Network serves children and youth with multiple special needs living in Simcoe County or York Region:

- Who have long-term special needs that include a wide range of diagnoses requiring treatment and support from multiple service providers
- From birth to age 19, or up to age 21 if attending school

To find out if a child needs services provided by the Network parents/guardians can call Network ACCESS toll free at 1-866-377-0286 (*CTN website, 2011*)

## Team Composition

The CTN team at the York Catholic District School Board consists of employees from the following disciplines: Speech-Language Pathology, Occupational Therapy and Physical Therapy.

## Model

The YCDSB CTN team operates on a system wide basis as a travelling team with its base of operations at Light of Christ School in Aurora. Individual team members adhere to guidelines for professional practice established by CTN and individual disciplines or departments within the YCDSB. An electronic record is opened for children and youth receiving service so that all professionals supporting the child have the ability to share relevant information and monitor the child's progress.

## Augmentative & Alternative Consultation Service

Speech-Language Pathologists, Communicative Disorders Assistants and Occupational Therapists working at the YCDSB will conduct an assessment and develop appropriate communication strategies and systems. When more in-depth supports are required for more complex communication needs, Speech-Language Pathologists may request support from the Augmentative Communication Consultation Services (ACCS) Team. The ACCS team at YCDSB includes Speech-Language Pathologists, Communicative Disorders Assistants and Occupational Therapists. ACCS works with the home and school to find ways for these children and youth to communicate with a variety of partners. (*CTN website, 2011*)

## Rehab Consultation Service-OT/PT Therapy Srvices

### Occupational Therapy

Occupational Therapy is provided for a student with multiple special needs whose performance of daily life skills maybe affected by physical, developmental, sensory and/or learning challenges.

Assessment, treatment, safety modifications and equipment recommendations around the student's needs are provided to caregivers in school, home and in community settings.

### Physical Therapy

Physical therapy is provided for the student with multiple special needs whose life is affected by physical, neurological problems and/or injury that inhibits his balance, movement and/or muscle strength. Using a variety of modalities, the physical therapist works with caregivers in the home, school and community to enhance the ability of the student to participate safely and to the best of his ability in all activities.

### Seating and Mobility Assessments

Both Occupational and Physical Therapists participate in the assessment of complex seating prescriptions. The child is assessed to determine the seating needs and prescribe the most appropriate seating and/or mobility device to maximize the child's activity and participation level at home, in school and the community.

## **Program Consultant (Special Education) - Elementary**

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The Program Consultant (Special Education) is a specialist in special education with expertise in programming for a wide range of students with special needs. Reporting to the Superintendent of Education (Schools) the Program Consultant (Special Education) acts as a primary resource to the Superintendent of Education (Schools) and to school staff in assigned schools.

The Program Consultant (Special Education) supports personnel in programming for exceptional students and students with special needs. This is accomplished through a variety of ways.

### **Consultation**

Consultation is collaborative in nature and may involve principal, teacher(s), parents/guardians, other support staff and Board personnel.

It is focused to:

- help interpret information and develop a plan of action for students with complex needs
- attend assessment feedback sessions (especially psychological assessments) and collaborate in decision-making regarding appropriate direction(s)
- report findings at case conferences, parent meetings and IPRC as requested
- facilitate the referral of cases to the Psychology Department when more information is required around the learning style/rate and where behaviour/emotional/social needs of the student appear to be the primary concern
- support consistent application of Ministry policies and the Board's procedures and practices

### **Programming**

- provide initial and ongoing support in the development, and review of student's special education program by:
- collaborating as part of the Individual Education Plan (I.E.P.) writing team;
- providing suggested strategies
- reviewing student's needs and supports

Priority will be given to exceptional students in special programs and students identified with special needs. Support will also be provided for students with complex needs upon request of school staff.

## Case Conference/IPRC

- serve as a committee member at an IPRC Identification meeting for an exceptional student
- upon request, collaborate at school or community case conferences for students with complex needs

## Liaison with Parents/Guardians/Professionals Outside of Board

- facilitate the movement of pre-school students with special needs into the system by completing the Early Facilitation Process

## Inservice

- participate in inservices provided at board, community and school level
- inservice groups of teachers/individuals on a broad range of topics pertinent to roles and responsibilities, procedures, assessment, programming and special education issues

## Maintaining Records

- maintain current records of students with special needs for each assigned school:
- maintain database for exceptional students in special programs

## System Initiatives

- by request, support system initiatives such as Special Education Technology Team (SETT), committees/workgroups developed for a specific mandate

## Professional Development

- continue to develop professional competencies and remain current with trends/issues/research in education generally and special education specifically

## Program Consultant (Special Education) - Secondary

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The Program Consultant (Special Education) Secondary is a specialist in special education with expertise in programming for a wide range of students with special needs. Reporting to the Superintendent of Education (Schools) the Program Consultant (Special Education) acts as a primary resource to the Superintendent of Education (Schools) and to school staff in assigned schools.

The Program Consultant (Special Education) Secondary supports personnel in programming for exceptional students and students with special needs. This is accomplished through a variety of ways.

### Consultation

Consultation is collaborative in nature and may involve principal, teacher(s), parents/guardians, other support staff and Board personnel.

It is focused to:

- help interpret information and develop a plan of action for students with complex needs
- report findings at case conferences, parent meetings and IPRC as requested
- facilitate the referral of cases to the other disciplines when more information is required around the learning style/rate and where behaviour/emotional/social needs of the student appear to be the primary concern
- support consistent application of Ministry policies and the Board's procedures and practices

### Programming

- provide initial and ongoing support in the development, and review of student's special education program by:
  - collaborating as part of the Individual Education Plan (I.E.P.) writing team when requested
  - providing suggested strategies
  - reviewing the student's needs and support

Priority will be given to exceptional students in special programs and students identified with special needs. Support will also be provided for students with complex needs upon request of school staff.

### Case Conference/IPRC:

- serve as a committee member at an IPRC Identification meeting for an exceptional student
- upon request, collaborate at school or community case conferences for students with complex needs



## **Liaison with Parents/Guardians/Professionals Outside of Board**

- Facilitate the transition of students within and out of the system.

## **Inservice**

- participate in inservices provided at board, community and school level
- inservice groups of teachers/individuals on a broad range of topics pertinent to roles and responsibilities, procedures, assessment, programming and special education issues
- provide individual teacher training, as requested by the special education department head, and administration.

## **Maintaining Records**

- maintain current records of students with special needs for each assigned school:
- maintain database for exceptional students in special programs

## **System Initiatives**

- by request, support system initiatives such as Special Education Technology Team (SETT), committees/workgroups developed for a specific mandate

## **Professional Development**

- continue to develop professional competencies and remain current with trends/issues/research in education generally and special education specifically

## Co-Ordinator, Special Programs, Elementary

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Reporting to the Superintendent of Education: Exceptional Learners, the function of the Co-ordinator Special Programs, Elementary is to give direction regarding the development, review and implementation of Special Education programs and services within the elementary schools of the York Catholic District School Board.

### Responsibilities

- develop, review and implement special education programs and services within our schools as defined in the Annual Review of the Special Education Plan
- liaise with interdepartmental committees, other school boards, professional groups, and community agencies and associations
- facilitate cross divisional communication regarding special education programs and services
- maintain central database on all elementary students receiving special education programs and services including September Reports, and staffing in conjunction with Human Resources
- prepare and monitor an annual budget related to Special Education expenditures at the elementary level
- prepare, monitor and report on grant applications related to Individual Student Amounts at the elementary level as well as Section 23 contracts
- assist in the annual review of the Special Education Plan and Annual Report to the Minister
- monitor and co-ordinate external services
- co-ordinate system-wide screening and placements for the gifted program
- liaise with teachers, resource personnel and administrators with respect to students with special needs
- assist in the annual review of Educational Assistants support level
- facilitate entry of students to the Board and placement of students outside the system
- monitor trends and research in the field of Special Education
- gather and analyze trends in special education
- assist the Superintendent of Education: Exceptional Learners with information gathering for resource allocation and Ministry of Education reporting requirements

## Co-ordinator, Special Programs, Secondary

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Reporting to the Superintendent of Education: Exceptional Learners, the function of the Co-ordinator Special Programs, Secondary is to give direction to the development, review and implementation of Special Education programs and services within the secondary schools of the York Catholic District School Board.

### Responsibilities

- develop, review and implement special education programs and services as defined in the Annual Review of the Special Education Plan
- facilitate Secondary Community Case Conferences and SE/IPRC meetings
- liaise with interdepartmental committees, other school boards, professional groups, and special service agencies
- facilitate cross divisional communication regarding special education programs and services
- maintain overall responsibility for the statistical database on all students receiving special education programs and services including September Reports, and staffing for Human Resources
- plan and initiate staff development programs
- assist the Superintendent of Education: Exceptional Learners as a resource person to the Special Education Advisory Committee
- facilitate the meetings of the Special Education Subject Council
- assist in the interview process for positions within special education upon request
- prepare and monitor an annual budget related to Special Education expenditures at the secondary level
- prepare and monitor and report on grant applications related to Individual Student Amounts at the Secondary level and Section 23 contracts
- assist in the annual review of the Special Education Plan and Annual Report to the Minister
- monitor trends and research in the field of Special Education
- liaise with teachers, department heads and administrators with respect to students
- assist in the annual review of Educational Assistants support level
- facilitate entry of students to the Board and placement of students outside the system

## Divisional Program Teachers – Special Education

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The Division Program Teacher is a resource person who remains in his/her school providing site training for teachers.

### Responsibilities

The Divisional Program Teachers will provide direct assistance to teachers utilizing the following process:

Divisional Teachers will, for certain scheduled weeks of the year, receive a visiting teacher or a team of two teachers, for two days.

Most of the time, the visiting teachers will have the opportunity to observe the Divisional Teacher teaching exceptional students as scheduled on their timetable. The latter half of the two-day visit, will be scheduled to discuss identified issues such as:

At the elementary panel:

- Effective practices (case conferences, parent meetings, IPRC's)
- IEP development
- Collaboration planning (classroom teacher(s); Educational Assistants, and Educational Intervenors)
- Assessment procedures
- Timetabling and scheduling
- Teaching strategies

At the secondary panel: In addition to the above

- Transition Planning
- Alternative Curriculum (Programming & Assessment)
- Department Organization
- Special Education Technology
- Advanced Placement Programming

## Electronic Resources Technician

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### Position Summary

This position will coordinate and support the scanning and cataloguing of electronic text within YCDSB; work collaboratively with Vision Services, the Special Equipment Hardware\Software Technician and the Special Equipment Assistive Technologist to support Curriculum and Student Services Departments of the Board.

### Responsibilities

- Retrieve books for scanning from schools and Curriculum Services
- Scan and edit books using Kurzweil, OmniPage, Scandall, Adobe, and Microsoft Word software
- Research and facilitate access to available Etext/scanned resources online and in the community
- Research applicable copyright laws and ensure that copying and distributing electronic text is in compliance with copyright laws
- Develop and administer process for cataloguing scanned/Etext resources
- Do basic web site maintenance such as uploading and deleting Etext/scanned resources, administering login and passwords
- Liaise with educational institutions, community organizations, agencies, and private businesses (i.e. publishers) regarding scanned/Etext resources
- Organize and oversee student volunteers and co-op students assisting in the scanning process
- Network with other school board personnel fulfilling similar positions
- Active support with Assistive Technology Software training

## Educational Assistant/Intervenor

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The Educational Assistant and Intervenor is an integral part of the school team. The primary focus of the role of the Educational Assistant/Intervenor is to support the individual program of students with special needs in the classroom and school community. Educational Assistants/Intervenor work in collaboration with the classroom, core resource/special education teachers and special education department heads, to implement the student's plan.

Educational Assistants/Intervenor participate as part of a school and multidisciplinary team, in providing ongoing feedback about the students' response to program and with their expertise contribute to direction setting for the upcoming period/term.

Educational Intervenor: In a few cases, students with moderate to severe learning needs also present with severe safety needs and may initially require intensive short term support (approximately two years) to assist them in developing skills that will allow safe participation in their educational setting. This intensive short term support will initially be provided through the use of an Educational Intervenor and will progress towards the use of a range of accommodations including a shared model of human resource support as required.

Educational Assistants/Intervenor will be expected to perform the following functions where applicable, under the direction of the teacher(s)/special education department heads and the supervision of the Principal/and or Special Education Department Heads.

### Responsibilities

- Provide guidance, support, and encouragement to all students, in accordance with the Board's mainstreaming philosophy
- Establish a positive, respectful rapport with students with special needs
- Provide opportunities for success by fostering independence, while promoting positive peer and adult interactions, through developing communication, social skills, and life skills
- Ensure the form S23 (Essential Student Information File for Supply Staff) (Appendix A) is completed and in school office for the use of a supply EA/EI
- Support the day to day implementation of the student's program related to safety, daily living skills, communication, social, and alternative curriculum within the school and the community as outlined in the Individual Education Plan (IEP)
- Assist in the preparation of materials in support of student program(s)
- Assist student(s) in meeting individual personal and health care needs, this includes feeding, dressing, toileting, hygiene, lifting and transfers, use of personalized equipment to support physical needs, administration of medication(as per policy) and first aid when necessary.
- Please note the following medical procedures may require EAs/EIs to be trained by a registered nurse: non-sterile catheterization, oral suctioning, assisting emptying an ostomy bag, and other personal health support as required

## Special Education Staff

- Assist in supervising students during classroom activities, general supervision duty as specified by CUPE 2331 contract, assigned special needs student(s) recess supervision, lunch, bus arrivals and departures and promote safety awareness
- Work with the teacher, school resource team and the multidisciplinary team in providing guidance, emotional support and encouragement to the identified student
- Provide opportunities of generalization of skills within the school and other settings
- Carry out specific strategies in communication, technology, behaviour management and physical management, to promote growth in daily living skills as established by the teacher, school resource team, and multidisciplinary team and assist student in developing appropriate skills in the application and use of technology
- Accompany and provide support and guidance to students in the community during work placements and excursions
- Assist teachers with the implementation of ABA strategies and other strategies as outlined in the IEP
- As per teacher's direction, collect and record data, maintain observation charts/notes and summarize data (sheets, charts) and share information with team members
- When possible, assist student(s) in achieving independent mobility throughout the school day
- When possible, assist and encourage independence in the area of self-help skills for toileting, personal hygiene, feeding and dressing and aim for independence in completing daily living skills by using a hierarchy of prompts
- Use existing Behaviour Management System (BMS) plans in conjunction with preventative measures (i.e. calming strategies) to monitor student's behaviour, and to ensure a safe learning environment
- Review applicable YCDSB procedures/documents in order to support students in accordance with the individual student's plan, for example, the Student Disability Accommodation Policy (Policy 208).  
\*For a complete list please see Board's Policy and Procedures
- Attend meetings as requested by principal, and participate in appropriate conferences during work time when requested by Principal/Special Education Department Heads, teachers and team members
- Attend in-service training on Professional Activity days
- Carry out other related duties as assigned by principal

## Educational Audiologist

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The York Catholic District School Board hires an Educational Audiologist 0.25 to support the programming and service delivery for students who are deaf/hard of hearing or diagnosed with Central Auditory Processing. Key components of the role include:

- assess the need for classroom amplification systems for students with hearing loss or Central Auditory Processing concerns
- interpret audiological assessment results to assist other school personnel
- assist in program placement as a member of the educational team to make specific recommendations for auditory and communication needs
- provide inservice training on hearing and hearing impairments and their implications to school personnel, children, and parents/guardians
- educate about noise exposure and hearing loss prevention
- make recommendations about the use of hearing aids, cochlear implants, assistive listening devices, group and classroom amplification
- ensure the proper fit and functioning of FM systems and other auditory devices
- analyze classroom noise and acoustics and make recommendations to improve the listening environment
- collaborate with school, parents/guardians, teachers, special support personnel, and relevant community agencies and professionals to ensure delivery of appropriate services
- provide documentation for SEA grant applications



## General Principles

1. A waiting list of students requiring EI support will be reviewed by the Supervisor of Behaviour Resource Services and SSMT and prioritized on an ongoing basis.
2. Human Resources will determine qualifications and requirements of EI candidates.
3. Interview team will be comprised of the Supervisor of Behaviour Resource Services and Human Resources.
4. Successful candidates will be placed in an EI pool until an appropriate student match is found.
5. When placement of an EI is possible the Supervisor of Behaviour Resource Services will make a match based on the EI's skills/expertise and the student's identified needs.
6. Match is formalized subject to a 60 day probationary review.
7. The EI will be assigned to a specific student and the EI/student match is expected to be a 2 year commitment.
8. Upon completion of the assignment, the EI will be reassigned to a new student if an appropriate match is determined.
9. EI's who request a transfer but are denied will be permitted to apply to EA postings during the forecast process.
10. EI's whose assignment has ended but still remains in the EI pool are permitted to apply to EA postings during the forecast process.
11. If an EI has posted to an EA position they will be considered eligible to return to an EI position within one year if an appropriate match is found.
12. If an EI has chosen to return to an EA position and wishes to return to EI status the following year, they will be required to put their request in writing to the Manager of Human Resources by March 31. Once their request is received they will be automatically considered without having to go through an interview process and if a match is deemed appropriate they will be awarded the EI position.
13. EI's who have accepted their forecasted assignment, will not be permitted to apply to EA postings during the forecast process.

## Physical Management Services Staff

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The Physical Management staff (comprised of Occupational Therapists (OT) and Physiotherapists (PT)) is essential for the integration of students with physical (i.e. muscular dystrophy, cerebral palsy etc), neurological (i.e. Autism Spectrum Disorder etc), medical (i.e. epilepsy, diabetes), developmental and cognitive disabilities (developmental delay, Down syndrome etc). Therapists provide assessment, consultation, mediator training, and recommend services for this student population.

### Consultation

The primary function of the Occupational/Physical therapist is to facilitate staff's understanding of the students with developmental, physical, cognitive and/or psychosocial problems and the implication on the student's participation and integration into the school environment. Together with school personnel, the OTs/PTs collaborate to implement accommodations and modifications to the student's physical, social and academic environment. Consultation may address difficulties in the following areas: visual perceptual, self-help skills, social skills, sensory needs, equipment needs, functional mobility, safety needs and transportation needs. The identified needs may be addressed through the development of an IEP, liaising with community agencies, and/or parent(s).

The consultation process may also include:

- Data gathering (OSR, teacher and parent interviews)
- Reviewing medical information and implications for learning
- Directly observing (in class, gym and/or playground)
- Mediator training
- Identifying the need for professional involvement
- Screening the need for further assessment (as detailed below in "Assessment")
- Making recommendations and implementing programs

### Assessment

Therapists provide formal and informal assessment based on the student's identified needs for academic success.

The assessment process may include:

- Consultation, information gathering with school board personnel, community agency, and / or appropriate medical professional
- Observation of student
- Standardized assessment
- Provision of a written report
- Communication of strategies with school staff and / or parent
- Professional assessment and documentation to support the acquisition of Special Incidence Portion (SIP) claim funding and SEA claim funding (see Specialized Equipment/Technology)

## Mediator Training

OT/PT within the board support training of school staff to address the student's individual needs as identified through the consultation and / or assessment process. Therapists provide strategies and techniques to the mediators to maximize the student's success with accessing curriculum while ensuring safety. Therapists oversee the mediator until competency is achieved and support the teacher so that ongoing responsibility can continue with the teacher. Further mediator training is provided upon school request.

## Specialized Equipment/Technology

Therapists are required to complete standardized assessments, employ their professional analysis and produce a formal report. The therapists identify the appropriate software equipment required for the student to access curriculum and provide ongoing support to ensure success.

The Ministry of Education, in its Special Education Funding Guidelines-Special Equipment Amount (SEA), identifies that Occupational and Physical Therapists (as professionals in regulated governing colleges) are qualified to conduct assessments to determine a student's needs, and to recommend appropriate equipment supports.

## Program Development

### (i) Curriculum Adaptation: Accommodation/Modifications

- Provide written output strategies to enhance literacy development
- Address student challenges with written output, organization, self-help, gross motor, sensory, and perceptual needs

### (ii) IEP Development

- Participate in the IEP process and goal setting related to the student's physical or developmental needs
- Develop individualized goals in collaboration with the teacher, for students unable to access or demonstrate their knowledge of curriculum

### (iii) Transition

- OT/PT will support transitions
- Community programs
- Within the classroom between grades and schools
- Transition into or out of school (early facilitation and post-secondary placement)

## Environmental Modifications and Accommodations

- Use clinical knowledge and ergonomics to adapt school and classroom environment for physical accessibility
- Provide consultation and assessment of the school environment to ensure the student's safety and to promote independence (e.g. accessibility of classroom and washrooms)
- Assist with equipment purchase and placement (e.g. change tables, grab bars)
- Consult on the creation of sensory neutral environments (e.g. calming rooms, classrooms)
- Train on use of transport equipment for safe evacuation should need arise

## Medical Needs

- Develop standardized forms to address common medical needs
- Facilitate the process for completion of medical health plan, emergency health plan, or an essential routine health plan to ensure safety of all in the school environment

## Research

Participate in Board based pilot projects around technology and curriculum

## Case Conference and IPRC

Therapists attend case conferences and IPRCs and collaborate with colleagues regarding learning needs, program options, assessment requirements, and special adaptation for individual students.

## Liaise with Professionals Outside of Board

The therapist communicates with other professionals to ensure that all relevant information is co-ordinated with parent/guardian consent. This includes:

- Interpret reports, share and integrate information to / from community agencies, board staff, medical professionals
- Refer to appropriate community agencies and attend medical clinics relevant to specific student needs (as required)

## In-services

Provide a variety of in-services to school personnel, other disciplines, and / or parents/guardians as requested

## **Early Facilitation**

The therapist may visit identified students preceding their entry to JK to determine self help skills, sensory, motor perceptual and environmental needs in order to develop a transition plan for entry into kindergarten.

## **Supervision and Professional Development**

As regulated health care professionals and members of their respective colleges, Occupational Therapists and Physiotherapists are expected to maintain their competency to practice through a variety of professional development activities. The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on the employee. However the Physical Management services staff will consult with peers and supervisor regularly to enhance practice. Regular meetings with the supervisor are expected and the duration and frequency of these meetings should be arranged with the supervisor.

## **Professional Rapport**

It is incumbent upon all Board personnel that they maintain positive and constructive working relationships with all other Board members. Maintenance of effective working relations is critical to the successful provision of support services to the student and the school. The staff member is responsible for maintaining these.

## Psychological Services Staff

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The practice of psychology is the assessment of behavioural and mental conditions, the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions and the prevention and treatment of behavioural and mental disorders and dysfunctions and the maintenance and enhancement of physical, intellectual, emotional, social and interpersonal functioning. (The Psychology Act, 1991)

School Psychology is the application of knowledge about human behaviour and development to the understanding of social, emotional and learning needs of children, adolescents and adults, and to the creation of learning environments that facilitate learning and mental health within the context of the educational setting.

In light of the above definition, it is recognized that the provision of psychological services within the York Catholic District School Board plays a major role in supporting the education of the students in the Board. Psychological Services staff is accountable professionally to the Chief Psychologist and administratively to the Superintendent of Education.

### Assessment

The primary function of the psychologist, psychometrist and psychological associate is the assessment of students in the Board. Students are referred for a variety of reasons but the central underlying rationale for the assessment is to provide further information to assist in the provision of educational services to the student. Students are referred for assessments through the school team who, together, determine the appropriateness of the procedure. However, the decision to conduct an assessment is made by Psychological Services staff. Assessment includes:

- consultation with school and Board personnel about the student
- discussion with the parents/guardians of the student and with appropriate professionals also involved with the student and the family
- observation of the student in the classroom and other areas of the school
- psychometric evaluation including formal instruments and checklists
- provision of a written report summarizing the findings
- feedback to the parents/guardians and, with their consent, to the school
- consultation to the school to support the implementation of the findings

## Consultation

Another important function of the psychologist, psychometrist and psychological associate is the provision of consultation services to the school staff. This can be done in a number of ways but needs to be carried out in a planned and organized manner. Meetings to consult with school staff are set up at specific points in the school year and can be a venue for discussing students in greater detail.

At certain times consultation may be required to support school staff involved in student, school or community crises. It is important that staff availability be clearly outlined for the schools to which they are assigned in order to be available for this service.

## Case Conferences and IPRCs

Psychology staff attends case conferences and IPRCs to present psychological information that is pertinent to the student's program. It is important to be well prepared by being knowledgeable about the content of the file and updating the records to ensure that all psychological information is available and presented in a clear, concise and effective manner.

## Liaison with Professionals Outside of the Board

Psychology staff communicates with other professionals to ensure that all relevant information is co-ordinated and synthesized in a complete way to be used by others working with the student. This includes:

- reviewing and summarizing reports from community agencies
- integrating information with current information in the file
- communicating with other staff in the Board about the content of other reports and findings
- providing a central co-ordination of clinically relevant information about the student
- sharing information with other professionals that will benefit the provision of services to that student
- co-ordinating the sharing of information requested by other professionals and community agencies

## Services to Students

At certain times it will be necessary for staff to work with an individual student who appears to be in particular need of intervention. This should generally be initiated as an assessment of the student's needs. The goal should always be to provide as speedy a transition as possible to community agencies or professionals who are able to provide ongoing care and case management. If there are students for whom services are not yet available and who are deemed to be at risk for serious psychological distress, service may be provided on short-term, transitional basis. Consultation with the supervisor is advised in such cases.



## **Inservice**

The provision of inservice to other members of the Board on areas germane to the practice of psychology is seen as an important way to share information and maintain effective channels of communication with colleagues. This should always be conducted in a planned and organized manner to assist in the effective use of time for all involved.

## **Meetings with Parents/Guardians**

Psychology staff is expected to meet with parents/guardians to gather and share information.

## **Communicating with Other Board Personnel**

Staff is expected to maintain effective ongoing communication with other Board staff in order to provide comprehensive services and to be as well-informed as possible in performing their duties. Communication can be done via meetings, telephone, voice-mail and e-mail.

## **Documentation**

Psychology staff members are required to document all of their professional activities regarding students. These are to be done in a concise and yet comprehensive manner so that records clearly show the status of a file and the nature of the department's involvement. Case logs and formal reports are the usual manner in which this documentation is conducted. Staff is also required to log their Board-related activities in their calendar in order to document their professional work with the Board.

## **Supervision and Professional Development**

Staff is expected to maintain their competence to practice psychology by keeping abreast of the developments of the profession and being aware of the current scientific findings and professional practice in relevant areas. While the Board will endeavour to provide opportunities for professional development, it is also the responsibility of the staff member to make a personal effort to maintain professional competence. Staff is also expected to be fully apprised of legal and ethical guidelines governing their professional practice in the Province of Ontario. The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on the employee. However the psychological services staff will consult with peers and supervisors regularly to enhance practice. Regular meetings with supervisors is expected and the duration and frequency of these meetings should be arranged with the supervisor.

## **Professional Rapport**

It is incumbent upon all Board personnel that they maintain positive and constructive working relationships with all other Board members. Maintenance of effective working relationships is critical to the successful provision of support services to the student and the school. The staff member is responsible for maintaining these.



## Other Duties

Psychological Services staff may be requested to perform other duties by the Chief Psychologist. These are seen to be within requirements of the role when they are consistent with the scope of the practice of psychology in a Board of Education.

## Secondary Multi-Disciplinary Team for Highly Complex Exceptional Student

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The Secondary Multidisciplinary Team is composed of a special education consultant, psychologist, speech-language pathologist, behaviour resource and an occupational therapist.

The Team addresses the programming needs of highly complex exceptional students within the Educational Support Program, Functional Life Skills Program and the Social Communication Program.

### Responsibilities

- Provide school and area inservices
- Provide training in the area of programming to teachers and EAs/EIs
- Program for individual students who are in crisis

## Senior Psychologist

---

The Senior Psychologist provides support in the administration of Psychological Services and supervision of staff. This position reports professionally to the Chief Psychologist and administratively to the Chief Psychologist and the Superintendent of Education: Exceptional Learners and shall be responsible for the following:

### Management

Assist the Chief Psychologist in the management of the Service by maintaining an active knowledge of the psychological needs of the students in the Board and planning, and implementing the services to best meet these needs.

### Supervision

The Senior Psychologist shares responsibility for the professional supervision of the work of the Psychometrists, Psychological Associates and Psychologists. The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on its employees, however staff will consult with their Supervisor regularly to enhance practice and ensure consistency and adherence to Board policy.

### Staffing

Assist in interviewing and the hiring of Psychological Services staff.

### Information Management

The Senior Psychologist assists in the co-ordination and management of a confidential system for collecting, storing and distributing information collected by Psychological services.

### Case Conferences and IPRCs

Attend case conferences and IPRCs as required to provide advice or opinion that is pertinent to a student's program.

### Professional Development

Assist in the co-ordination and delivery of Board staff development and facilitate professional development for Psychological Services.

### Liaison with Professionals and Other Agencies

Communicate with other professionals who are involved in the provision of services to students in the Board.

### Other Duties

The Senior Psychologist will perform other duties as required by the Chief Psychologist. These will be in keeping with the role of the Senior Psychologist.

*\*Currently, in an attempt to provide professional development in staff, the senior psychologist position is shared by 4 psychologists. Primary duties include Supervision and coverage for the Chief Psychologist as needed.*

## Assistive Technology Software/Hardware Support

---

The Special Education Instructional Software Specialist works collaboratively with, the Special Equipment Assistive Technologist, the Special Equipment Hardware/Software Technician, Electronic Resources Technician, Student Services Resource Staff, and Information Technology Services to provide support and training to end-users of all Special Education Amount software applications.

### Responsibilities

- Provide support for Special Education instructional software through the Computer Help Desk
- Respond to HEAT (Computer Help Desk) orders as required
- Participate in the delivery of in-service packages to teachers and support staff
- Develop necessary documents, procedures and training materials
- Deliver on site instructional assistance for Special Education software to teachers and support staff as required
- Assist in the research and evaluation of software for the Student Services Department
- Liaise with vendors, community agencies and ASET, as required
- Perform other duties as assigned

## Special Equipment Hardware/Software Technician

---

This position coordinates the hardware/software for the Special Equipment Amount computers. The individual collaborates with the Special Equipment Assistive Technologist, Student Services Staff, Information Technology Staff and School Staff

### Responsibilities

- Work in conjunction with Student Services, Information Technology Services, users, and vendors / suppliers to develop, problem solve and monitor computer images and related policies and procedures
- Develop, test, administer, and distribute all images, packages and upgrades
- Evaluate technical issues in hardware and software for the purpose of compliance standards
- Implement special technical requirements for an individual student (stand alone, networking, etc.)
- Troubleshoot and respond to work orders, and, where necessary, provide pertinent training support on site to resolve technical and software end-user issues
- Provide second level support of computer hardware and software rolled out for initiatives (i.e. Special Equipment, Effectiveness and Equity Fund and Cluster Claims) on-site
- Provide ongoing cost analysis regarding all functions of the services and support area
- Oversee the collection, storage and set-up of hardware and software
- Set up all hardware and software at the school, including all special requirements to the School Administration, the teaching community and the end-user
- Direct the collection, handling, delivery and setup of Cluster Claims
- Prepare and maintain computer hardware and software inventory records in collaboration with the Student Services Secretary
- Liaise with System Support regarding recent computer model types to ensure compatibility with Board's overall technical plan
- Liaise with the Boards users, vendors, suppliers and maintenance service contracts
- Provide support to students, teaching community and parents/guardians on how to register and use software and hardware during set-up school work orders
- Administer technical and user-support assistance during in-services
- Develop necessary support and technical training material
- Orient LAN Technicians on the use of software and protocols for managing hardware / software issues in schools

## Special Education Staff

- Provide consultation regarding initiatives, Cluster Claims and scanning material
- Establish, develop, test and maintain a Board wide distribution system for scanned material
- Manage the training and assist in assigning duties of new staff assisting Student Services
- Liaise with different Boards to facilitate the portability of equipment and ensure the various types of computer systems from outside Boards comply with YCDSB standards
- Perform other duties as assigned

## Special Programs Consultant – Hearing

---

It is the function of the Special Program Consultant – Hearing, to assist both students and teachers in the delivery of educational programs for students having various levels of hearing impairment, under the direction of the Superintendent of Education: Exceptional Learners.

### Responsibilities

- recommend and arrange for the provision of audiological services for students
- liaise with independent audiologists, Board support personnel and outside agencies
- (when appropriate), directly teach high needs students using a variety of approaches
- support hearing centre and regular classroom teachers on student placements, program development and implementation, management and hearing awareness experiences
- assist in the identification of hearing impaired students
- assess the need for and arrange the purchase and maintenance of FM systems and accessories
- conduct a needs assessment of all hearing impaired pre-school and school-aged children within the Board's jurisdiction
- arrange for and conduct inservice sessions on hearing impairments, mediated responses and educational implications
- participate in the SEA/IPRC process regarding hearing impaired students
- assist in the development of programs for hard of hearing students and for S.E.A. grant applications
- liaise with, advise and inservice parents/guardians on audiological and educational needs related to students with impaired hearing
- remain current in developments in the education of students with hearing impairments

## Special Programs Teacher - Vision

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It is the function of the Special Programs Teacher, Vision, to assist both students and teachers in the delivery of educational programs for students having various levels of visual impairments, under the direction of the Superintendent of Education: Exceptional Learners.

### Responsibilities

- Directly teach students with high needs using a variety of approaches, when appropriate;
- Consult with vision resource teachers and regular classroom teachers on student placements, program development and implementation;
- Assist in the identification of students with visual impairments;
- Assess the need for and purchase equipment for students with visual impairments;
- Arrange for and conduct inservice sessions on visual impairment and the educational implications;
- Participate in the I.P.R.C. process regarding students with visual impairments;
- Assist in the development of I.E.P.s for students with visual impairments;
- Complete SEA claim proposals for students with visual impairments;
- Liaise with, advise and inservice parents/guardians on educational needs related to students with visual impairments;
- Remain current in developments in the education of students with visual impairments.



## Specialist, Behaviour Resource Services

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Behaviour Resource Services functions within the Department of Psychology to provide direct support and consultative services to students in the Board, who present with a range of behavioural, social and adjustment issues, at all ages and grade level.

In addition the Behaviour Resource Specialist works in collaboration with the Supervisor of Behaviour Resource Services.

### Responsibilities

- coordination of programs – Transitional Diagnostic Class
- referral and case management of students
- central case conference coordination
- school orientation and term meetings for students
- program delivery and goal setting/reviews of students/parent meetings
- in-services re: TD students as needed and program
- supervision of CYW staff
- facilitate transportation for TD students
- coordinate Trails
- Seneca Outdoor Educator Programs for TD centres
- attend meetings with community partners – Compass, Blue Hills, Kinark, Family Services of York Region, Kerry's Place, York Centre

### Programs

#### Transition Diagnostic Centres: 8 centres

1. St. Charles Garner, Richmond Hill: Grades 1 to 3
2. Holy Spirit, Aurora: Grades 1 to 3
3. St. Clare, Woodbridge: Grades 4 to 6
4. St. Thomas Aquinas, Keswick: Grades 4 to 6
5. St. Julia Billiard CES, Markham: Grades 1 to 3
6. St. John Chrysostom, Newmarket: Grades 6 to 8
7. Father Henri Nouwen: Grades 6 to 8
8. St. Brother Andre CHS, Markham: Grades 9 and 10

#### Section 23:

- coordinate transition planning and attend case conferences/treatment reviews
- coordination of board referrals including admission and demission
- oversees classroom budget/facilitate transportation
- Central Intake Committees: Mental Health and Dual Diagnosis

## **Additional duties related to partnership with York Centre**

- integration liaison/goal setting for students returning to Board/Case Conferences as needed
- attends parent meetings
- member of the Board/York Centre multidisciplinary team as needed
- day-to-day management issues presented by York Centre
- Ministry – renewal applications, ONSIS, actual's, monitoring (audit)
- Attend quarterly provincial meetings of CTCC

## **Behaviour Management Systems (formerly CPI)**

- Coordinate all BMST training for all school board employees
- Manage budget
- Ensure trainers and staff are meeting certificate requirements
- Crisis response-emergency training

## **Child and Youth Workers (Contract)**

- Coordinate hiring of CYW's for Superintendent of Education: Exceptional Learners and Superintendent of Education: School Leadership & Safe Schools
- Respond to any concerns with CYW roles and responsibilities in the Elementary and Secondary schools
- Ongoing communication with CYW agencies
- Manage budget

## **Committee Member**

- Central Intake (Mental Health/Dual Diagnosis)
- York Region ASD
- CAST Committee
- CCC LCR Committee
- Compass

## **Other duties include:**

The Behaviour Resource Specialist may be requested to perform other duties as requested by the Superintendent of Education (Schools), and Superintendent of Education: Exceptional Learners.

## Speech-Language Staff

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The practice of Speech-Language Pathology involves the management of developmental communication challenges arising from a continuum of learning impairment including language processing and production, Learning Disabilities, articulation and phonological disorders, dysfluency, and social communication disabilities including the ASD spectrum, and acquired communication disabilities arising from hearing, neurological impairment or voice impairment. The practice of Speech-Language Pathology also involves the management of specific procedures such as augmentative/alternative communication. (*CASLPO Quality Assurance Program September 1996*)

In light of the above practice guidelines, the speech-language pathologist in the York Catholic District School Board plays a major role in the development of communication based learning and social/pragmatic language skills of referred students from junior kindergarten through secondary school.

### Consultation

The primary function of the speech-language pathologist is to facilitate the understanding of students' basic communication needs, oral language development needs, speech production abilities/needs and their implication for learning and socialization, and to translate these needs into accommodations and modifications to educational plans. This is primarily accomplished by collaborative consultation with teachers, and/or school resource teams, and/or parents/guardians, and/or community agencies.

Upon obtaining informed consent from parent/guardian, the process of consultation may include any/all of the following:

- i) data gathering (OSR review, teacher and parent interviews, speech and language checklist, etc.)
- ii) direct observation ( in and out of class)
- iii) administration of screening tools
- iv) demonstration of specific strategies to teacher, special education teacher, educational assistant/intervenor and/or parent
- v) identification of the need for additional assessment or consultation by other professionals within the Board or by community agencies

### Assessment

The primary reason for a formal assessment is to determine specific speech and language goals based on assessed strengths and weaknesses. Requests for assessments are received from the school team; however the decision to conduct an assessment is made by the Speech-Language Pathologist.

Upon obtaining informed consent from parent/guardian, assessment (may) include:

- consultation and information gathering regarding the child with school board personnel and parent/guardian
- observation of the student
- communication evaluation using formal and informal measures
- provision of a written report summarizing the findings
- feedback to parents/guardians
- consultation with school staff and parents/guardians to report findings and develop strategies for implementation

## Program Development

- i) Curriculum Adaptations: Accommodation/Modification of:
  - classroom environment
  - language of instruction
  - use of strategies for maximizing students' language processing and production
  - literacy instruction/programming
- ii) The speech-language pathologist recommends appropriate goals for those students which may involve use of assistive technology such as:
  - use of alternative/augmentative communication devices/tools (low and/or high tech)
  - use of a variety of software programs to support communication and literacy development/access to curriculum
- iii) Participation in the process of I.E.P. development related to the student's communication deficits

## Case Conference and IPRC

Speech-language pathologists attend case conferences and IPRCs to present the level of the student's communication skills. Speech-language pathologists participate in the discussion with colleagues regarding the learning needs, program options, assessment requirements, and special adaptations for individual students.

## Liaise with Professionals Outside of Board

Speech-language staff communicates with other professionals to ensure that all relevant information is co-ordinated. This includes:

- reviewing and summarizing reports from community agencies
- integrating information with current information in the file
- communicating with other Board staff about the content of other reports and findings
- sharing information with other professionals that will benefit the provision of services to that student  
referring to appropriate community agencies as indicated

## Inservice

Inservices are provided at an area level or Board level and speech-language staff are involved in the planning and implementation of these inservices. Inservices are also provided at schools on specific topics requested.

## Early Facilitation

Speech-Language Staff will visit identified students preceding their entry to school in order to determine communication needs and assist in the transference of existing programs or the initiation of new communication goals. The process may include:

- observation of student
- consultation with parents/guardians and relevant agencies
- summarizing and presenting information to relevant school and Board administration and staff in conjunction with other resource staff

## Communicating with Other Board Personnel

Staff is expected to maintain effective ongoing communication with other Board staff in order to provide comprehensive services and to be as well informed as possible in performing their duties. Communication can be done via meetings, telephone, voice-mail and e-mail.

## Supervision and Professional Development

Staff is expected to maintain their competence to practice speech-language pathology by keeping abreast of the developments of the profession and being aware of the current scientific findings and professional evidence based practice in relevant areas. While the Board will endeavour to provide opportunities for professional development, it is also the responsibility of the staff member to make a personal effort to maintain professional competence.

The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on the employee. However the speech language services staff will consult with peers and supervisor regularly to enhance practice. Regular meetings with supervisor are expected and the duration and frequency of these meetings should be arranged with the supervisor.

## Professional Rapport

It is incumbent upon all Board personnel that they maintain positive and constructive working relationships with all other Board members. Maintenance of effective working relationships is critical to the successful provision of support services to the student and the school. The staff member is responsible for maintaining these.

## Superintendent of Education: Exceptional Learners

---

Reporting to the Director of Education, the Superintendent of Education: Exceptional Learners provides leadership and direction to the Student Services Department and special education programs and services within the school board.

In addition, the role of the Superintendent of Education: Exceptional Learners is to:

### Responsibilities

- implement Ministry of Education policies, guidelines, standards, initiatives and mandates as they pertain to Special Education
- align the Board's vision, philosophy and policies within Special Education
- develop, implement and review Special Education programs and services as defined in the Annual Review of the Special Education Plan
- prepare proposals, position papers, as requested by the Board and the Ministry of Education
- prepare the Special Education budget
- hire, supervise and monitor performance of central Special Education resource staff
- coordinate and be a resource to the Special Education Advisory Committee (SEAC)
- liaise with interdepartmental committees, other school boards, the Ministry of Education, professional groups and special service agencies
- develop partnerships with community agencies
- participate in committees that may have an impact on Special Education issues as directed by the Director of Education
- coordinate the development of the Special Education professional development plan
- monitor trends and research in the field of education
- coordinate the development and maintenance of Special Education data
- be a resource to schools and the Board
- coordinate the allocation of resources to schools

## Supervisor, Behaviour Resource Services

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Behaviour Resource Services (BRS) provides direct and consultative services to students, in the Board, who present with a range of behavioural, social and adjustment issues at all age and grade levels. The Behaviour Resource Supervisor is responsible for the management of Behaviour Resource Services and supervision of the professional practice of all permanent and contract 3<sup>rd</sup> party Child and Youth Workers. The supervisor reports professionally to the Superintendent of Education: Exceptional Learners. The duties of the Supervisor of Behaviour Resource Services include:

### Staffing

The Supervisor is accountable for BRS staff performance within the Board – professionally/administratively, as well as the following:

- To advise in the hiring, and coordination of the allocation of Behaviour Resource Workers within the service, and the contracting of temporary Behaviour Resource Workers.
- Hire and assign Educational Intervenors in conjunction with Human Resources.
- Supervision and hiring of Student Support Workers.

### Supervision

The Supervisor of Behaviour Resource Services is responsible for the supervision of the professional practice of the Behaviour Resource Staff and Student Support Workers. This would include staff performance appraisals.

### Management

- The Behavioural Resource Supervisor manages the Service by maintaining an active knowledge of the behavioural needs of the students in the Board and planning and advising on how to best meet these needs.
- Acts as a resource to the School Superintendents and is a member of the Special Education Management Team.
- Maintains a database which reflects current service provisions.
- Prepares recommendations regarding program delivery.
- Is responsible for ongoing dialogue with teachers, principals, consultants, coordinators, superintendents and other student services personnel.
- On call availability is necessary when managing services for special needs students.
- Assist with the hiring of BRS staff, Section 23, and TD Program Staff.
- Health & Safety Student Services representative for work refusal and SE50's
- Student Services representative for the Board Safe Schools (VTRA) Violence Threat Risk Assessment Team



## **Professional Development**

Staff is expected to maintain their professional competence by keeping abreast of developments in and being aware of the current findings and professional practice. The supervisor will assist in monitoring and evaluating these needs and be supportive in the provision of opportunities for professional development.

## **Case Conferences and IPRCs**

The Supervisor of Behaviour Resource Services attends central case conferences and IPRCs to provide advice or opinion that is pertinent to a student's program.

## **Liaison with Professionals and Other Board Personnel**

Supervisor of Behaviour Resource Services communicates with other Board professionals who are involved in the provision of services to students.

- Board and Community Committee Representative: Mental Health Collaborative Collaborative, Case Coordination, COMPASS, Mental Health Nurses

## **Inservice**

The provision of inservice to other members of the Board with regard to behavioural management issues. Behaviour Management Systems (BMS) training is an important and valued component of this type of service. The Supervisor will manage and oversee the provision of these inservices in the Board.

## **Coordination of S.S.W. Program**

- assignment and day to day management of Student Support Workers

## **Other Duties**

The Supervisor of Behaviour Resource Services may be requested to perform other duties by the Superintendent of Education: Exceptional Learners. These are seen to be within requirements of the role when they are consistent with the scope of the practice of Supervisor of Behaviour Resource Services in the Board.



## Supervisor, Physical Management Services

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The Department of Physical Management Services is comprised of Physical and Occupational Therapists. This department provides a broad range of assessment, consultation and intervention services to the staff and students of the Board. The Supervisor of Physical Management Services provides overall management and supervision of the Department and reports to the Superintendent of Student Services. The supervisor is responsible for the following:

### Management

Manages the department by maintaining an active knowledge of the physical motor (fine, gross, sensory, and perceptual) and environmental needs for students in the Board and planning and implementing services to best meet these needs. Support and oversee safety of medical students through developing and implementing standardized forms, as well as managing the EA hours for medical intervention. Maintains close contact with Plant Department to ensure accessibility standards as related to students needs. Maintains close dialogue and collaboration with teachers, principals, consultants, co-ordinators, superintendents and other student services personnel. Membership in the Student Services Management Team is a key component of this function. The supervisor has the overall responsibility of co-ordinating the Physical Management Services. The supervisor will also liaise with the Superintendents of Schools with regards to the delivery of the Physical Management Services, within a family of schools model.

### Supervision

Has responsibility for the professional supervision for the work of the Physical/Occupational Therapists. The board maintains a commitment to participatory management and places responsibility for the day-to-day carrying out of duties on it's employees; however, staff will consult with their supervisor regularly to enhance practice and ensure consistency and adherence to Board policy. The Supervisor of Physical Management Services is expected to be accessible and available to staff for supervision. Regular meetings with staff members occur. Their duration and frequency is arranged with the staff.

### Staffing

Assist in interviewing and recommending hiring Occupational/Physiotherapists within the board.

### Information Management

Co-ordinate and manage a confidential database for collecting, storing and distributing information collected by Physical Management Services.

## **Central Case Conferences and I.P.R.C.s**

May attend central case conferences and I.P.R.C.s to provide advice or opinions that are pertinent to a student's program.

## **Professional Development**

Provide direction in the coordination and delivery of board staff development and facilitate professional development for OT/PT staff.

## **Liaise with Agencies**

Communicate with other professionals who are involved in the provision of services to students in the Board. Liaise with community agencies to facilitate the entry of students into the system and the referral to community agencies if appropriate.

## Supervisor, Speech-Language Services

---

The Department of Speech and Language Services provides a broad range of assessment, consultation and intervention services to staff and students of the Board. The Supervisor of Speech and Language Services provides overall management and supervision of the Department and reports to the Superintendent of Education: Exceptional Learners. The Supervisor shall be responsible for the following:

### Management

Manages the Department by maintaining an active knowledge of the communication needs (verbal and non-verbal) of the students in the Board and planning and implementing services to best meet these needs. Close dialogue with teachers, principals, consultants, co-ordinators, superintendents and other student services personnel is required. Membership in the Student Services Management Team is a component of this function. The Supervisor has the overall responsibility of co-ordinating the delivery of Speech/Language Services. Collaboration with the Superintendent of Student Services regarding all aspects of the delivery of departmental services is required. The Supervisor will also liaise with the Superintendents of Schools with regard to the delivery of speech/language services within their communities of schools.

### Supervision

Has a responsibility for the professional supervision of the work of the Speech and Language Pathologists. The Board maintains a commitment to Participatory Management and places responsibility for the day to day carrying out of duties on its employees, however, staff will consult with their Supervisor regularly to enhance practice and ensure consistency and adherence to Board policy. The Supervisor of Speech and Language Services is expected to be accessible and available to staff for supervision. Regular meetings with staff members are expected and their duration and frequency should be arranged with the staff.

### Staffing

Assists in interviewing and recommends the hiring of Speech and Language Services staff.

### Information Management

The Supervisor will co-ordinate and manage a confidential system for collecting, sorting and distributing information collected by speech/language services.

### Budget

Plans and monitors an annual budget.

## **Central Case Conferences and IPRCs**

Attends central case conferences and IPRCs to provide direction pertinent to a student's program.

### *Professional Development:*

Provides direction in the co-ordination and delivery of Board staff development and facilitate and ensure professional development for Speech/Language staff.

## **Liaison with Professional and other Agencies**

Communicates with other professionals who are involved in the provision of services to students in the Board. Liaises with community agencies to facilitate the entry of students into the system and the referral to community agencies if appropriate.

### *Language Support Program*

In conjunction with the Special Education Consultant, the Supervisor of Speech and Language Services oversees the language support program. Responsibilities include review of student applications, placement offers and participation in all language centre IPRC/case conferences. The Supervisor of Speech and Language Services offers programming support to students enrolled in the program via provisions of consultative support at regular language support centres case conferences.

### *Children's Treatment Network*

As a network partner, the Supervisor of Speech and Language Services represents the York Catholic District School Board via active membership and participation in numerous CTN committees and work groups.

## Vision Teacher

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Reporting to the Superintendent of Education: Exceptional Learners a vision teacher, in addition to giving direct instruction to students with visual impairments, shall provide to teachers and administrators specific information regarding a student's vision and appropriate programming and environmental adaptations.

### Responsibilities

- Ensure that students function effectively in all learning environments of the school;
- Obtain and interpret ophthalmological reports to appropriate school personnel;
- Determine the level of service required, based on the student's needs, in consultation with the student's teacher(s) and principal;
- Consult in the development of Individual Education Plans;
- Teach students who use braille, braille reading and writing; organizational skills; listening skills and keyboarding and other computer skills;
- Assist in the provision of essential classroom materials to students (i.e. braille, interlining, enlarging);
- Teach specialized skills to students in areas related to their visual impairment; including visual efficiency; use of low vision aids, as prescribed by an ophthalmologist or optometrist; listening skills, concept development, daily living skills, pre-orientation and mobility skills; and other skills necessary for the students to function effectively in the classroom;
- Give classroom teacher(s) specific information regarding student's vision, and assist with necessary programming and environmental adaptations;
- Research, maintain, recommend and assist in the acquisition of necessary equipment to accommodate the students in the classroom;
- Communicate with parent(s)/guardian(s)/ophthalmologist(s) and other agencies serving the visually impaired population; such as, provincial school, outside clinics, and service providers.

# Staff Development

Overall Goals.....	191
Plan Development .....	191
Priorities.....	191
Staff Training .....	191
Staff Development Plan.....	193
Budget .....	194
Cost Sharing Agreements .....	194
Professional Development Opportunities .....	194
Board Inservicing .....	194
Inservicing Outside of Board .....	194
Handbooks and Documents.....	196

## OVERALL GOALS

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To ensure that **all** special education staff are:

- provided with ongoing inservices in order for them to develop the necessary skills , training and knowledge base required to address the needs of their students
- current in their understanding of issues and directions mandated by the Ministry and the Board

### Plan Development

The Student Services Management Team (SSMT), which comprises a representation of all disciplines (i.e. Supervisor of Speech and Language Pathologists, Supervisor of Behaviour Resources, Elementary and Secondary Special Education Co-ordinators, Chief Psychologist, Supervisor of Occupational/Therapist and ASD Co-ordinator) meet bi-weekly to develop, implement and monitor the plan on an ongoing basis.

All supervisors meet with their staff to obtain input and feedback on a term basis.

Input from SEAC, Principals, School and Board Resource Staffs.

### Priorities

Priorities are established in the following order:

- Ministry mandates and directives
- Board Mandates and directives
- system needs
- financial realities and existing resources
- availability of qualified, trained personnel to deliver inservice

### Staff Training

We have provided an array of opportunities for staff to participate in professional development.

We have subsidized a number of courses and conferences including:

- Advanced Placement Summer Institute, St. Clement
- Cochlear Implant Conference
- Council for Exceptional Children Conference
- Geneva On-Line ABA Course
- LDAO (Learning Disabilities Association) Conference
- Vision Conference

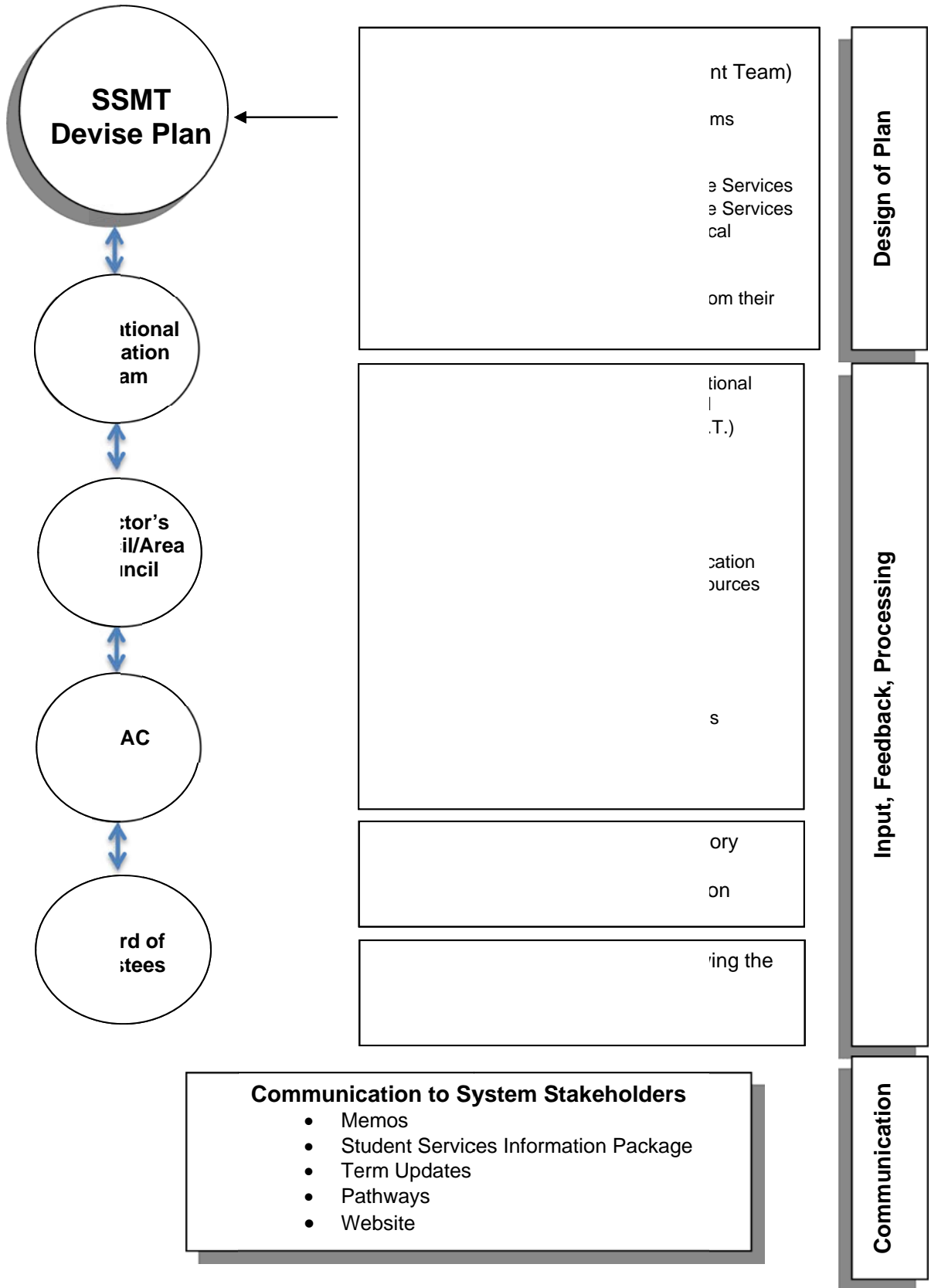
As well, we provided inservice as required to individual staff members.

- The board has also established a partnership with George Brown College and Centennial College and therefore was able to offer the Child and Youth Program and the Educational Assistant Apprenticeship Course. These programs have been running for three years and have been a great professional development opportunity for our Educational Assistants.
- Ongoing in-services are offered to teaching staff on a regular basis.
- Inservices are offered to meet the needs of school administrators, upon request.
- Schools were also directed to invite resource staff to divisional, staff and departmental meetings for specific school/staff needs.
- Ongoing yearly ABA training is offered to teaching and support staff.



# Staff Development Plan

## Staff Development



## Budget

Student Services remains committed to inservicing at all levels. Specific funds continue to be set aside for inservicing.

***Cost Sharing Arrangements with other agencies and other ministries include the following:***

- York Centre for Youth and Families
- Kinark Child & Family Services
- Children's Treatment Network

## ***Professional Development Opportunities***

*School staffs are made aware of the education plan and of professional development opportunities through:*

- The Special Education Plan on the Board's web site.
- Timely notification of opportunities through weekly System Level memos to principals and vice-principals.
- Individual notification, when appropriate/possible.

## ***Inservices provided at Board Level***

Inservices were scheduled throughout the year to provide information and support in the following areas:

- Assessment Inservice (KTEA)
- Assessment Inservice for new SPED Teachers
- Assistive Technology Summer Camp
- AT & EQAO Inservice
- AT Training – New Special Education Teachers
- Autism Spectrum Disorder Parent Workshop
- BE Empowered Mental Health Symposium
- Behaviour Management Systems Training
- Child and Youth Worker Program Info Night
- Circles Program Inservice
- Early Facilitation Information Session for Parents/Guardians
- ELIP Training
- Flyer PACE Information Session for Parents/Guardians
- Geneva Centre - On-line ABA Certificate courses
- Hearing Awareness Inservice
- IEP Support Secondary
- IEP Support ASD Team
- Inservice for New Special Education Teachers (Introduction)
- Inservice for New Pace Teachers (Elementary and Secondary)
- Later Literacy Online Information Session
- Later Literacy Training
- Leading Mentally Healthy Schools Info Sessions
- OSSLT Google Read & Write Training
- PACE Information Session for Parents/Guardians
- Planning for the Future
- Suicide Prevention
- Suicide Prevention (Elementary & Secondary)

- Transition Information Evening
- Use of Google Read and Write In Tutorial
- Virtual Learning In Tutorial

**Inservices attended out of Board:**

- Privacy and Information Sharing Workshop (Special Needs Strategy)

## Handbooks and Documents

The following Resource Documents, Guides, Binders, Handbooks, brochures are available to schools.

1. Special Education Administrator's Guide, Elementary
2. A Guide for Classroom Teachers Supporting Students in The Social Communication Program
3. Access to Credits Resource Document
4. Administrator Overseeing Special Education Handbook – Secondary
5. An Assessment Guide to Build a Detailed Profile of the Learner
6. Creating a Climate for Success through Program Adaptation
7. Educator Support Guide for Transition Planning
8. Educational Support Program, A Resource Document
9. Experiences of Everyday/Community Living
10. Functional Life Skills, Resource Document, 2000
11. Individual Education Plan Resource Document
12. Learning Strategies Gr. 12 Resource Binder
13. Learning Strategies Grade 10 Resource Binder
14. Learning Strategies Grade 9 Resource Binder
15. Post Secondary Opportunities for Special Needs Students
16. Program for Academic and Creative Extension, A Resource Document
17. Revised Core Resource Role (Elementary)
18. Secondary Subject Specific IEP Samples
19. Special Education Delivery Model – Secondary Schools
20. Special Education Department Head Resource Document
21. Special Education Resource Kit for the Classroom Teacher
22. Student Services Handbook
23. Support Materials for the Grade Nine Essential Math Program
24. Support Materials for the Grade Ten History Applied Program
25. The Social Communication Program Resource Document
26. The Transition Planning Handbook
27. Pre AP English, Grade 5 Course
28. Pre AP English, Grade 6 Course
29. Pre AP English – Grade 9 Course
30. Pre-AP English – Grade 11 Course
31. Pre AP English - Grade 12 Course
32. Pre-AP History – Grade 10 Course
33. Pre-AP Mathematics – Grade 9 Course
34. Pre AP Mathematics, Grade 10 Course
35. Pre-AP Mathematics – Grade 11 Course
36. Pre-AP Science – Grade 10 Course
37. Pre AP Biology, Grade 11 Course
38. Pre AP Chemistry, Grade 11 Course
39. Pre-AP Physics – Grade 11 Course
40. Transition to Post Secondary – A Resource Guide for School Staff
41. Assessment Document (4All Brochure)
42. Special Equipment Amount Claim Process
43. Transition Planning, Working Together for Children
44. Pre-AP Grade 7 English, PACE Resource Document (Appendix 54)
45. Pre AP English, Grade 10, PACE Resource Document (Appendix 55).
46. Pre AP Physics, Grade 12, PACE Resource Document (Appendix 56)
47. ADHD Attention-Deficit Hyperactivity Disorder Brochure (Appendix 62)
48. Early Facilitation Process for Children with Special Needs Entering School for the First Time (Appendix 63)
49. MYEP - IEP Brochure (Appendix 64)

# Equipment

Special Education Technology Team (SETT) Process .....	198
Special Equipment Amount Claims Process .....	198
SEA Per Pupil Amount (PPA) .....	198
SEA Claims.....	198

## Special Education Technology Team (SETT)

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SETT membership includes staff from each department physical management, speech and language, psychology, behaviour, hearing, vision, and special education.

### Mandate of SETT:

- To research innovative technology for students with exceptional needs
- To increase students access to the curriculum through the use of technology
- To pilot technology in selected schools and make recommendations to the Special Education Technology Steering Committee.

## Special Equipment Amount Claims Process

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Other substantive needs are pursued through the Special Equipment Amount (SEA) process as outlined in annual Ministry guidelines.

SEA equipment funding is for special, individualized equipment for use at school. The equipment must be necessary for the student to access and/or demonstrate his/her knowledge of the curriculum or modified program. The equipment may be necessary to allow the child to attend school.

### a) SEA Per Pupil Amount (PPA):

The Ministry allocates a specific amount of SEA PPA funding to each school board annually. All computer and related equipment is to be purchased from this fund. No deductible applies.

Examples of SEA PPA equipment are:

- Computer hardware
- Computer software
- Adjustable computer tables
- Communication Aids
- Portable computing devices
- Alternate user interfaces (keyboards, mice, switches)

### b) SEA Claims:

A SEA Claim can be put forward for any student who requires personalized non-computer equipment to attend school and access his/her curriculum/modified program when the cost of the equipment exceeds \$800.00 for the school year.

Examples of SEA Claim equipment are:

- Positioning devices for sitting, standing or lying
- Individually modified desks or work tables
- FM systems
- Amplification systems
- Print enlargers for students with low vision
- Braille writers

Each SEA PPA expenditure and SEA Claim must be documented by:

1. An assessment on file provided by an appropriately qualified professional (occupational therapist, deaf and hard of hearing special education consultant, special programs teachers, vision, and speech language pathologist) or addendum to the existing psychological assessment noting the equipment required (psychologist).
2. A copy of the invoice(s) or proof of cost of equipment to be purchased and
3. A signed copy of the current Individual Education Plan (IEP)

Equipment purchased for the student with SEA funds is portable, and moves with the student from school to school, or publically-funded board to publically-funded board, within the province of Ontario. When the student graduates from high school, or leaves a publically-funded board in Ontario, the equipment becomes the property of the school board that the student was most recently attending, to be reallocated to another student who requires it to access the curriculum.

The assessment, student's current IEP, and the equipment quote(s) are available for the Ministry to review at the end of each fiscal year, and stored securely at the school board until the student turns 21 years of age.

# Accessibility of School Buildings

Accessibility of School Buildings.....	201
Deaf and Hard of Hearing Students.....	201
Barrier Free Access Program .....	201



## Accessibility of Schools Buildings

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As required by the Province of Ontario, Ontarians with Disabilities Act 2001, the York Catholic District School Board will provide an Annual Accessibility Plan ensuring that all persons experience an environment which is free of barriers. The York Catholic District School Board has established a committee to review and develop a plan to address the physical barrier in schools.

A copy of the 'draft' plan is attached as Appendix 31. A request to place the Board's Accessibility Plan on the board website has been done.

## Deaf and Hard of Hearing Students

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A personal FM system or portable soundfield system is available to deaf and hard of hearing students upon request should they require additional amplification.

## Barrier Free Access Program

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The proposed plan for **Barrier Free Access** includes for the planned installation of elevators in schools.

## Special Requests

On an ongoing basis, requests for door openers, change tables, lifting systems, special needs change rooms, barrier free washrooms, wheelchair ramps, etc. are received and placed into the School Improvement program. This work is performed on a priority basis, or as funding permits.

All new construction is designed for barrier free access.

For information concerning this program, the public may contact the Communication Officer at (905) 713-1211 or (416) 221-5051 ext. 13003.

# Transportation

Transportation for Exceptional Students.....	203
Mobility Apparatus Transportation.....	204
Excursions .....	204

## Transportation for Exceptional Students

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Transportation will be provided, if necessary, to physically challenged students, or students requiring a special education program as identified by a Special Education Identification, Placement or Review Committee, the Alternative to SE/IPRC process or the Early Facilitation Process (See Appendix “37”, attached).

### Transportation to Provincial and Demonstration Schools

Any student who is a resident student of the Board and has been accepted in a provincial or demonstration school will be provided transportation from home to the particular school.

### Transportation to Care, Treatment and Correctional Facilities (Section 23 Transportation)

Once a student has been enrolled into the agency the student becomes a non-resident pupil at the board. The Board will attempt to provide transportation on the recommendation of the Superintendent of Education: Exceptional Learners in the most cost efficient manner (See Appendix 37 Transportation Policy No. 203)

Transportation to attend summer programs is not provided by our Board.

Requests for Special Transportation are submitted to the Superintendent of Education: Exceptional Learners:

#### Procedures

(See Appendix 7: Forms S9 and S10)

- The Principal shall inform/provide the bus operator and the driver with all relevant health and/or medication concerns. The information shall include emergency response, telephone numbers, etc.
- The Principal/Designate shall meet the students when they arrive at school and ensure the Board the proper vehicle to return home at the end of the school day.
- Where necessary the Principal of the school will advise the driver of students who must not be permitted to leave the vehicle unless they are met by an adult. If there is no adult present at the delivery point, the bus operator shall telephone the alternate contact to arrange drop-off for the student.
- Special care must be taken by the Operator to ensure that all students are properly seated and remain so at all times when the vehicle is in motion. If a driver has problems the matter shall be discussed with the Principal. The Principal shall contact the parents/guardians and discuss the problem with them and determine an amicable solution. **SAFETY** must be stressed at all times.

## Mobility Apparatus Transportation

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### Regular Home to School

Mobility apparatus shall be constructed so that they can be legally secured. All new apparatus shall be inspected by Transportation Services staff and/or a bus company representative prior to providing transportation service. If an apparatus cannot be secured, transportation services shall not be provided.

### Excursions

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Where needed, students must ride a Mobility Apparatus Vehicle when travelling on school excursions. The Board's Excursion Policy states: *"...all students should have the opportunity to participate in out-of-classroom activities. The principal must ensure that all students, for whom the activity applies, are informed and that no student is excluded or embarrassed by reason of a financial or any other handicap"*.

### Safety Criteria

Drivers transporting special education students:

- a criminal check is required for all drivers before receiving their license
- all drivers transporting wheelchair students are trained in the tie-down procedure
- all drivers transporting students requiring harnesses are trained in securement of the harness
- currently our contract with the operators does not require first-aid training for all drivers, but most drivers transporting students with exceptional needs do have some first-aid training

# (SEAC) Special Education Advisory Committee

Terms of Reference.....	206
SEAC Community Representatives.....	208
Communication.....	211
Summary of SEAC Recommendations to Board .....	212

**YORK CATHOLIC DISTRICT SCHOOL BOARD**

**SPECIAL EDUCATION ASSOCIATION COMMITTEE (SEAC)  
(STATUTORY COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE**

**February 13, 2017**

The SEAC Committee will support the York Catholic District School Board's Mission, Vision, Core Values and Strategic Commitments and good Governance as outlined within these terms of reference.

**1. Purpose/Mandate:**

- 1.1 To make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board;
- 1.2 To participate and advise the Board in its annual review of its special education plan and make recommendations as necessary;
- 1.3 To participate and advise the Board in its annual budget process as it relates to special education; and make recommendations as necessary;
- 1.4 To review the financial statements of the Board as they relate to special education.

**2. Expected Outcome of the Committee's Work:**

- 2.1 Provide minutes to members of the meeting outlining SEAC motions, action items and Board responses;
- 2.2 Provide committee reports to the Board monthly

**3. Committee Membership:**

- 3.1 The SEAC Committee will be comprised of the following:
  - a) One representative from each of the local associations, not to exceed twelve, that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board, who must be:
    - a Canadian citizen;
    - of full age of eighteen years;
    - a resident within the area of jurisdiction of the Board;
    - a separate school elector; and
    - not employed by the Board in which the member resides.
  - b) One alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the Board;
  - c) Trustees are appointed by the Board (2 regular members, 1 alternate) and the Board may appoint one or more additional members who are neither representative of a local association nor members of the Board or another committee of the Board.

## 4. Resource Personnel:

- 4.1 Superintendent of Education: Exceptional Learners
- 4.2 Coordinator, Special Programs (Elementary)
- 4.3 Coordinator, Special Programs (Secondary)
- 4.4 Coordinator, ASD
- 4.5 Administrative Officer, Student Services

## 5. Association Representatives:

- 5.1 Superintendent of Education: School Leadership
- 5.2 Elementary Principal's Association
- 5.3 Secondary Principal's Association
- 5.4 CUPE Local 2331
- 5.5 OECTA

## 6. Trustee Membership:

- 6.1 **Two regular trustee members**
  - T. Ciaravella
  - T. McNicol
- 6.2 One alternate trustee member
  - C. Ferlisi

## 7. Meeting Schedule and Time:

- 7.1 The SEAC Committee will meet at least 10 times / year in each school year (generally monthly from September to June).
- 7.2 Dates and times of SEAC meetings are publicized by the school Board on the Board website
- 7.3 The SEAC meetings are conducted under the same procedures as the Board, which appoints them. All members should have access to and become familiar with the Board's by-laws and rule of procedure for Board committees.
- 7.4 A majority of the members of the SEAC is a quorum (50% plus 1)

## 8. SEAC Rules and Regulations

- 8.1 See SEAC Handbook

## **SEAC Community Representatives**

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### **AUTISM ONTARIO - YORK REGION CHAPTER**

Loyal True Blue & Orange Home  
11181 Yonge Street, Suite 303  
Richmond Hill, Ontario L4S 1L2  
Phone: (905) 780-1590  
E-mail: [york@autismontario.com](mailto:york@autismontario.com)  
Website: [www.autismontario.com/york](http://www.autismontario.com/york)  
AutismONTARIO Website: [www.autismontario.com](http://www.autismontario.com)

### **BRAIN INJURY ASSOCIATION OF YORK REGION**

Loyal True Blue & Orange Home  
11181 Yonge Street, #201  
Richmond Hill, Ontario L4S 1L2  
Phone: 905-780-1236  
E-mail: [info@yorkabi.ca](mailto:info@yorkabi.ca)  
Website: [www.orkabi.ca](http://www.orkabi.ca)

The Brain Injury Association of York Region is committed to providing information, support and advocacy to those living with the effects of Acquired Brain Injury. We will strive to promote awareness and prevention of brain injury issues to the public and be an active participant within the brain injury community.

### **COMMUNITY LIVING CENTRAL YORK**

757 Bogart Avenue  
Newmarket, Ontario L3Y 2A7  
Phone: (905) 898-3000; FAX: (905) 898-6441  
General e-mail: [clnad@clnad.com](mailto:clnad@clnad.com)  
E-mail: [aboden@clnad.com](mailto:aboden@clnad.com)  
Website: [www.clnad.com](http://www.clnad.com)

### **COMMUNITY LIVING YORK SOUTH**

101 Edward Avenue.  
Richmond Hill, Ontario L4C 5E5  
Phone: (905) 884-9110 or (905) 889-5239; FAX: (905) 737-3284  
E-mail: [info@ysacl.ca](mailto:info@ysacl.ca)  
Website: [www.ysacl.on.ca](http://www.ysacl.on.ca)

The goal of these associations is to assist people with developmental handicaps to live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively. These associations work in conjunction with the school, student and their families to plan for the transition from school to community. These work in conjunction with the school, student and their families to plan for the transition from school to community, and to promote inclusive education opportunities for students with intellectual disabilities.



**DOWN SYNDROME ASSOCIATION OF YORK REGION**

P.O. Box 2063, Stn B  
Richmond Hill, Ontario L4E 1A3  
(416) 410-3696(DOWN); 1-800-649-3696 (DOWN)  
E-mail: info@dsayr.ca  
Website: www.dsayr.ca

This association is a non-profit, charitable organization made up of a group of parents/guardians, educators, and community support professionals who firmly believe in the inherent equality of persons with Down Syndrome. We are committed to promoting a positive image of people with Down Syndrome as being valued community members.

**EARLY INTERVENTION SERVICES, YORK REGION**

17250 Yonge Street  
P.O. Box 147  
Newmarket, Ontario L3Y 6Z1  
Phone: 1-888-703-5437 (KIDS)

Early Intervention Services of York Region offers services to children who have a developmental need, an established diagnosis, or are at risk of acquiring a developmental need. It provides consultation to families in their homes, as well as in community programs.

**KINARK CHILD AND FAMILY SERVICES**

24 Orchard Heights Blvd.  
Unit 101A  
Aurora, ON L4G 6T5  
Tel.: 905-713-0700  
Toll-Free: 1-800-230-8530  
Website: www.kinark.on.ca

The Kinark Child and Family Services Program provides a day treatment service available to students over 12 years old who are residents of the geographic Region of York.

**LEARNING DISABILITIES ASSOCIATION, YORK REGION**

11181 Yonge St., Suite 221  
Richmond Hill, Ontario L4S 1L2  
Phone: (905) 884-7933; FAX (905) 770-9377  
Website: www.ldayr.org

As non-profit volunteer organizations, we provide information, support, guidance and resources for parents/guardians and professionals. Our aim is to further the educational, social, recreational, legal, medical, vocational and employment opportunities for people with Learning Disabilities.

**PARENTS FOR CHILDREN'S MENTAL HEALTH – York Region Chapter**

c/o The York Centre for Children, Youth and Families

11225 Leslie Street

Richmond Hill, Ontario L4S 1N5

Phone: (416) 220-0742 and/or (905) 471-3046

Website: [www.pcmh.ca/york](http://www.pcmh.ca/york)

E-mail: [york@pcmh.ca](mailto:york@pcmh.ca)

To advance the unique needs of children with mental health diagnoses and their families, to dissolve the stigma attached to children's mental illness, to encourage and recommend research, prevention, early intervention, family support, and family-centred and family-driven care, to work with mental health agencies and government to ensure that children and their families with these unique needs and struggles have access to community based services to help them reach their full potential.

**THE EASTER SEAL SOCIETY**

1185 Eglinton Avenue East

North York, Ontario M3C 3C6

Phone: (416) 421-8377 or 1-800-668-6252; FAX: (416) 696-1035

Website: [www.easterseals.org](http://www.easterseals.org)

This society is dedicated to helping children with physical Disabilities achieve their full potential and future independence, through medical, physical and educational assistance to parents/guardians and children.

**YORK SUPPORT SERVICE NETWORK**

240 Edward Street, Unit 3

Aurora, ON L4G 3S9

Telephone: 905 898-6455 or toll free 1 866-257-9776

Fax: 905 898-1171

Website: [www.yssn.ca](http://www.yssn.ca)

Email: [contact@yssn.ca](mailto:contact@yssn.ca)

YSSN provides case management services to individuals who have a severe mental health issue and to children and adults who have developmental disabilities. YSSN also hosts the centralized process for access to Ministry of Community and Social Services funded programs for York Region.

## **Communication**

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SEAC brochures are available at all schools, agencies, and board offices. SEAC brochure includes contact numbers of the various associations. As well, this information is provided to interested parents/guardians and community members as requested.

## Summary of SEAC Recommendations to Board

Date	Board Report/ Recommendation to Board	Board Response
May 11, 2016	<b>SEAC</b> acknowledges receipt of the revisions to the Special Education Plan and <b>RECOMMENDS THAT</b> the Board approve the plan as presented for submission to the Ministry of Education.	
June 8, 2016		<b>Motion:</b> <b>THAT</b> the amendments to the Special Education Plan as presented be endorsed by the Board for submission to the Minister of Education  <b>-MOTION CARRIED-</b>
May 8, 2017	<b>SEAC</b> acknowledges receipt of the revisions to the Special Education Plan and <b>RECOMMENDS THAT</b> the Board approve the plan as presented for submission to the Ministry of Education  <b>SEAC</b> acknowledges and supports recommendation from Ministry of Education <b>THAT</b> in the 2016-2017 school years.	
June 30, 2017		<b>Motion:</b> <b>THAT</b> the amendments to the Special Education Plan as presented be endorsed by the Board for submission to the Minister of Education.  <b>- MOTION CARRIED-</b>

Copy of the SEAC Reports to Board is included as Appendix 35 and indicates all Motions as well as the other items that were discussed by SEAC.

# Community Agencies

Coordination of Service with Other Ministries or Agencies:.....214

## Co-ordination of Services with Other Ministries or Agencies

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### Transition from Pre-school/Daycare/Home to school

The Early Facilitation Process is a process which facilitates the entry of preschool children with needs into the Board. In order for the process to be successful, co-ordination with the following agencies/groups is required:

- Kinark Child and Family Services
- York Region Early Intervention Services
- Area/Regional public and private daycares
- E.C. Drury Pre-school program for deaf students
- York Region Preschool Speech and Language Program

### Children's Treatment Network (CTN) – Partnership

As a community partner agency in the Children's Treatment Network (CTN), Board staff collaborates with community agencies and other school boards in a number of ways, including:

- membership in the CTN reference group and other committees
- acting as a host agency for the following staff:
  - Occupational Therapists
  - Physical Therapists
  - Speech and Language Pathologists
  - Communicative Disorders Assistants (CDA)
- participating in work groups to develop professional practices; wait list management, protocols, privacy protocols, information system services compatibilities etc.
- developing new services (i.e. camps)
- development of training for Board staff

The Children's Treatment Network mandate of single point of access for students and families with multiple needs is a compliment to the Board's mainstreaming philosophy.

### Care, Treatment and Correctional Programs

The Board has several partnerships to meet the treatment/mental health needs of students. All of the programs listed below contain an educational component. These partnerships include:

1. **Aptus:** A treatment centre designed to meet the multiple needs of students with developmental and pervasive developmental disabilities.
2. **Rose of Sharon:** A treatment centre for expectant and new teen mothers, housed atop a storefront in Newmarket. This program is designed to meet the treatment needs of the mother as well as providing the opportunity to develop appropriate parental skills and provide adequate care to the young infants.
3. **York Centre for Children:** This program is designed to meet the social/emotional/ behavioural treatment needs of elementary school aged children.

**York Centre for Youth:** This program is designed to meet the social/ emotional/ behavioural treatment needs of high school aged children.

4. **Blue Hills Centre for Children and Youth** programs at Kettleby and Ballantrae Public Schools, **Griffen Centre:** Valta day program
5. **Kinark Child and Family Services**
6. **Kerry's Place (George Baily Program)**

Transition Planning between the above noted centres\* is undertaken through the Behaviour Resource Specialist overseeing Section 23 programs who attends scheduled case conferences concerning York Catholic District School Board students while out of the Board and placed in these centres. The Coordinator of Special Programs (Elementary/Secondary) attends when significant academic difficulties are at issue. Transition Planning is further developed through the Board's own case conference model.

### **Transition Planning between Boards**

Since York Region is a region of tremendous growth, we experience a significant influx of students, including students with special needs on a yearly basis. As much as possible we try and facilitate students' entry into either elementary or secondary schools, as follows:

1. Parent contacts Principal and/or Co-ordinator of Special Programs.
2. An observation of the student, in their current school, is conducted by pertinent Board Resource Staff. School staff is included to the extent possible.
3. Resource Staff then share their observations at the case conference. The case conference would make recommendations regarding the appropriate resources to support the student's transition.

### **Assessments**

Assessments that are current and provide necessary information are obtained from appropriate staff through informed consent process. (See Appendix 7: S7).

If further information is required, a case conference is held to access the needs of the student and there may be a recommendation for further assessment. Priority for assessment is determined at the school level.

### **Other Boards**

Admission and transfer of students with special needs is under the responsibility of the respective co-ordinators.

### **Kinark/School Support Program – Capacity Building**

The Board has been assigned four School Support Program consultants. Their mandate is to work with school staff regarding their understanding of ASD and assist with the development and implementation of program strategies and materials. Starting in 2013-2014, agencies have been directed to prioritize SSP services that are child-specific. This includes all SSP services that support the Connections for Students initiative. Kinark may continue to provide SSP services when they are able to do so within their new SSP allocations and without impacting on their ability to provide child-specific SSP services.

## **Kinark/School Support Program – Connections for Students**

The Board's four School Support Program Consultants also participate as members of a larger transition team when students from the Autism Intervention Program transition to full time attendance in the York Catholic District School Board (see *Connections for Students p. 12 – 15*)

All documents included in Appendix section are referenced in the Special Education Plan, June 2011. Copies of these documents were submitted to the Ministry with the previous Special Education Plans.

New and revised documents have been highlighted and included with this submission.

Copies of these documents are on file at all schools and at the Board office. Unfortunately, due to the large volume of many of the documents, we are unable to provide a copy for each person.

However, should you wish to review same, please contact:

- your school principal,
- Board Office, Student Services Department  
(905) 713-1211 ext. 11628 or (416) 221-5051 ext. 11628



# APPENDICES

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- Appendix 1** A Beginning: A Handbook of Expected Practices for Building Home/School Partnerships in the Early Years
- Appendix 3** Brochures for Special Education Programs
- Autism Spectrum Disorder (ASD) Multidisciplinary Team
  - Behaviour Resource Services
  - Core Resource Teacher Role Secondary – Parent Guide
  - Early Facilitation Process for Children with Special Needs
  - Elementary Core Resource Program
  - Hearing Programs & Services
  - IEP Support Website
  - Individual Education Plan (I.E.P.) Brochure for Parents/Guardians
  - Intensive Support and Assessment Program (I.S.A.P.)
  - Language Support Program
  - Physical Management Services
  - Program for Academic and Creative Extension (P.A.C.E.)-Elementary
  - Program for Academic and Creative Extension (P.A.C.E.)-Secondary
  - Health Information Custodians (Student Services non-teaching staff)  
Regarding the Use, Collection and Disclosure of Personal Health Information
  - Psychological Services
  - Secondary School Programming for Students within the Autism Spectrum Disorder
  - Special Education Advisory Committee (SEAC)
  - Special Education Teacher Role (Secondary)
  - Special Equipment Amount (SEA)
  - Speech & Language Services
  - Transition Diagnostic Centres
  - Vision Programs & Services
- Appendix 4** Core Resource Role (Elementary) *Revised May 2000*
- Appendix 5** Creating A Climate for Success through Program Adaptation
- Appendix 6** Educational Support Program: A Resource Document for classroom and Core Resource Teachers

## Appendix 7

### Forms:

#### Behaviour Resource:

- BRS1: Consent for Observation/Interview
- BRS2: Consent for Behaviour Resource Services
- BRS3: Parental Receipt of Behaviour Report
- BRS4: Consent for Transitional Diagnostic Centre

#### E-Library:

- Procedures for Access and Downloading Materials
- User Agreement
- ERL-1: Electronic Resource Library Request Form
- ERL-2: Student Log

#### Physical Management:

- PM1: Consent for Observation/Interview
- PM2: Calming Room Guidelines and Request
- PM3: Calming Room Construction Progress Report
- Calming Room Request Process Flow Chart
- Referral to CCAC (Revised September 2016)

#### Psychological Services:

- PSY1: Confidentiality of Psych Reports
- PSY2: Parental Receipt of Psychological Reports
- PSY3R: Notification of Information from an Outside Agency on file in Psychological Services
- PSY4: Outside Agency Report
- PSY12: Student Consent for Psychological Services
- RPR1: Request for Psychological Referral
- SP4a: Parental Consent for Psychological Assessment
- SP 4a-1: Parental Consent for Observation/Interview
- SP4b: Parental Permission for Individual Assessment
- S7: Parental/Guardian Consent for Transference of Confidential Information

#### Speech/Language:

- SLP(R): Referral & Consent for Speech/Language Pathology Services
- Referral to CCAC (Revised September 2016)

#### SE Forms:

- SE1: Summary Search/Review of the OSR
- SE2: Conference Record
- SE3: Consent for Consultation with Board Staff
- SE4: Academic Assessment Report
- SE4a: Consent for Individual Academic Assessment
- SE5: Consent for Ongoing Special Education Support
- SE6: Individual Education Plan
- SE7: IPRC: Identification Process
- SE8: IPRC: Review Process
- SE9: Parent Guide to Special Education
- SE50: Staff Incident Report

Transportation:

- S9: Request for Transportation Within Board
- S10: Request for Transportation Outside Board

- Appendix 8** Functional Life Skills Program: A Resource Document for Classroom and Core Resource Teachers
- Appendix 9** Individual Education Plan: Report to Ministry re Implementation of Standards
- Appendix 10** Individual Education Plan (I.E.P.) Sampler: Subject Specific for Secondary Schools
- Appendix 11** Program for Academic and Creative Extension (P.A.C.E.): A Resource Document for Teachers of the P.A.C.E. Program
- Appendix 12** Secondary Schools Special Education Delivery Model
- Appendix 13** Section 23 Contracts: **(Updated 2015-16 School Year)**
- York Centre for Children, Youth & Families – Children’s Program
  - York Centre for Children, Youth & Families – Youth Program
  - Rose of Sharon for Young Mothers
  - Kinark Child and Family Services
- Appendix 15** Social Communications Program: A Resource Document for classroom and Core Resource Teachers
- Appendix 16** Review and Recommendations: Educational Assistant Review, May 2001
- Appendix 17** Administrator’s Guide (Elementary)
- Appendix 18** Administrator’s Guide (Secondary)
- Appendix 20** **Form:** SE5A (Elementary PACE Program Only)
- Appendix 21** **Form:** PM-1 Consent for Observation by Physical Management Staff
- Appendix 22** Educational Support Program: Supplementary Material for Gr. 10 Applied History Course
- Appendix 23** PACE Review (Elementary Program)
- Appendix 24** A Guide for Classroom Teachers: Supporting Students in the Social Communication Program (Feb. 2002) Pervasive Developmental Disorder (PDD) Document (Elementary)
- Appendix 25** Secondary Core Review
- Appendix 26** Special Education Department Head Resource Document (Secondary)

<b>Appendix 27</b>	Transition Document (Elementary/Secondary)
<b>Appendix 29</b>	Video: FLS Program (Elementary)
<b>Appendix 30</b>	Minority Report and Board's Response to Minority Report This formed part of the plan submitted June 2003 – however, no Minority reports received to date for the 2003/04 plan
<b>Appendix 31</b>	Annual Accessibility Plan
<b>Appendix 32</b>	Language Support Centres: A Program to Meet the Needs of Students Experiencing Significant Communication Difficulties
<b>Appendix 33</b>	Writing Assessment Centre/Special Equipment Amount Claim (Computers/Software)
<b>Appendix 34</b>	Laptop Learning Strategies
<b>Appendix 35</b>	Board Reports for SEAC Meetings <b>(UPDATED)</b> - attached
<b>Appendix 36</b>	Special Equipment Amount (SEA) Handbook
<b>Appendix 37</b>	Transportation Policy, No. 203
<b>Appendix 38</b>	Pre AP Mathematics, Grade 9
<b>Appendix 39</b>	Pre AP Mathematics, Grade 10
<b>Appendix 40</b>	Pre AP English, Grade 9
<b>Appendix 41</b>	Pre AP English, Grade 5
<b>Appendix 42</b>	Pre AP English, Grade 6
<b>Appendix 43</b>	Transition to Post Secondary – A Resource Guide for School Staff
<b>Appendix 44</b>	Experiences of Everyday / Community Living
<b>Appendix 45</b>	Pre AP Mathematics, Grade 11
<b>Appendix 46</b>	Pre AP History, Grade 10
<b>Appendix 47</b>	Pre AP Physics, Grade 11
<b>Appendix 48</b>	Pre AP Science, Grade 10
<b>Appendix 49</b>	Pre AP English, Grade 11
<b>Appendix 50</b>	Pre AP Science, Grade 9
<b>Appendix 51</b>	Pre AP English, Grade 12

<b>Appendix 52</b>	Pre AP Biology, Grade 11
<b>Appendix 53</b>	Pre AP Chemistry, Grade 11
<b>Appendix 54</b>	Transition Planning, Working Together for Children
<b>Appendix 55</b>	Pre-AP English Grade 7, PACE Resource Document
<b>Appendix 56</b>	Pre AP English, Grade 10, PACE Resource Document
<b>Appendix 57</b>	Pre AP Physics, Grade 12, PACE Resource Document
<b>Appendix 58</b>	Early Literacy Intervention Program Training Manual
<b>Appendix 59</b>	SEAC Handbook
<b>Appendix 60</b>	Third Party Protocol
<b>Appendix 61</b>	Board Improvement Plan
<b>Appendix 62</b>	ADHD Attention-Deficit Hyperactivity Disorder Brochure
<b>Appendix 63</b>	Early Facilitation Process for Children with Special Needs Entering School for the First Time
<b>Appendix 64</b>	MyEP – IEP Brochure

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:04**

**To: Regular Board Meeting**

**April 26, 2016**

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at **7:00 p.m.** on **April 13, 2016.**

**PRESENT:**

**Committee Members:** S. Boswick, K. Bryden, D. Legris, M. Mak, T. McNicol, P. Whittam

**Association Representatives:** L. Ciccone, D. Flynn

**Administration:** A. Cabraja, T. D'Acunto, G. Galloro, C. Leger

**Regrets:** H. Adams, K. Amenta, T. Ciaravella, F. DiMarco, R. Dunn, C. Ferlisi, S. Gatti, A. Infusino-Simonetta, M. Luccon, E. Morgilio, O. Oloya, B. Sheppard

**Recording:** C. Brinias

**Guests:** AQ – Special Education for Administrators attendees

- E. Walters – Instructor
- Arista-Vallario
- D. Chan
- J. Palumbo
- A. Poon
- J. Sepkowski
- M. Palumbo – EA @ Holy Cross

**PRESENTATIONS/DISCUSSIONS:**

- IEP Audit 2014-2015
- Debrief re: Budget presentation to Board of Trustees on March 29, 2016
- Discussion re: "Fund in Need" Approach to Special Education Funding
- Recognition of Paul Whittam by Board of Trustees

**BUSINESS ARISING:**

- Special Education Plan Feedback
- Use of Video Surveillance Equipment – Policy Consultation Form
- Transition Planning Symposium Flyer – May 28, 2016

**CORRESPONDENCE:**

- Special Education Grant Funding in 2016 - 2017

**SEAC REPORT TO BOARD:**

- Report 2016:02 – March 7, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- April 2016

**ASSOCIATION REPORT**

- Down Syndrome Association

**NEXT MEETING: May 11, 2016 @ 7:00 p.m.** at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:05**

**To: Regular Board Meeting**

**May 31, 2016**

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at **7:00 p.m.** on **May 11, 2016.**

**PRESENT:**

**Committee Members:** H. Adams, K. Bryden, J. Deakin, D. Kusturic, D. Legris, E. Morgillo,  
T. McNicol, A. Simonetta, H. Sirola, P. Whittam

**Association Representatives:** K. Amenta, L. Ciccone, D. Flynn, P. Dignard, F. Di Marco

**Administration:** T. D'Acunto, M. Battista, A. Cabraja, J. Fragnelli, G. Galloro

**Regrets:** T. Ciaravella, R. Dunn, C. Ferlisi, S. Gatti, M. Luccon, O. Oloya,  
B. Sheppard, M. Mak

**Recording:** A. Berry

**Guests:** L. D'Andrea, Principal, Our Lady of the Annunciation  
A. D'Agostini, Core Teacher, Our Lady of the Annunciation  
M. Fantauzzi, Core Teacher, Our Lady of the Annunciation  
H. Van Hoogmoed, Educational Assistant, Our Lady of the Annunciation  
C. Stewart, student, Our Lady of the Annunciation  
K. Stewart, parent, Our Lady of the Annunciation  
S. Stewart, parent, Our Lady of the Annunciation

**PRESENTATIONS/DISCUSSIONS:**

- Oral Communication
- Mental Health Update
- ASD Classroom
- School Climate Survey & Exit Survey Result

**BUSINESS ARISING:**

- Special Education Plan Amendments Approval
- 2016-2017 Proposed SEAC Meeting Dates for Approval
- Ministry's Advisory Council on Special Education Feedback Form
- Save Provincial Schools
- Special Education Budget Presentation to Board on May 31, 2016

**ACTION:**

**Special Education Plan**

**THAT the Board approve the amendments of the Special Education Plan as approved by SEAC on May 11, 2016.**

**CORRESPONDENCE:**

- Board Highlights – March 29, 2016

**SEAC REPORT TO BOARD:**

- Report 2016:04 – April 26, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- May 2016

**ASSOCIATION REPORT**

- Learning Disabilities Association of York Region

**NEXT MEETING: June 8, 2016 @ 7:00 p.m.** at the Catholic Education Centre, 320 Bloomington Road West,  
Aurora, Ontario L4G 0M1

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:06**

**To: Regular Board Meeting**

**June 21, 2016**

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at **7:00 p.m.** on **June 8, 2016**.

**PRESENT:**

**Committee Members:** H. Adams, K. Amenta, K. Bryden, S. Boswick, T. Ciaravella, J. Deakin, C. Ferlisi, S. Gatti, D. Legris, T. McNicol, C. Newton, A. Simonetta, P. Whittam

**Association Representatives:** L. Ciccone, D. Flynn, P. Dignard, F. Di Marco

**Administration:** T. D'Acunto, A. Cabraja, J. Fragnelli, G. Galloro

**Regrets:** M. Battista, B. Sheppard

**Recording:** C. Brinias

**Guests:** Amina Aumeer, Grade 12, St. Theresa of Lisieux Student  
Elaine Barker, Teacher – Hearing Center  
Filippo Dambrosio, Grade 3, Divine Mercy CES  
Mary & Mike Dambrosio, Parents  
Isabella & Matteo Dambrosio, Divine Mercy CES  
Julia Dambrosio, Grandparent  
Sarah Ann Dambrosio  
Supriya Mutharasan - Grade 11, St. Roberts CHS  
Lisa Santilly, Teacher – Hearing Center  
Lisa Schiafone, Teacher – Hearing Center  
Laura Girardi, Ryerson University, Former YCDSB Student  
Barbara & Peter Whitaker, Grandparents

**PRESENTATIONS/DISCUSSIONS:**

- Meaningful Accommodations
- Vision Department Student Presentations
  - Notability
  - Dancing Dots
- Hearing Department Student Presentations
  - Classroom Accommodations for Students with Hearing Loss
  - IPAD Apps for Deaf Education
  - Importance of Self-advocacy at the Post-Secondary Level
  - What I Do Best
- Budget Update

**BUSINESS ARISING:**

- Acknowledgements
  - Paul Whittam – SEAC Chair from 2001 to 2015
  - Cenza Newton – SEAC Co-Chair from 2011 to 2015
- Provincial Schools Update
- 2016 – 2017 SEAC Meeting Dates – Revised

**CORRESPONDENCE:**

- District School Board of Niagara

**SEAC REPORT TO BOARD:**

- Report 2016:05 – May 11, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- June 2016

**ASSOCIATION REPORT**

- Learning Disabilities Association of York Region
- York Support Services Network (YSSN)

**NEXT MEETING: September 19, 2016 @ 7:00 p.m.** at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1

**K. BRYDEN, CHAIR, SEAC**



**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:07**

**To: Regular Board Meeting**

**September 27, 2016**

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at **7:00 p.m.** on **September 19, 2016**

**PRESENT:**

**Committee Members:** H. Adams, K. Amenta, S. Boswick, K. Bryden, T. Ciaravella,  
D. Legris, E. Morgillo

**Association Representatives:** E. DiFalco, D. Flynn, P. Dignard

**Administration:** T. D'Acunto, A. Cabraja, J. Fragnelli, M. Battista

**Regrets:** F. Di Marco, C. Ferlisi, S. Gatti, G. Galloro, T. McNicol, B. Sheppard,  
A. Simonetta

**Recording:** C. Brinias

**Guests:** S. Ulgiati, Consultant, Religion Department

**PRESENTATIONS/DISCUSSIONS:**

- ASD Summer Camp Update
- 2016-17 Goal Setting for SEAC

**ACTION:**

- Send to SEAC Committee summarized SEAC Goals for 2016-2017
- Prioritize SEAC Goals and timelines at October SEAC Meeting

**CORRESPONDENCE:**

- SEAC Orientation Handbook
- Technology Summer Camp
- REVISED Finalized SEAC Meeting Dates

**SEAC REPORT TO BOARD:**

- **Report 2016.06 – June 8, 2016**

**STUDENT SERVICES IN-SERVICE CALENDAR**

- September 2016

**ASSOCIATION REPORT**

- Learning Disabilities Association of York Region
- Downs Syndrome Association

**NEXT MEETING: October 17, 2016 @ 7:00 p.m.** at the Catholic Education Centre, 320 Bloomington Road West,  
Aurora, Ontario L4G 0M1

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:08**

To: Regular Board Meeting

October 25, 2016

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at 7:00 p.m. on **October 17, 2016**

**PRESENT:**

**Committee Members:** H. Adams, K. Amenta, S. Boswick, K. Bryden, S. Gatti, D. Legris,  
E. Morgillo, A. Simonetta

**Association Representatives:** E. DiFalco, F. DiMarco, D. Flynn

**Administration:** T. D'Acunto, J. Fragnelli, G. Galloro, O. Oloyo

**Regrets:** A. Cabraja, T. Ciaravella, P. Dignard, C. Ferlisi, T. McNicol, B. Sheppard,

**Recording:** C. Brinias

**Guests:** Mary Brumwell, Early Intervention Services – Early Intervention Services  
Nita Leung, St. Maximillian CHS – Classroom Teacher  
Sarina Suppa, York Support Services Network – Future SEAC member

**PRESENTATIONS/DISCUSSIONS:**

- Early Intervention Services
- ASD / GLE Summer Course Update
- 2016 – 2017 SEAC Goals – Follow-up

**BUSINESS ARISING:**

- Volunteers for SEAC Budget Subcommittee
- Volunteers for Agency & Association Presentations

**CORRESPONDENCE:**

- Renfrew County Catholic District School Board – September 14, 2016
- Provincial Parent Advisory Committee – September 23, 2016
  - Resource materials for SEAC members available at [www.paac-seac.ca](http://www.paac-seac.ca)

**SEAC REPORT TO BOARD:**

- Report 2016:07 – September 19, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- October 2016

**ASSOCIATION REPORT**

- Learning Disability Association of York Region
- York Support Services Network

**NEXT MEETING: November 14, 2016 @ 7:00 p.m.** at the Catholic Education Centre, 320 Bloomington Road West,  
Aurora, Ontario L4G 0M1

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:09**

To: Regular Board Meeting

November 29, 2016

A Regular Meeting of the Special Education Advisory Committee was held in the Boardroom at Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 commencing at 7:00 p.m. on **November 14, 2016**

**PRESENT:**

**Committee Members:** H. Adams, K. Amenta, S. Boswick, K. Bryden, T. Ciaravella, S. Gatti, D. Legris, E. Morgillo, C. Lee, T. McNicol (teleconference), S. Suppa

**Association Representatives:** E. DiFalco, P. Dignard, D. Flynn

**Administration:** A. Cabraja, T. D'Acunto, J. Fragnelli, G. Galloro, M. Battista

**Regrets:** C. Ferlisi, F. DiMarco, B. Sheppard

**Recording:** C. Brinias

**Guests:** I. Donato, Principal, Our Lady of Grace CES  
J. Corallo, Teacher, Holy Name CES  
M. Hunter, Alternate Member, Autism Ontario  
R. Iannezzi, Teacher, St. Marguerite D'Youville CES  
K. Page, LDAYR Practicum student, Windsor University  
S. Perciballi, ISA Program Teacher, Our Lady of Grace CES  
D. McCowell, Behaviour Support Worker  
L. Salerno, Teacher, St. Marguerite D'Youville CES  
R. Rotondi, Teacher, Our Lady of Grace CES  
Belfiore Family, Cabral Family, DiLoreto Family, Francis Family,  
Gennaro Family, Harrigan Family, Rodrigues Family,

**PRESENTATIONS/DISCUSSIONS:**

- More than Meets the Eye – Student presentation on Autism
- Learning Disabilities Awareness Month Presentation – Our Lady of Grace ISA classroom video
- 2016 – 2017 SEAC Goals – Follow-up

**BUSINESS ARISING:**

- Christmas SEAC Dinner Meeting Invitation

**SEAC REPORT TO BOARD:**

- Report 2016:08 – October 25, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- November 2016

**ASSOCIATION REPORT**

- Learning Disability Association of York Region

**NEXT MEETING: December 12, 2016 @ 6:15 p.m.** at Eagles Nest, 10,000 Dufferin Street, Maple, Ontario

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2016:10**

**To: Regular Board Meeting**

**December 20, 2016**

A Regular Meeting of the Special Education Advisory Committee was held in the Eagles Nest, 10,000 Dufferin Street, Maple, Ontario commencing at **6:15 p.m.** on **December 12, 2016.**

**PRESENT:**

**Committee Members:** H. Adams, K. Amenta, S. Boswick, K. Bryden, T. Ciaravella, C. Ferlisi, S. Gatti, D. Legris, E. Morgillo, C. Lee, T. McNicol, S. Suppa

**Association Representatives:** P. Dignard, D. Flynn

**Administration:** M. Battista, A. Cabraja, T. D'Acunto, J. Fragnelli, G. Galloro, O. Oloyo

**Regrets:** E. DiFalco, F. DiMarco, B. Sheppard

**Recording:** C. Brinias

**Guests:** No guests

**PRESENTATIONS/DISCUSSIONS:**

- ABA Implementation Plan 2016-2017
- 2016-17 Goals Update

**SEAC REPORT TO BOARD:**

- Report 2016:09 – November 14, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- December 2016

**ASSOCIATION REPORT**

- Learning Disability Association of York Region
- York Support Service Network

**ITEMS FOR FUTURE AGENDA**

- Community Living Newmarket / Aurora District – January 2017

**NEXT MEETING: January 11, 2017 @ 7:00 p.m.** – Catholic Education Center, 320 Bloomington Road West, Aurora, Ontario

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2017:01**

**To: Regular Board Meeting**

**January 31, 2017**

A Regular Meeting of the Special Education Advisory Committee was held Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 at 7:00 p.m.

**PRESENT:**

- Committee Members:** H. Adams, K. Amenta, S. Boswick, K. Bryden, T. Ciaravella, S. Gatti, C. Lee, E. Morgillo, T. McNicol, (via phone) S. Suppa
- Association Representatives:** E. DiFalco, P. Dignard, F. DiMarco, D. Flynn
- Administration:** A. Cabraja, T. D'Acunto,
- Regrets:** G. Galloro, J. Fragnelli, B. Sheppard, C. Ferlisi, D. Legris. O. Oloyo,
- Recording:** C. Brinias
- Guests:** Mark Hunter, Autism Ontario Alternate Member

**PRESENTATIONS/DISCUSSIONS:**

- Community Living Newmarket / Aurora District
- 2016-17 SEAC Goals Update

**INFORMATION ITEMS:**

- Board's Annual Accessibility Plan

**SEAC REPORT TO BOARD:**

- Report 2016:10 – December 12, 2016

**STUDENT SERVICES IN-SERVICE CALENDAR**

- January 2017

**ASSOCIATION REPORT**

- York Region Disability Association
- York Support Service Network

**ITEMS FOR FUTURE AGENDA**

- SEAC Voting – February 13, 2017
- Budget Update – February 13, 2017
- Multi-year Strategic Plan Survey, Climate & Exit Survey – March 6, 2017
- EQAO Results for Literacy & Math – May 8, 2017

**NEXT MEETING: February 13, 2017 @ 7:00 p.m.** – Catholic Education Center, 320 Bloomington Road West, Aurora, Ontario

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE  
REPORT NO. 2017:02**

**To: Regular Board Meeting**

**February 28, 2017**

A Regular Meeting of the Special Education Advisory Committee was held Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 at 7:00 p.m.

**PRESENT:**

- Committee Members:** H. Adams, S. Boswick, K. Bryden, T. Ciaravella, C. Ferlisi  
S. Gatti, D. Legris, J. MacMillian, M. Hunter, T. McNicol, S. Suppa
- Association Representatives:** E. DiFalco, P. Dignard, F. DiMarco
- Administration:** A. Cabraja, J. Fragnelli, G. Galloro, T. D'Acunto
- Regrets:** D. Flynn, B. Sheppard,
- Recording:** C. Brinias
- Guests:** S. DaSilva, York Catholic Parent Involvement Committee Member  
T. Lorini, York Catholic Parent Involvement Committee Member  
K. Obukuro, Parent

**PRESENTATIONS/DISCUSSIONS:**

- Special Education Budget Update
- 2016-17 SEAC Goals Update

**CORRESPONDENCE:**

- Nipissing-Parry Sound Catholic District School Board

**BUSINESS ARISING**

- Invitation to York Catholic Parent Involvement Committee Meeting on March 27, 2017
- Terms of Reference Update

**Motion: SEAC endorses the amendments to the terms of reference presented and RECOMMENDS THAT the Amendments to the Terms of Reference be received by the Board. (Legris / Adams)**

**SEAC REPORT TO BOARD:**

- Report 2017:01 – January 11, 2017

**ASSOCIATION REPORT**

- York Region Disability Association
- Downs Syndrome Association

**ITEMS FOR FUTURE AGENDA**

- Multi-year Strategic Plan Survey, Climate & Exit Survey – March 6, 2017
- EQAO Results for Literacy & Math – May 8, 2017

**NEXT MEETING: March 6, 2017 @ 7:00 p.m. – Catholic Education Center, 320 Bloomington Road West, Aurora, Ontario**

**K. BRYDEN, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2017:03**

**To: Regular Board Meeting**

**March 28, 2017**

A Regular Meeting of the Special Education Advisory Committee was held Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 at 7:00 p.m.

**PRESENT:**

**Committee Members:** H. Adams, S. Boswick, K. Bryden, E. Chan, S. Gatti, D. Legris, J. MacMillian, M. Hunter, T. McNicol (teleconference), S. Suppa,

**Association Representatives:** R. Dunn-Gibson, P. Dignard, F. DiMarco

**Administration:** O. Oloyo, A. Cabraja, J. Fragnelli, G. Galloro, T. D'Acunto,

**Regrets:** D. Flynn, B. Sheppard, T. Ciaravella, C. Ferlisi

**Recording:** C. Brinias

**Guests:** F. Cirinna, Fr. Bressani Graduate  
T. Lorini, York Catholic Parent Involvement Committee Member  
R. Nang, LDAYR Practicum Student from Windsor University

**PRESENTATIONS/DISCUSSIONS:**

- My Journey through Special Education
- Multi-year Strategic Plan Survey, Climate Survey & Exit Survey
- SEAC Goal Update

**CORRESPONDENCE:**

- Peterborough Catholic District School Board

**SEAC REPORT TO BOARD:**

- Report 2017:02 – February 13, 2017

**ASSOCIATION REPORT**

- York Region Disability Association
- Downs Syndrome Association
- Community Living Newmarket / Aurora District
- Community Living York South

**ITEMS FOR FUTURE AGENDA**

- EQAO Results for Literacy & Math – May 8, 2017

**NEXT MEETING: April 5, 2017 @ 7:00 p.m.** – Catholic Education Center, 320 Bloomington Road West, Aurora, Ontario

**H. ADAMS, CHAIR, SEAC**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2017:04**

**To: Regular Board Meeting**

**April 25, 2017**

A Regular Meeting of the Special Education Advisory Committee was held on **April 5, 2017** at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 at 7:00 p.m.

**PRESENT:**

**Committee Members:** H. Adams, C. Amenta, S. Boswick, E. Chan, S. Gatti, D. Legris,  
T. McNicol, E. Morgillo, S. Suppa

**Association Representatives:** R. Dunn-Gibson, P. Dignard, D. Flynn

**Administration:** A. Cabraja, J. Fragnelli, G. Galloro, T. D'Acunto,

**Regrets:** M. Battista, K. Bryden, F. DiMarco, B. Sheppard, T. Ciaravella,  
C. Ferlisi, G. Galloro

**Recording:** C. Brinias

**Guests:** N. Lai, Parent, St. Patrick CES, Markham  
D. Valentini, AQ Student from Niagara University  
M. Hunter, Autism Ontario  
J. MacMillian, Community Living Central York

**PRESENTATIONS/DISCUSSIONS:**

- The Teaching & Generalization of Communication, Social and Play Skills in Students with ASD
- SEAC Goal Update

**CORRESPONDENCE:**

- [Peterborough Catholic District School Board](#)

**SEAC REPORT TO BOARD:**

- [Report 2017:03 – March 6, 2017](#)

**BUSINESS ARISING:**

- Special Education Plan Revisions
- Maple Family of Schools Annual Gathering – May 10, 2017

**ASSOCIATION REPORT**

- Learning Disabilities Association of York Region
- Community Living Central York
- Community Living York South

**ITEMS FOR FUTURE AGENDA**

- EQAO Results for Literacy & Math – May 8, 2017
- Student Presentations – June 5, 2017

**NEXT MEETING: May 8, 2017 @ 7:00 p.m.** – Catholic Education Center, 320 Bloomington Road West,  
Aurora, Ontario

**H. ADAMS, CHAIR, SEAC**



# YORK CATHOLIC DISTRICT SCHOOL BOARD

## SPECIAL EDUCATION ADVISORY COMMITTEE

### REPORT NO. 2017:05

To: Regular Board Meeting

May 23, 2017

A Regular Meeting of the Special Education Advisory Committee was held on **May 8, 2017** at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1 at 7:00 p.m.

#### PRESENT:

**Committee Members:** H. Adams, K. Byrden, T. Ciaravella, C. Amenta, C. Ferlisi, S. Boswick, C. Lee, S. Gatti, D. Legris, E. Morgillo, A. Infusino-Simonetta

**Association Representatives:** R. Dunn-Gibson, P. Dignard, F. DiMarco, D. Flynn

**Administration:** M. Battista, A. Cabraja, G. Galloro, T. D'Acunto

**Regrets:** B. Sheppard, J. Fragnelli, T. McNicol

**Recording:** C. Brinias

**Guests:** **M. Hunter**

#### PRESENTATIONS/DISCUSSIONS:

- 2016 EQAO Literacy & Mathematics Results
- SEAC Budget Subcommittee Update
- SEAC Goal Update

#### SEAC REPORT TO BOARD:

- [Report 2017:05 – April 5, 2017](#)

#### BUSINESS ARISING:

- **Special Education Plan Approval**
  - May 8, 2017 Approval of Special Education Plan by SEAC
  - June 5, 2017 Special Education Plan goes to Board for approval
  - July 15, 2017 Special Education Plan submission to Ministry
- **Special Education Plan Approval**

**Motion: SEAC acknowledges receipt of the revisions to the Special Education Plan and RECOMMENDS THAT the Board approve the plan as presented for submission To the Ministry of Education (Amenta / Adams)**
- **SEAC Meeting Dates (2017 – 2018)**

**Motion: SEAC approves the SEAC Meeting Dates for 2017-18 school year and RECOMMENDS THAT these dates be implemented. (Ferlis / Ciaravella)**

#### ASSOCIATION REPORT

- Learning Disabilities Association of York Region
- York Support Network Services

#### ITEMS FOR FUTURE AGENDA

- Student Presentations
- Special Education Budget Update

**NEXT MEETING: June 5, 2017 @ 7:00 p.m.** – Catholic Education Center, 320 Bloomington Road West, Aurora, Ontario

**K. BRYDEN, CHAIR, SEAC**