

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 402
<i>Former Policy #</i> 414	<i>Page</i> 1 of 6
<i>Original Approved Date</i> November 24, 1992	<i>Subsequent Approval Dates</i> January 14, 2003 June 21, 2016

POLICY TITLE: ACCOMMODATIONS FOR STUDENTS WITH MODERATE TO SEVERE LEARNING NEEDS

SECTION A

1. PURPOSE

The York Catholic District School Board believes that all students deserve the dignity of reaching optimal independence and achievement throughout their daily learning activities within an inclusive Christ-centered school environment.

2. POLICY STATEMENT

The York Catholic District School Board endorses the use of a range of accommodations for supporting students with moderate to severe learning needs.

Accommodations are provided in order to maximize a student's independence with functional daily living and learning activities, as outlined in the student's Individual Education Plan. These accommodations may include: environmental accommodations, use of assistive technology and use of a shared model of human resource support.

3. PARAMETERS

- 3.1 An Individual Education Plan (IEP) shall be developed by the teacher in collaboration with other staff who provide support to the student and in consultation with parents/guardians.
- 3.2 Environmental accommodations shall be implemented to provide the student access to an optimal learning environment in which all students may engage in and demonstrate learning.

- 3.3 School environments shall be physically accessible so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning where necessary. The rights and needs of one person are considered within the context of the rights and needs of others in the decision making process regarding environmental accommodations.
- 3.4 Assistive technology may be used so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning. In those cases where assistive technology is not available in the school, the Special Equipment Amount (SEA) process will be considered as a means of providing an individual student with essential assistive technology.
- 3.5 An Educational Assistant may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon a shared model of support as outlined in the *Procedures: Criteria for Education Assistant Allocation*.
- 3.6 An Educational Intervener may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon the Educational Intervener criteria as outlined in the *Procedures: Education Intervener Allocation*. This intensive support is intended to be short term in duration and to facilitate progress towards the use of a range of accommodations including a shared model of human resource support as required.
- 3.7 Appointment of an Educational Assistant/Intervener to a school may be in accordance with the provisions of the CUPE 2331 Collective Agreement.
- 3.8 The Educational Assistant/Intervener shall work under the authority of the Principal to which they are assigned.
- 3.9 In partnership with teacher(s), the Educational Assistant/Intervener shall support the day-to-day implementation of programs related to safety, daily living skills and alternative curriculum as outlined in the Individual Education Plan of the students they serve.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with *Policy 402: Accommodations for Students with Moderate to Severe Learning Needs*.

4.2 Superintendent of Education: Exceptional Learners

- 4.2.1 To oversee the implementation and compliance of *Policy 402: Accommodations for Students with Moderate to Severe Learning Needs* and associated procedures in schools.

- 4.2.2 To communicate the *Policy 402: Accommodations for Students with Moderate to Severe Learning Needs* and associated procedures to the senior administrative team.
- 4.2.3 To oversee the implementation of the range of accommodations to support students with moderate to severe learning needs.
- 4.2.4 To recommend the number of Educational Assistants/Interveners required to equitably meet the needs of the system on an annual basis, within the centrally assigned budget allocation.
- 4.2.5 To allocate Educational Assistant full time equivalents (FTE) to each school as per the *YCDSB Procedure: Educational Assistant Allocation*.
- 4.2.6 To allocate Educational Intervener full time equivalents (FTE) as per the *YCDSB Procedure: Educational Intervener Allocation*.
- 4.2.7 To realign Educational Assistant allocation as per the *YCDSB Procedure: Educational Assistant Allocation* when students enter or exit a school.

4.3 School Superintendents of Education: School Leadership

- 4.3.1 To assist with the implementation and compliance of *Policy 402: Accommodations for Students with Moderate to Severe Learning Needs* and associated procedures.
- 4.3.2 To review with Principals the shared model of support, roles and responsibilities of pertinent staff, when requested.

4.4 Superintendent of Human Resources

- 4.4.1 To ensure that the provisions of *Policy 402: Accommodations for Students with Moderate to Severe Learning Needs* are incorporated into practices for recruitment, hiring and employment of Educational Assistants/Interveners.

4.5 Principal

- 4.5.1 To oversee the implementation of the range of accommodations to support students who present with moderate to severe learning needs.
- 4.5.2 To follow a shared model of support when establishing the Educational Assistant/Intervener specific responsibilities and schedule as aligned with student's needs documented in their IEP.
- 4.5.3 To ensure the Educational Assistant/Intervener's tasks and responsibilities are aligned with their role.
- 4.5.4 To review the Educational Assistant/Intervener Handbook with the teacher(s) and the Educational Assistant/Intervener to ensure an understanding of roles and responsibilities.
- 4.5.5 To ensure the Educational Assistant/Intervener reviews the IEPs of students whom they support.
- 4.5.6 To ensure the Educational Assistant/Intervener supports the implementation of safety, daily living skills and alternative curriculum as directed by the teacher(s) and documented in the IEP.
- 4.5.7 To reassign an Educational Assistant/Intervener to other duties in the event of a student absence on a particular day.
- 4.5.8 To complete Educational Assistant's/Intervener's performance appraisals as per performance appraisal guidelines.

- 4.5.9 To inform the Superintendent of Education: Exceptional Learners of any new student needs to a school which will require the support of an Educational Assistant/Intervener as per the independent procedures.
- 4.5.10 To inform the Superintendent of Education: Exceptional Learners as soon as possible of any instances where a student who is supported by an Educational Assistant/Intervener leaves the school or when a student's schedule is reduced.

4.6 Teacher

- 4.6.1 To provide feedback to the IEP Team and parents/guardians regarding appropriate accommodations related to student progress.
- 4.6.2 To work collaboratively with the Educational Assistant/Intervener by providing programming and direction regarding day-to-day implementation of programs related to self-regulation, daily living skills and alternative curriculum as outlined in the student's IEP.
- 4.6.3 To maintain regular communication with the Educational Assistant/Intervener with regard to program goals and specific outcomes through documentation and data collection through regular meetings and/or ongoing discussion.
- 4.6.4 To promote inclusivity of all students by ensuring the human resource support aligns with the student's IEP and takes place within the most enabling and inclusive environment.
- 4.6.5 To receive and assess all Educational Assistant's/Intervener's concerns regarding the student(s) to which s/he has been assigned and to communicate these concerns to the Principal as required.
- 4.6.6 To inform the Educational Assistant/Intervener of classroom procedures, rules and methods of classroom management in order to provide procedural consistency for all students.
- 4.6.7 To discuss and clarify with Educational Assistants/Interveners, their specific responsibilities based on the needs of the student(s). This includes specific logistics/tasks of programs and other procedures related to the student's self-care, medical and safety needs.
- 4.6.8 To consult with the Principal when the student(s) whom the Educational Assistant/Intervener is supporting is absent so their schedule can be adjusted.

4.7 Educational Assistant/Intervener

- 4.7.1 To work cooperatively with all concerned in the delivery of the Board's Special Education Programs and Services by implementing programs and collecting data under the direction of the Principal and Teacher.
- 4.7.2 To promote planned purposeful opportunities that support student independence in the most enabling and inclusive learning environment.
- 4.7.3 To demonstrate the principles of equity and inclusivity for exceptional students within the YCDSB mainstreamed school community.
- 4.7.4 To maintain the dignity of students in their care by respecting their right to privacy and confidentiality.
- 4.7.5 To assist in meeting the educational, spiritual, social, emotional and physical needs of students entrusted into their care.

- 4.7.6 To complete other duties as outlined in the YCDSB Educational Assistant/Intervener Handbook.
- 4.7.7 To redirect all parent communication and inquiries to the teacher.

5. DEFINITIONS

5.1 Assistive Technology (AT)

Any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs *Education for All, 2005*.

5.2 Environmental Accommodations

Any changes or supports in the physical environment of the classroom and/or the school and/or use of individualized equipment in the learning environment required by the student to learn and to demonstrate learning (e.g., alternative work spaces, mobility/positioning/transfer equipment, sound field systems, adaptations to visual and/or auditory input). As per *Ministry of Education: IEP Resource Guide 2004*.

5.3 Inclusive Education

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

5.4 Individual Education Plan (IEP)

A written plan describing the special education program and/or services required by a particular student that will foster achievement and success, based on a thorough assessment of the student's strengths and needs.

5.5 Mainstreaming

The practice of educating students with special needs in regular classes during specific time periods based on their individual skills.

5.6 Range of Accommodations

The particular teaching and/or assessment strategies, human supports, individualized equipment, and/or environmental supports provided as a means of assisting individual students in the achievement of their learning outcomes.

5.7 Shared Model of Support

A framework by which a Principal may assign an Educational Assistant /Intervener to work in one or more classrooms to assist one or more teachers with one or more student (s) who present with moderate to severe special needs.

5.8 Special Equipment Amount (SEA)

Any individualized equipment that is required by a student to access curriculum (e.g., communication devices, specialized computer hardware and software, transfer/toileting equipment). As per *Ministry Guidelines for SEA Funding*.

6. CROSS REFERENCES

- YCDSB Policy 208 Student Disability Accommodation
- YCDSB Policy 613 Equity and Inclusive Education
- YCDSB Procedure: Criteria for Educational Assistant Allocation
- YCDSB Procedure: Education Intervener Allocation
- YCDSB Educational Assistant Handbook
- YCDSB Accessibility Plan

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