



York Catholic District School Board **Special Education Plan**

2025-2026



Learning Together in Christ
Engaging, Enabling, Empowering



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INTRODUCTION

Acronyms and Definitions and Related to Special Education



Acronyms and Definitions Related to Special Education

Acronym	Description
ABA	Applied Behaviour Analysis
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASD	Autism Spectrum Disorder
BMS	Behaviour Management Systems
BRS	Behaviour Resource Services
CAR	Contract Agency Resource
CAR	Core Attendance Register (Secondary)
CDA	Communicative Disorders Assistant
CEC	Council for Exceptional Children, also Catholic Education Centre
CYC	Child and Youth Care Practitioner
CYW	Child and Youth Worker
DS	Differentiated Support
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
EA	Educational Assistant
EW	Education Worker
ES	Educational Support Program
FLS	Functional Life Skills Program
FSIQ	Full Scale Intellectual Quotient (from the WISC-V)
GAI	General Abilities Index (from the WISC-V)
GSN	Grants for Special Needs
HPS	Hearing Program and Services
IEP	Individual Education Plan
IAIT	Itinerant Autism Intervention Teacher
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LS	Learning Strategies
MDT	Multidisciplinary Team
ME	Multiple Exceptionalities (Hub) Program
MHW	Mental Health Workers
MID	Mild Intellectual Disability
NVLD	Nonverbal Learning Disability
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
OSR	Ontario Student Record
OT/PT	Occupational and Physical Therapy Services



Special Education Plan

Acronym	Description
OT	Occupational Therapist
OTA/PTA	Occupational/Physical Therapy Assistant
PACE	Program for Academic and Creative Education
PEP	Pathways to EmployABILITY Program
PIP	Pathway to Independence Plan
PT	Physiotherapist
PSYCH	Psychological Services
SBRT	School Based Resource Team
SCP	Social Communication Program
SE	Special Education
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SET	Special Education Teacher
SETT	Special Education Technology Team
SIP	Special Incidence Portion
SEI	Specialized Educational Intervenor
SEA	Specialized Equipment Amount
SLS	Speech & Language Services
SLP	Speech Language Pathologist
SSMT	Student Services Management Team
SST	Student Success Team
SSW	Student Support Worker
VPS	Vision Programs and Services

Definitions for purposes of this Special Education Plan:

board - refers to York Catholic District School Board administration and staff

Board - refers to the Board of Trustees



Special Education Plan

YCDSB Special Education Forms

Form (colour)	Form Name	Purpose and Procedure
SE1 (white)	Summary/Search of Ontario Student record	<ul style="list-style-type: none"> A summary of a student's educational history including access to programs and services
SE2 (yellow)	Meeting Record	<ul style="list-style-type: none"> Documents purpose and outcomes of a conference or Parent(s)/Guardian(s) meeting A copy is provided to Parent(s)/Guardian(s)
SE3 (green)	Consent for Consultation	<ul style="list-style-type: none"> Must be completed prior to consultation with Multidisciplinary team members Valid for one year
SE4a (green)	Consent for Academic / Assessment of Skills	<ul style="list-style-type: none"> Completed prior to initiation of an initial Academic / Assessment of Skills
SE4 (goldenrod)	Special Education Academic/ Assessment of Skills Report	<ul style="list-style-type: none"> To record recent academic /assessment of skills data Every student receiving Special Education support must have and SE4/SE4R completed each school year (typically around IPRC/SE5 Review)
SE4R (goldenrod)	Annual Review	
SE5 (green)	Consent for Ongoing Special Education Support	<ul style="list-style-type: none"> To initiate or continue providing Special Education programs and services to students who have not been formally identified through the YCDSB IPRC process Must be updated each school year
SE6 (white)	Individual Education Plan (IEP)	<ul style="list-style-type: none"> The IEP is created in compliance with Ministry of Education Standards and YCDSB Guidelines for IEP writing
Invitation (white)	IPRC Invitation	<ul style="list-style-type: none"> Sent to Parent(s)/Guardian(s) with details of IPRC meeting Must provide a minimum of 10 working days' notice Provides a link to the A Parent/Guardian Guide to Special Education
S7 (green)	Consent to the Release and Disclosure of Confidential Information	<ul style="list-style-type: none"> Must be completed in order to access or store information/reports about a student from organizations, services, professionals from outside the board (one form per provider) Must also be signed in order to share any personal information with organizations, services, and professionals from outside the board There are three disclosure options; From, To, and Between parties. Only one form is required for two way exchange of information
SE7 (blue)	IPRC Determination: <i>Initial Identification Process</i>	<ul style="list-style-type: none"> Completed during an initial Identification, Placement and Review Committee Meeting where student is being identified as exceptional and program and placement are being determined
SE8 (blue)	IPRC Determination: <i>Review Process</i>	<ul style="list-style-type: none"> Once identified, a review IPRC meeting must be held/waived annually
SE9 (white)	A Parent/Guardian Guide to Special Education	<ul style="list-style-type: none"> Provided prior to initial IPRC Available on YCDSB website in English, Chinese (Simplified and Traditional), Russian and Arabic, large print and Braille
SE10 (green)	IPRC Review Waiver for Parent(s)/Guardian(s)	<ul style="list-style-type: none"> Used to waive the annual IPRC Review for students whose Identification, Program, and Placement are to remain the same (not to be used during transition year such as grade 8 or demission from central program)
SE11 (green)	Parent/Guardian Decision to Decline Special Education Program and/or Service	<ul style="list-style-type: none"> Completed when a Special Education program and/or service has been recommended, but Parent(s)/Guardian(s) decline



INTRODUCTION

Section A – STANDARD 1

Standard 1: The Board's Consultation Process for the Special Education Plan



Our Beliefs & Goals

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 Goal

...that all students live and communicate our dynamic Catholic faith

...that all students achieve personalized educational objectives

...that each student's individual needs, dignity, and voice are considered when providing accommodations that allow them to fully participate in the educational system and to reach their God-given potential



Special Education Plan

YCDSB and Student Services Vision, Mission and Values

YCDSB Plan supported by		Student Services Focus
VISION 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>.
MISSION 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.
VALUES 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 Consideration of each student's individual needs, dignity, and voice



Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide information on the board's consultation process to the Ministry and to the public.

The York Catholic District School Board (YCDSB) welcomes input regarding Special Education services and provides the community with this opportunity via the website. Student Services and school staff gather ongoing feedback from students, Parent(s)/Guardian(s) and community members throughout the year in order to continuously reflect on inclusive and equitable practice.

Public Consultation with Support from SEAC

School Boards across Ontario must form a Special Education Advisory Committee (SEAC) to provide input on Special Education programs and services. SEAC members offer advice on the development and delivery of Special Education programs and services for exceptional students. SEAC members may seek input from the public through association meetings, or through ongoing meetings and conversations with Parent(s)/Guardian(s) which are shared at monthly meetings. A [schedule of upcoming SEAC meetings](#) is available on the YCDSB website. SEAC members may discuss matters of interest or concern and share any initiatives of the associations they represent. The public may attend and observe meetings and if necessary, speak as a delegation to SEAC. If any member of the public would like to present, they are to contact the SEAC Chair or the YCDSB Superintendent of Exceptional Learners. Delegations may be given 10 minutes to present and answers to specific questions may be received during the meeting or at the next SEAC meeting.



SEAC Involvement in the Review Process

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. SEAC Member Associations have an opportunity each year to submit a majority or minority Report to the Chair of SEAC and Board of Trustees concerning the board's Special Education Plan.

As a follow up to the school board Special Education Plan report – 2024-2025, the following was put into place:

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

Majority and Minority Reports

SEAC Member Associations have an opportunity each year to submit a majority or minority Report to the Chair of SEAC and Board of Trustees concerning the board's Special Education Plan. A majority/minority report is made by a group of people within a larger group who agree/disagree with the report of the whole group. The Board of Trustees issues a response to this report and both are attached as appendices to the plan.

There were zero majority/minority reports submitted during the 2024-2025 academic year.

Summary Feedback by Community

The Special Education Plan was updated by Student Services staff to reflect any changes for the **2025-2026** School Year. The draft copy was presented to SSMT for their input and final copies will be made available to all partners as per past practice.



Special Education Plan

Special Education Plan Timelines

March/April

Superintendent of Exceptional Learners and Student Services Management Team review/update specific sections

April 7/May 5

DRAFT Special Education Plan goes to SEAC for review

June 9

FINAL Special Education Plan goes to SEAC for approval

June 17

Special Education Plan goes to Board for approval with SEAC recommendations



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 2

Standard 2: The Board's General Model for Special Education



Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide the Ministry and the public with information on the board's philosophy and service delivery model for the provision of Special Education programs and services.

Special Education Framework

The York Catholic District School Board model for Special Education reflects the vision, mission and values of the board and is designed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

YCDSB seeks to help all students reach their God-given potential so that they may participate fully in society, with competence and dignity. We recognize and celebrate the individual differences among students, and endeavour to offer inclusive and specialized programs which respect and accommodate individual student needs.

YCDSB endorses the full integration of all learners in the regular classroom, with a focus on providing the most enabling learning environment 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. Successful implementation of integration is an evolutionary process that does not exclude the need for a continuum of responses and a broad range of Special Education programs, services and placements.



Special Education Plan

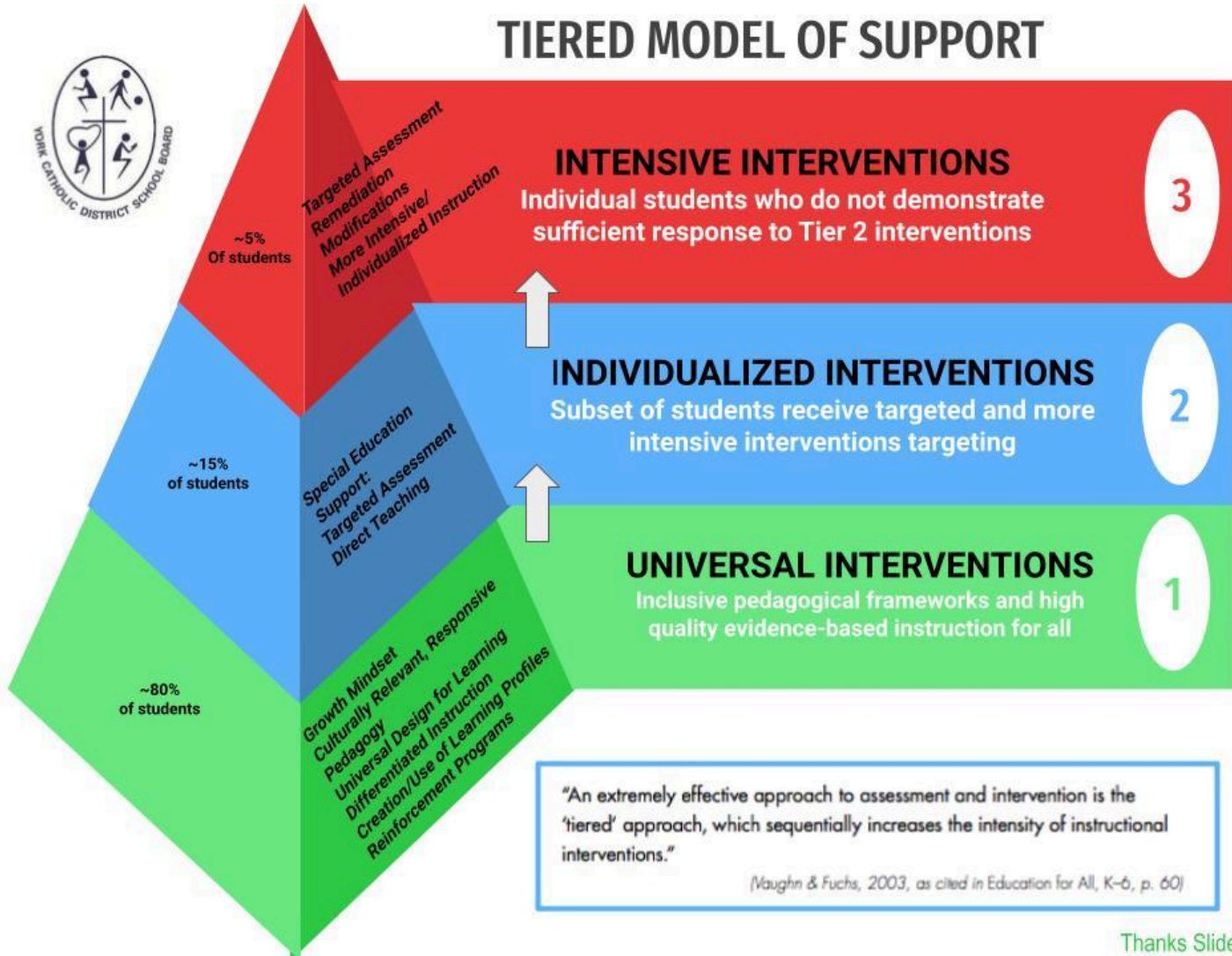
Special Education Service Delivery Model

YCDSB provides Special Education services based on the following principles:

- Students are best supported through the engagement, collaboration, and communication of all partners that include the following: Parent(s)/Guardian(s), school and board staff, community partners, and the student
- A tiered model of intervention and support is offered to all students who demonstrate learning needs, through inclusive pedagogical frameworks and high quality evidence-based instruction
- Exceptional students who require more targeted interventions and support are integrated in regular classrooms with a broad range of accommodations, based on individualized student needs
- Special Education programs can be offered within the integrated classroom, on a resource/withdrawal basis or within specialized Special Education programs
- Withdrawal interventions and specialized Special Education programs are provided using a program-based delivery model focusing on evidence-informed interventions
- Student Services Multidisciplinary Teams provide ongoing services and support as requested by school teams



TIERED MODEL OF SUPPORT



Thanks Slidesgo



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 3

Standard 3: Roles and Responsibilities



Standard 3: Roles and Responsibilities in Special Education

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

Source - [Special Education in Ontario K-12](#)

The Ministry of Education

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services
- Prescribes the categories and definitions of exceptionality
- Requires through the Education Act 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;
- Requires school boards to report on their expenditures for Special Education through the budget process
- Sets province-wide standards for curriculum and reporting of achievement
- Requires through regulation that school boards maintain Special Education plans, review them annually, and submit amendments to the ministry
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs)
- Establishes a Minister's 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 or Hard of Hearing, who are blind or have low vision, who are deafblind, or who have severe Learning Disabilities



School Board

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda; Part A: Legislation, Policy, and Funding A11 Draft
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda
- Provides appropriately qualified staff for programs and services for the exceptional students of the board
- Plans and reports on the expenditures for Special Education
- Develops and maintains a Special Education plan that is amended from time to time 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
- Prepares a parent guide to provide Parent(s)/Guardian(s) with information about Special Education programs, services, and procedures
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them
- Establishes a Special Education Advisory Committee (SEAC)
- Provides professional development to staff on Special Education
- Adheres to all applicable legislation

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 Parent(s)/Guardian(s), as requested [SEAC Flyer](#)

School Principal

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies
- Communicates Ministry of Education and school board expectations to staff



Special Education Plan

- Ensures that appropriately qualified staff are assigned to teach Special Education classes
- Communicates board policies and procedures about Special Education to staff, students, and Parent(s)/Guardian(s)
- 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 school Board staff to determine the most appropriate programs for exceptional students
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan
- Ensures that Parent(s)/Guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- Ensures that the program is delivered as set out in the IEP
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments

Classroom/Subject Teacher

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda
- Follows board policies and procedures regarding Special Education
- Works with the Special Education Teacher to acquire and maintain up-to-date knowledge of Special Education practices
- Works with Special Education staff and Parent(s)/Guardian(s) to develop the IEP for an exceptional student
- Where appropriate, works with other school board staff to review and update the student's IEP
- Provides the program for the exceptional student in the regular class, as outlined in the IEP
- Communicates the student's progress to Parent(s)/Guardian(s)

Special Education Teacher

The Special Education Teacher, in addition to the responsibilities listed above under "The teacher":

- Holds qualifications, in accordance with the regulations under the Education Act, to teach Special Education
- Monitors the student's progress with references to the IEP and modifies the program as necessary
- Assists in providing educational assessments for exceptional students



Special Education Plan

Parent(s)/Guardian(s)

- Is 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 IEP
- Is acquainted with the school staff working with the student
- Supports the student at home
- Works with the school Principal and educators 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 documents, including policy/program memoranda
- Complies with board policies and procedures
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 4

Standard 4: Early Identification Procedures and Intervention Strategies



Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board’s early identification procedures and intervention strategies to the Ministry and to the public.

Guiding Principles

YCDSB celebrates each student’s uniqueness as meaningful members of an inclusive Catholic community. All students will be supported to reach optimal independence and achievement through strategic, focused, accessible, and timely *educational interventions*. Our educational programs are designed to accommodate student needs and to facilitate each child’s growth and development through universal design and the use of differentiated instruction. We use a tiered model of support to guide interventions and promote early identification of learning needs.

Special Education Referral Process

The YCDSB Special Education Referral Process is designed to provide early assessment, ongoing monitoring, instruction and intervention in order to promote student success and well being. In collaboration with Parent(s)/Guardian(s), the Principal, teachers, and pertinent members of the Multidisciplinary Team share a collective responsibility for the design and implementation of individualized programs. The following procedure is in place to ensure Parent(s)/Guardian(s) involvement and access to timely interventions:

Status of Special Education Support and Services	
SE5	Consent for Ongoing Special Education Support (SE5) Intermediary intervention designed to support students with learning needs who may be deemed exceptional through the initial stages of Special Education, up to 2 years.
SE7	Determination of a Special Education Identification, Placement and Review Committee: Identification Process Formal identification of exceptionality, Special Education Placement and Program.
SE8	Determination of a Special Education Identification, Placement and Review Committee: Review Process Annual review of identification Placement and Program.



MEETING STUDENT NEEDS Special Education Referral Process Elementary and 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. The York Catholic District School Board Referral Process is designed to provide early assessment, ongoing monitoring, instruction and intervention in order to promote student success and well-being. At any stage, pertinent members of the Multidisciplinary Team may be involved for consultation and program planning, with parent/guardian consent (SE3).

PHASE 1: Classroom Based Investigation / Intervention (Pre-Special Education)

STEP 1

SUBJECT/CLASSROOM TEACHER and GUIDANCE COUNSELOR (Secondary)

- Gather information on SE1 (OSR Search)
- Review any prior assessments for possible strategies/recommendations
- Implement additional strategies and assess student response to intervention (4-6 weeks)
- **IF NECESSARY, proceed to Step 2**

- Subject/Classroom Teacher intervention/implementation (ongoing)
- Encourage parent/guardian to contact family physician (i.e., vision, hearing, etc.)

STEP 2

SUBJECT/CLASSROOM TEACHER and PRINCIPAL (Elementary) STUDENT SUCCESS TEAM (Secondary)

- Student continues to demonstrate learning needs
- Additional strategies/recommendations to be implemented (4-6 weeks)
- Teacher follows up with Principal/SST regarding status of student response to interventions
- **IF NECESSARY, recommendation is made to bring forward to School Based Resource Team (SBRT)**

- Additional strategies/ recommendations prove effective, continue with in-class accommodations
- **No further action required**

OR

- Evidence of ongoing concerns despite implementation of strategies
- Proceed to **STEP 3**

STEP 3

SBRT Meeting

- Parent/guardian informed that student will be brought forward to SBRT meeting
- SBRT consult and suggest further strategies to employ
- Summary shared with parents/guardians on a Conference Record (SE2)
- Implement additional strategies and assess student response to intervention, review at SBRT
- **IF NECESSARY recommendation for initial academic assessment**

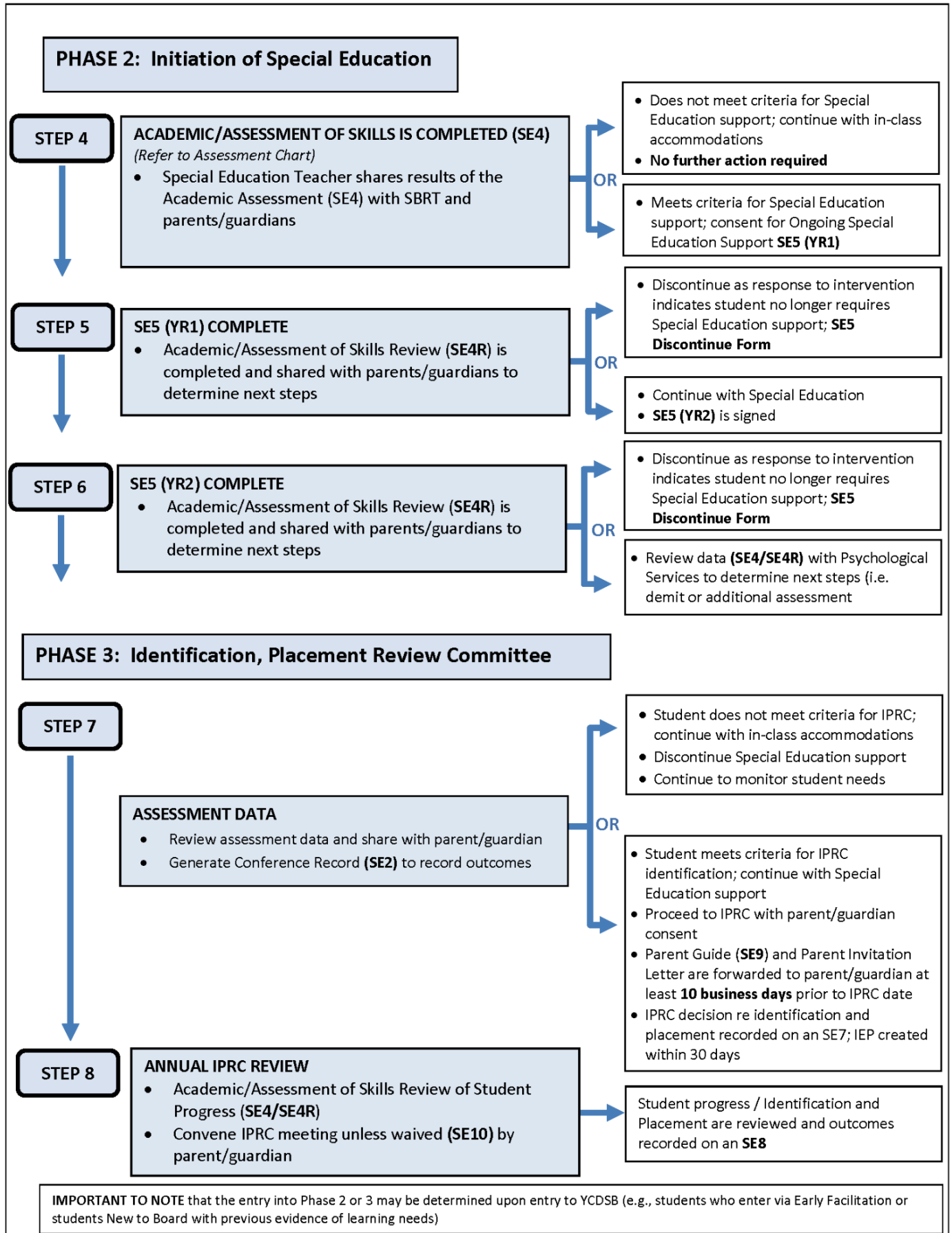
- Review at SBRT meeting, and continue with in-class accommodations
- **No further action required**

OR

- Review at SBRT meeting and obtain Consent for Academic Assessment (SE4a)
- Complete initial Academic Assessment including consultative/ data collection (**up to 12 weeks**) to determine if appropriate for ongoing Special Education support



Special Education Plan





Special Education Plan

Assessment Tools

Please refer to [Standard 6: Educational and Other Assessments](#) for detailed information regarding the assessment tools and strategies used in order to assist in the development of appropriate educational programs.

Tiered Model of Intervention

Early intervention strategies are used to support students throughout the Special Education Referral Process as outlined in [Standard 2: The Board's General Model for Special Education](#).



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 5

Standard 5: The Identification, Placement
& Review Committee (IPRC) Process and
Appeals



Standard 5: The Identification, Placement & Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the board's IPRC process to the Ministry and the public.

Source: [Highlights of Regulation 181/98](#)

What is an IPRC?

[Regulation 181/98](#) requires that all school boards set up an Identification, Placement and Review Committee (IPRC). An IPRC is composed of at least three persons, one of whom must be a Principal or supervisory officer of the board.

The IPRC will:

- decide whether or not the student should be identified as exceptional;
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for the student; and
- review the identification and placement at least once in each school year.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a Special Education program...." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

How is an IPRC meeting requested?

The Principal of the student's school:

- must request an IPRC meeting for the student, upon receiving a written request from the parent;
- may, with written notice to the parent, refer the student to an IPRC when the Principal and the student's teacher or teachers believe that the student may benefit from a Special Education program.

Within 15 days of receiving a written request, or giving the parent notice, the Principal must provide a link to the board's [A Parent/Guardian Guide to Special Education](#) to the parent, as well as an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.



Special Education Plan

Refer to the following for more information on:

Identification: [Categories and Definitions of Exceptionalities](#)

Placement: [Special Education Placements Provided by the Board](#)

Process for Initial IPRC or Central IPRC (Change of Identification)

The following procedure should assist school personnel when preparing to present a student before the Identification Placement Review Committee. This committee is composed of 3 or more persons as per Regulation 181/98. It is necessary to present a complete, holistic, balanced, picture of the student to the committee to inform the IPRC decisions regarding Identification and Placement.

Prior to IPRC

Home school to send out Parent(s)/Guardian(s) invitation (and student invitation if 16+) along with [A Parent/Guardian Guide to Special Education](#) allowing a minimum of 10 working days' notice. Initial IPRCs are held virtually.

During Initial IPRC Meeting

During Initial IPRC Meeting		
STEP 1	INTRODUCTION AND PRAYER	PERSON(S) RESPONSIBLE
Introduction and Prayer	<ul style="list-style-type: none"> Welcome Parent(s)/Guardian(s) (if applicable) Prayer Introduce IPRC Committee and Process of Meeting Confirm that Parent(s)/Guardian(s) received A Parent/Guardian Guide to Special Education 	<ul style="list-style-type: none"> Chair
Introduction of the Student	<ul style="list-style-type: none"> Name, Date of Birth, Grade Statement of requested identification and placement Brief summary (SE1) of the Ontario Student Record (OSR) 	<ul style="list-style-type: none"> Principal/Vice Principal of home school
STEP 2	PRESENTATION OF DATA	PERSON(S) RESPONSIBLE
Summary of Professional Assessment	<ul style="list-style-type: none"> Summary of Strengths & Needs based on assessment by qualified practitioner (i.e., Psychologist, Medical Doctor) 	<ul style="list-style-type: none"> Principal/Vice Principal of home school
Summary of Academic Assessment and Accommodations in Place	<ul style="list-style-type: none"> Brief Summary of Academic Assessment (SE4): include academics, learning skills, social skills, skills of daily living and self-regulation as appropriate Includes strengths, needs, accommodations and successful strategies in place 	<ul style="list-style-type: none"> Special Education Teacher
STEP 3	IPRC DECISION AND RECOMMENDATIONS	PERSON(S) RESPONSIBLE
Opportunity for Parental Input AND Summary of Decision and Recommendations	<ul style="list-style-type: none"> An opportunity is provided for parental input, questions or comments The decision of Identification and Placement, a summary of strengths/needs and recommendations are shared 	<ul style="list-style-type: none"> Chair Parent(s)/Guardian(s) Special Education Program Consultant



Special Education Plan

SE7 to be Completed and Signed	<ul style="list-style-type: none">• Original Summary of IPRC (SE7) is sent home for Parent(s)/Guardian(s) signature, final copy with signatures to be placed in OSR• IEP to be created within 30 days of IPRC decision	<ul style="list-style-type: none">• Special Education Program Consultant• Parent(s)/Guardian(s)• School Staff
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Parental Consent

The IPRC Committee will finalize the Identification and Placement decision and record it in the [Summary of IPRC \(SE7\)](#). Following the meeting, Parent(s)/Guardian(s)s will be asked to sign the SE7 as confirmation that they agree to the Identification and Placement. If the Parent(s)/Guardian(s) do not sign the consent form and do not appeal the decision within the time limit, the school board will implement the IPRC decision, with written notice to the Parent(s)/Guardian(s). (See Ontario Regulation 181/98, section 20).

The Appeal Process (Regulation 181/98)

Mediation Options

If Parent(s)/Guardian(s)s do not agree with either the Identification of Placement decision made by the IPRC, the committee is reconvened to discuss the parent's concerns and to seek a resolution with the Parent(s)/Guardian(s)s. 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 Parent(s)/Guardian(s)s' 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 Parent(s)/Guardian(s)s 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 Parent(s)/Guardian(s)s.



Special Education Plan

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

Process for IPRC Review

As per Regulation 181/98, an IPRC Review must be completed within 1 year of previous IPRC/IPRC Review unless waived by Parent(s)/Guardian(s). Should a change in identification be required, a central level IPRC should be convened.

Prior to IPRC Review

- Special Education Teacher to complete Academic/Assessment of Skills Review (SE4/SE4R)
- School to provide Parent(s)/Guardian(s) the option to waive the IPRC Review (SE10)
- Should Parent(s)/Guardian(s) wish to proceed, the school should send out to Parent(s)/Guardian(s) the invitations (and student invitations if 16+) which include a link to the [A Parent/Guardian Guide to Special Education](#) allowing a minimum of 10 working days' notice. Initial IPRCs are held virtually
- Ensure an IPRC Committee of 3 or more persons is convened



Special Education Plan

During IPRC Review Meeting

STEP 1	INTRODUCTION AND PRAYER	PERSON(S) RESPONSIBLE
Introduction and Prayer	<ul style="list-style-type: none"> Welcome Parent(s)/Guardian(s) (if applicable) Prayer Introduce IPRC Committee and Process of Meeting Confirm that Parent(s)/Guardian(s) received Parent/Guardian Guide to Special Education 	<ul style="list-style-type: none"> Chair (Principal)
STEP 2	PRESENTATION OF DATA	PERSON(S) RESPONSIBLE
Summary of Academic/Assessment of Skills Review (SE4/SE4R)	<ul style="list-style-type: none"> Brief Summary of Academic/Assessment of Skills (SE4/SE4R): include academics, learning skills, social skills, skills of daily living and self-regulation as appropriate Share strengths, needs, accommodations and successful strategies in place with input from Classroom/Subject Teachers 	<ul style="list-style-type: none"> Special Education Teacher
STEP 3	IPRC DECISION AND RECOMMENDATIONS	PERSON(S) RESPONSIBLE
Opportunity for Parental Input	<ul style="list-style-type: none"> An opportunity is provided for Parent(s)/Guardian(s) input, questions or comments 	<ul style="list-style-type: none"> Chair Parent(s)/Guardian(s)
Summary of Decision and Recommendations	<ul style="list-style-type: none"> Confirmation of Identification and Placement or change of Placement as confirmed by Student Services Summary of strengths/needs and recommendations are shared 	<ul style="list-style-type: none"> Chair Special Education Program Consultant
SE8 to be Completed and Signed	<ul style="list-style-type: none"> Summary of IPRC Review (SE8) is sent home for Parent(s)/Guardian(s) signature, final copy with signatures to be placed in OSR Continue with IEP 	<ul style="list-style-type: none"> Special Education Program Consultant Parent(s)/Guardian(s) School Staff

IPRC Statistics as of May 2025	
Initial IPRC Referrals (SE7)	541
IPRC Reviews/Waivers (SE8)	4246
SE5 (not identified)	3914
IPRC Appeals	0



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 6

Standard 6: Educational and Other Assessments



Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the board’s assessment policies and procedures to the Ministry and to make Parent(s)/Guardian(s) aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

The York Catholic District School Board (YCDSB) considers assessment to be an integral part of the instructional process. The intent of any assessment is ultimately to assist the student by providing insights into the student’s individual strengths, needs and learning profile. As such, a number of assessments can be used in order to develop appropriate programs and intervention for an individual student. Assessments completed at YCDSB can be categorized as “Education Assessments” and “Other Assessments”.

Types of Assessments

A. Educational Assessments

Educational assessments are completed by certified Special Education Teachers (under the Education Act) who have received the relevant training and regularly use educational assessments to evaluate student achievement and progress.

B. Other Assessments

Student Services Staff provide assessment in order to determine the learning needs of students who are at both the elementary and secondary panel. The following practitioners from the Student Services Department may also conduct specialized assessments and review assessment reports from community practitioners:

- Occupational and Physical Therapy Services
- Psychological Services
- Speech and Language Services
- Applied Behavioural Analysis Services



Consent for Assessments

Prior to any assessment, Parent(s)/Guardian(s)s are informed of the nature and purpose of the assessment and tentative timeline for completing the assessment. YCDSB staff completing an assessment ensures that, at all times, Parent(s)/Guardian(s) consent is an informed one. It is important to note that Parent(s)/Guardian(s)s may withdraw consent and/or access to assessments at any time.

A. Process for Obtaining consent for Educational Assessments

Principal and/or designate will obtain Consent for Initial Academic/Assessment of Skills (SE4a) prior to initial assessment by a Special Education Teacher. When the student enters a Special Education program (SE5, SE7/8), implied consent allows for ongoing assessment as part of the instructional/assessment cycle.

B. Process for Obtaining consent for Other Assessments

Before an assessment is completed by a YCDSB Student Services staff member, Parent(s)/Guardian(s) of students under eighteen (18) years of age must give their informed consent for the service. This involves a discussion about the assessment with the Parent(s)/Guardian(s), or student if they are older than 18 years of age. This conversation includes the reasons for the assessment, the process and procedures, the benefits and risks involved, the right of Parent(s)/Guardian(s)/student(s) to refuse or rescind their consent, alternatives to an assessment, the limits to confidentiality, and file management.

Protection of Privacy

Any information that is collected is stored and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form (S7) must be signed by the Parent(s)/Guardian(s) to share information with outside agencies (and/or by the student if sixteen (16) years of age or older).

Communication of Assessment Information

Upon completion of an assessment, the relevant YCDSB staff member will discuss the results with the Parent(s)/Guardian(s) and student. A confidential written report is generated and is provided to the Parent(s)/Guardian(s) and/or student (if applicable). A copy of the educational assessment report is stored in the student's Ontario Student Record (OSR). A copy of the report for any other assessment is



stored in the relevant YCDSB Student Services Department confidential file, which may consist of a paper and/or electronic file. With parental consent, a copy of the other assessment report is placed in the student's OSR. If a student proceeds to IPRC, a brief written summary of any relevant assessment(s) will be provided for the IPRC. A separate consent form (S7) must be signed by the Parent(s)/Guardian(s)/student to share assessment information with outside agencies. Students must sign the consent form if they are sixteen (16) years of age or older.

Wait Time for Assessments

A. Educational Assessments

The average wait time for academic assessments conducted by the Special Education Teacher varies between schools and is dependent on referral rates, with recognized peak times that align with individual school trends.

B. Assessment by Student Services Staff Members

When the practitioner determines that a student will receive an assessment, the student's name is placed on the assessment waitlist for that discipline (i.e., ABA, OT/PT, Speech-Language Pathologists and Psychological Services staff). This list is generated electronically for each school. Professional staff are responsible for completing assessments and managing the waitlist for their assigned schools. Waitlists and wait times are monitored on an ongoing basis by the Manager of the Professional Services.

Strategies for managing wait times for other assessments include:

- Providing training and guidance for school teams
- Triaging with school teams
- Consulting with classroom teacher and providing strategies/interventions to use during wait time
- Where appropriate, offering in-services to build capacity within a school
- Running assessment-focused periods at strategic times in the year, as required
- Reallocating staffing resources to address and reduce wait times to achieve parity across the system
- When possible, providing assessments outside of the school calendar such as Christmas break, March break and summer break
- Contact Parent(s)/Guardian(s) to discuss needs and ensure school/Parent(s)/Guardian(s) is aware of other resources



Educational Assessment

Group Assessments Tools:

- Canadian Cognitive Abilities Test (CCAT)

Individual Assessment Tools available for use by the Special Education Teacher and chosen according to student area of need:

- Kaufman Test of Educational Achievement -3 (KTEA-3)
- Peabody Picture Vocabulary Test (PPVT)
- Diagnostic Math Assessment (DMA)
- Brigance Inventory of Basic Skills
- Brigance Transition Skills Inventory
- Transition Planning Inventory (TPI-2)
- Flynt-Cooter Comprehensive Reading Inventory
- YCDSB Phonological Awareness Screener
- Remediation Plus Program Assessment Tools
- Lexia Structured Literacy Auto-Placement Test
- STAR Program Student Learning Profile
- YCDSB Checklists/Inventories for Alternative Programs/Skills

Other Assessments

A summary of the assessments completed by these departments is provided as follows:

ABA Associates

QUALIFICATIONS	<p>Post graduate diploma in Autism and Behavioural Science or related and/or equivalent post graduate ABA coursework (e.g., RBT program)</p> <p>Advanced 3 year College Diploma – Behavioural Science, Child and Youth Worker or equivalent</p> <p>ABA Associates work with, and/or support ABA programming under the clinical direction of Behaviour Analysts to advise and assist educators and education workers to implement effective programming and to provide behaviour consultation and skills training in support of students.</p>
ASSESSMENT TOOLS	<ul style="list-style-type: none"> • Indirect assessment includes OSR review, observational/functional assessment, non-intrusive direct observation



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	<ul style="list-style-type: none"> ● Observational/functional assessment focused on frequency, intensity, duration and situational appropriateness <ul style="list-style-type: none"> ○ Includes provision of data summary and recommendations (supervised) ● Indirect assessment <ul style="list-style-type: none"> ○ Reinforcement inventories ○ Data summary, supervised data analysis ○ Functional Behaviour Assessment ● Direct assessment <ul style="list-style-type: none"> ○ Preference & reinforcer assessments
WAITING TIME FOR ASSESSMENT	<ul style="list-style-type: none"> ● 1-2 months
PRIORITY CRITERIA	<ul style="list-style-type: none"> ● Students who require more detailed assessment/behaviour profile information for programming purposes ● Students who have multiple/complex needs who are not responding to Tier 1 or Tier 2 supports that are currently in place and require a more detailed function-based plan including specific, individualized strategies.

Behaviour Analysts

QUALIFICATIONS	<p>Master's degree in Applied Behavioural Analysis, Psychology, Applied Disability Studies or Developmental Disabilities. Registered with the College of Psychologists and Behaviour Analysts of Ontario (CPBAO)</p> <p><i>*Behaviour Analysts are Regulated Health Professionals or are supervised by a Regulated Health Professional and are governed by the standards of the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) as per the Psychology and Applied Behaviour Analysis Act, 2021, Regulated Health Professional Act (1991), the Health Care Consent Act (1996) and the Education Act</i></p>
ASSESSMENT TOOLS	<ul style="list-style-type: none"> ● Assessment includes OSR review, observation, clinical interview and a range of assessment tools ● Assessments will include provision of a written report/summary and recommendations ● Indirect assessment <ul style="list-style-type: none"> ○ Open-ended interview ○ Functional Analysis Screening Tool (FAST) ○ Reinforcement inventories ○ Child Psychological Flexibility Questionnaire (CPFQ) ○ Preschool Life Skills Questionnaire ● Direct assessment <ul style="list-style-type: none"> ○ Interview-informed, synthesized contingency analysis (IISCA)



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	<ul style="list-style-type: none"> ○ Functional Behaviour Assessments (e.g., Practical Functional Assessment) ○ Preference & reinforcer assessment ● Digital data collection apps (e.g. IISCA app, digital timers)
WAITING TIME FOR ASSESSMENT	<ul style="list-style-type: none"> ● 1-3 months
PRIORITY CRITERIA	<ul style="list-style-type: none"> ● Students who require more detailed assessment/behaviour profile information for programming purposes ● Students who have multiple/complex needs who are not responding to Tier 1 or Tier 2 supports that are currently in place and require a more detailed function-based plan including specific, individualized strategies.

Behaviour Resource Workers

QUALIFICATIONS	Child Youth Care Practitioner or Equivalent
ASSESSMENT TOOLS	<ul style="list-style-type: none"> ● Observational/functional assessment focused on frequency, intensity, duration and situational appropriateness ● Direct observation and interview assessment of behaviour relative to age norms and developmental tasks ● Indirect assessment via anecdotal and/or narrative data collection ● FBA – Functional Behaviour Assessment
WAITING TIME FOR ASSESSMENT	<ul style="list-style-type: none"> ● 1 month ● Behavioural assessment is part of ongoing service
PRIORITY CRITERIA	<p>Referrals are prioritized using the following guidelines:</p> <ul style="list-style-type: none"> ● Students who require the development of a Safety Plan due to behaviour known to pose an ongoing risk to themselves, other students, or others in general ● Students who require a referral to community programs (e.g., ASYR, ECCP) ● Students who present with behavioural concerns interfering with educational functioning

Occupational and Physical Therapy Services: Occupational/Physical Therapists

QUALIFICATIONS	<p>Master's Degree or equivalent</p> <p><i>*Occupational and Physical Therapy Staff are Regulated Health Care Professionals who are governed by College of Occupational Therapists of Ontario (COTO) or College of Physiotherapist of Ontario (CPO), The Regulated Health Professions Act, The Health Care Consent Act (1996) and the 1993 Education Act</i></p>
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ASSESSMENT TOOLS	<ul style="list-style-type: none"> ● Formal and informal assessments are used within the school setting ● Assessment includes OSR review, observation, clinical interview and may include administration of standardized assessment tools ● Assessments will include provision of a written report/summary and recommendations ● Some commonly used standardized tests include: <ul style="list-style-type: none"> ○ Beery Buktenica Test of Visual Motor Integration (DVMI-VI) ○ Credit Valley (handwriting norms) ○ Bruininks-Oseretsky Test of Motor Proficiency (BOT-2) ○ Test of Visual Perceptual Skills (TVPS) ○ DEM – Developmental Eye Movement Measure ○ Sensory Processing Measure ○ Canadian Occupational Performance Measure (COPM) ○ McMaster Handwriting Assessment, ○ Reading Free Vocational Interest Inventory (RFVII-3) ○ Career Occupational Preference System Interest Inventory (COPS-II)
WAITING TIME FOR ASSESSMENT	<ul style="list-style-type: none"> ● 1-6 months
PRIORITY CRITERIA	<p>Referrals are prioritized using the following guidelines:</p> <ul style="list-style-type: none"> ● physical safety concerns ● students whose physical status and growth has changed so that therapeutic intervention (and/or equipment) is necessary for them to attend school ● medical needs requiring coordination of supports e.g. Epilepsy Plan of Care ● urgent equipment needs to establish independence and accessibility within the school environment ● new to board/early facilitation ● students requiring assessment to address activities of daily living, fine and gross motor skills, sensory needs, transition needs to support curriculum access ● student requiring technology support (SEA Allocation Amount)



Psychological Services

<p>QUALIFICATIONS</p>	<p>Registered Psychologist or Psychological Associate: Ph.D. or Master’s degree (or equivalent); Registered with the College of Psychologists of Ontario (CPO)</p> <p>Supervised Practice, Psychologist or Psychological Associate: Ph.D. or Master’s degree (or equivalent), completing their hours of supervision to be fully registered with the CPO, supervised by a Registered member of the CPO</p> <p>Psychoeducational Consultant: Graduate degree in psychology but not registered (may be in the process of completing a degree or the requirements for registration with the CPO), supervised by a Registered member of the CPO</p> <p><i>*Psychological Services staff are Regulated Health Professionals or are supervised by a Regulated Health Professional and are governed by the standards of the College of Psychologists of Ontario (CPO), Regulated Health Professional Act (1993), the Health Care Consent Act (1996) and the Education Act</i></p>
<p>PSYCHOLOGICAL ASSESSMENT - DIAGNOSES</p>	<ul style="list-style-type: none"> • The assessment tools are selected to provide information on a student’s intellectual and cognitive functioning, academic achievement, psychological processing skills, behaviour, adaptive functioning, and social-emotional functioning. The assessment may lead to one or more diagnoses in regards to the student’s learning and/or social/emotional/behavioural presentation. • Communication of a diagnosis is a Controlled Act under the RHPA and must be communicated by a member of the CPO or their authorized designate.
<p>PSYCHOLOGICAL ASSESSMENT TOOLS</p>	<p>Cognitive Measures</p> <ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) • Wechsler Intelligence Scale for Children - Fifth Edition, Integrated (WISC-V, Integrated) • Wechsler Adult Intelligence Scale - Fourth Edition (WAS-IV) • Wechsler Preschool & Primary Scales of Intelligence - Fourth Edition (WPPSI-IV) • Leiter International Performance Scale - Third Edition (Leiter-3) • Kaufman Assessment Battery for Children - Second Edition (KABC-2NU) • Stanford-Binet Scales of Intelligence - Fifth Edition (SB-5) • Universal Nonverbal Intelligence Test - Second Edition (UNIT-2) <p>Psychological Processes Measures</p> <ul style="list-style-type: none"> • Wide Range Assessment of Memory & Learning - Third Editions (WRAML-3) • Wechsler Memory Scale - Fourth Edition (WMS-IV) • Children’s Memory Scale (CMS) • Beery Test of Visual-Motor Integration - Sixth Edition (VMI-6), • Comprehensive Test Of Phonological Processing - Second Edition (CTOPP-2) • Phonological Awareness Test - Second Edition (PAT-2)



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	<p>Adaptive Behaviour</p> <ul style="list-style-type: none"> Adaptive Behaviour Assessment System - Third Edition (ABAS-3) <p>Behaviour/Emotional/Social</p> <ul style="list-style-type: none"> Achenbach System of Empirically Based Assessment (CBCL, TRF, YSR) Autism Diagnostic Interview - Revised (ADI-R) Autism Diagnostic Observation Schedule - Second Edition (ADOS-2) Autism Spectrum Rating Scale (ASRS) Beck Depression Inventory - Second Edition (BDI - 2) Behaviour Assessment System For Children - Third Edition (BASC-3) Children’s Depression Inventory - Second Edition (CDI-2) Comprehensive Executive Functioning Inventory (CEFI) Conners - Third Edition (Conners - 3) Conners Comprehensive Behaviour Rating Scale (CBRS) Multidimensional Anxiety Scale for Children - Second Edition (MASC-2) Piers Harris Children’s Self-Concept Scale - Third Edition (PH-3) Roberts Apperception Test for Children - Second Edition (Roberts - 2) Social Responsiveness Scale - Second Edition (SRS-2) Substance Abuse Subtle Screening Inventory (SASSI) Trauma Symptom Checklist for Children (TSCC) <p>Academic Measures</p> <ul style="list-style-type: none"> Kaufman Tests of Educational Achievement - Third Edition (KTEA-3) Wechsler Individual Achievement Test - Third Edition (WIAT-III)
<p>WAITING TIME FOR ASSESSMENT</p>	<p>Approximately 6 - 9 months following approval of a referral</p> <p>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 accommodations/interventions due to the central waitlist. Parent(s)/Guardian(s)s are encouraged to contact the school Principal if they have serious concerns about their child’s functioning while waiting for a psychological assessment. Refer to the “Meeting Students’ Needs – Referral Process” in Standard 4: Early Identification Procedures and Intervention Strategies.</p> <p>Criteria for managing wait lists</p> <p><u>Type 3:</u> The school team has decided to monitor the student’s progress to determine if an referral for psychology assessment is needed</p> <p><u>Type 2:</u> The school team have submitted a referral for a possible psychology assessment.-Psychological Services, have reviewed the referral package (i.e., SE1 (OSR Search) and SE4 (Academic/Assessment of Skills Report)) and determined that a</p>



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	<p>psychological assessment would be appropriate. The student has been added to the central psychological assessment waitlist.</p> <p><u>Type 1</u>: A signed Parental Consent for Psychological Assessment (Psy2 Assessment) form has been received by the Psychological Services department.</p> <p>Priorities are determined by:</p> <ul style="list-style-type: none"> • Need for decision or information regarding program changes and programming • School information regarding current level of need • Time since students have first been considered for Special Education involvement
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Speech-Language Pathologists

QUALIFICATIONS	<p>Masters Level (M.A.), M.H.Sc, M.Sc.</p> <p><i>Speech & Language Staff are Regulated Health Professionals who are governed by the College of Audiologists and Speech Language Pathologist of Ontario, The Regulated Health Professions Act, The Health Care Consent Act (1996) and the 1993 Education Act</i></p>
ASSESSMENT TOOLS	<p>A full assessment typically includes collection of a developmental history, an OSR review, a classroom observation, a clinical interview and administration of various standardized tests.</p> <p>Standardized tests commonly used by Speech and Language Services:</p> <p>Tools that assesses various aspects of a student’s expressive and/or receptive language skills:</p> <ul style="list-style-type: none"> • Clinical Evaluation of Language Fundamentals-5 (CELF-5) • Clinical Evaluation of Language Fundamentals - Preschool 2 (CELF-P2) • Comprehensive Assessment of Spoken Language (CASL) • Preschool Language Skills 5 (PLS 5) • Boehm Test of Basic Concepts (BOEM-3) • Structured Photographic Expressive Language Test -3 (SPELT) • Structured Photographic Expressive Language Test - Preschool (SPELT-P) • Test of Problem Solving-3 (TOPS 3) • Test of Narrative Language (TNL) • Functional Communication Profile (FCP) • Renfrew Language Scales – Bus story <p>Tools that assesses a student’s expressive and/or receptive vocabulary skills:</p> <ul style="list-style-type: none"> • Peabody Picture Vocabulary Test-4 • Expressive Vocabulary Test



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	<ul style="list-style-type: none">Expressive One Word Picture Vocabulary Test-4 <p>Tools that assesses a student's articulation (i.e., speech sound production): Goldman Fristoe Test of Articulation -2</p>
WAITING TIME FOR ASSESSMENT	1 to 7 months
PRIORITY CRITERIA	<ul style="list-style-type: none">students who have multiple needs and are new to schoolstudents who require more detailed assessment/communication profile information for programming purposesstudents who require a referral to community programs (e.g., CTN SBRS)



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 7

Standard 7: Specialized Health Support Services in School Settings



Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of Health Support Services in school settings is governed by the Ministry of Education Policy/Program Memorandum 81: The Provision of Health Support Services in Schools and Policy/Program Memorandum 161: Supporting Children and Students with Prevalent Medical Conditions: Anaphylaxis, Asthma, Diabetes and Epilepsy in Schools. These policy documents outline the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, and Children, Community and Social Services. The interministerial agreement represents the Ontario Government's commitment to ensure that all pupils with special needs receive the support services required to benefit from an educational program and requires the direct provision of services at the local level by School Boards, Home Care Programs, Agencies, Facilities and Centres operating under the aegis of the Ministries of Education, Health, and Community and Social Services, respectively.

The York Catholic District School Board believes the provision of health, medical and disability supports allows students to fully access school in a safe, accepting, healthy and inclusive learning environment that improves student success and well-being.



Special Education Plan

Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
Nursing	Ontario Health atHome contracted service provider	As determined by Ontario Health atHome Care-Coordinator	Ontario Health atHome Care-Coordinator	As determined by Ontario Health atHomeCare-Coordinator and service provider	Consultation with the Principal and Ontario Health atHome Care- Coordinator
Occupational Therapy Assessment/programming with regard to ensuring access to curriculum and safety for students with physical or neurodevelopmental diversity. Provision of: <ul style="list-style-type: none"> ● Assessment ● Intervention ● Consultation ● Programming support for student(s) 	YCDSB OT	Referral to YCDSB OT Services by school team or Community Health Organization (e.g., Hospital for Sick Children) who are experiencing challenges accessing their curriculum and participating fully within the school context as a result of their physical or neurodevelopmental diversity	YCDSB OT	YCDSB OT	Consultation with the Principal and Manager of OT/PT Services



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Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
<p>Occupational and Physical Therapy Services</p> <p>Assessment/programming with regard to ensuring access to curriculum and safety for students who have functional limitations resulting from neuromotor, neuromuscular, degenerative, or chronic musculoskeletal conditions</p>	<p>YCDSB Community-Based Rehabilitation Services (CBRS) Team¹</p>	<p>Referral by school Occupational Therapist if student meets eligibility criteria as outlined by CTN for hosted CBRS services</p> <p>Referrals to YCDSB CTN CBRS team from CTN EIS OTPT Services or CTN Service Navigator as per CTN CBRS referral criteria</p>	<p>MCCSS Agency: CTN Access Team</p>	<p>MCCSS Agency: CTN Assessment</p>	<p>Parent(s)/Guardian(s) and MCCSS Agency: CTN Process</p>
<p>Nutrition</p>	<p>Ontario Health atHome</p>	<p>Ontario Health atHome Care-Coordinator</p>	<p>Ontario Health atHome Care-Coordinator</p>	<p>Ontario Health atHome Care- Coordinator and service provider</p>	<p>Consultation with the Principal and Ontario Health atHome Care- Coordinator</p>

¹Community-Based Rehabilitation Services (CBRS) are delivered by YCDSB OT, PT and OTA/PTA via the CTN Hosted Partnership Agreement. CBRS Services are provided in school, home and community settings.



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Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
<p>Speech and Language Services</p> <p>Assessment/programming support for student(s) who present with suspected language delay/disorder</p>	<p>YCDSB SLP</p>	<p>Referral by school team because of demonstrated student needs in the area of communication (e.g., language, speech, pragmatics, etc.)</p>	<p>YCDSB SLP</p>	<p>YCDSB SLP</p>	<p>Consultation with the Principal and Manager of SLP Services</p>
<p>Speech Therapy</p> <p>Provision of direct therapy for articulation, voice and/or fluency</p>	<p>YCDSB SLP & CTN SBRS</p>	<p>Referral by school team because of demonstrated student needs in the area of speech production.</p> <p>Referrals to MCCSS SBRS Program will be completed by YCDSB SLP as per local MCCSS Agency (i.e., CTN SBRS) referral criteria</p>	<p>MCCSS Agency: CTN SBRS</p>	<p>MCCSS Agency: CTN SBRS</p>	<p>Parent/guardian and MCCSS Agency: CTN SBRS</p>



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Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
<p>Augmentative and Alternative Communication</p> <p>Ongoing development and use of augmentative and alternative methods of communication (AAC)</p>	<p>YCDSB SLP</p> <p>YCDSB Augmentative Communication Consultation Services (ACCS) Team²</p>	<p>Referral by school team because of demonstrated need for AAC system</p> <p>Referrals to CTN ACCS Service are completed by YCDSB SLP following their involvement as per CTN ACCS referral criteria</p>	<p>MCCSS Agency: CTN ACCS</p>	<p>MCCSS Agency: CTN ACCS</p>	<p>Parent(s)/Guardian(s) and MCCSS Agency: CTN ACCS</p>
<p>Administration of prescribed medications</p>	<p>YCDSB staff, the Parent(s)/Guardian(s), student, Ontario Health at Home contracted service provider</p>	<p>Ontario Health atHome Care-Coordinator, physician's prescription</p>	<p>Ontario Health atHome Care-Coordinator</p>	<p>Physician, Ontario Health atHome Care-Coordinator and service provider</p>	<p>Consultation with the Principal and Ontario Health atHome Care-Coordinator</p>

² Augmentative Communication Consultation Services (ACCS) are delivered by YCDSB SLP, CDA & OT via the CTN Hosted partnership agreement. ACCS Services are provided in school, home and community settings.



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Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
Catheterization	YCDSB staff-clean intermittent; Ontario Health atHome contracted service provider-sterile intermittent	Ontario Health at Home Care-Coordinator	Ontario Health atHome Care-Coordinator	Physician, Ontario Health atHome Care-Coordinator and service provider	Consultation with the Principal and Ontario Health atHome Care- Coordinator
Suctioning	YCDSB staff-shallow surface suctioning; Ontario Health atHome contracted service provider-deep suctioning	Ontario Health atHome Care-Coordinator	Ontario Health atHome Care-Coordinator	Physician, Ontario Health atHome Care-Coordinator and service provider	Consultation with the Principal and Ontario Health atHome Care-Coordinator
Lifting and positioning	YCDSB staff	As determined by YCDSB OT/PT Services	YCDSB OT/PT staff	YCDSB OT/PT staff	Consultation with the Principal and Manager of OT/PT Services
Assistance with mobility	YCDSB staff	As determined by YCDSB OT/PT Services	YCDSB OT/PT staff	YCDSB OT/PT staff	Consultation with the Principal and Manager of OT/PT Services
Feeding	YCDSB staff,-Ontario Health atHome contracted service provider (enteral feeds)	YCDSB staff, Ontario Health atHome contracted service provider (enteral	The Principal, Ontario Health atHome Care- Coordinator	YCDSB staff, and Ontario Health atHome service provider	Consultation with the Principal and Ontario Health atHome service provider



Special Education Plan

Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, Parent(s)/Guardian(s), student)	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	Procedures for resolving disputes about eligibility (if available)
		feeds)			
Toileting	YCDSB staff	YCDSB OT/PT Services provides consultation at Parent(s)/Guardian(s) or Principal request	The Principal, YCDSB OT/PT	The Principal, YCDSB OT/PT	Consultation with the Principal and Manager of OT/PT Services



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 8

Standard 8: Categories and Definitions of Exceptionalities



Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the categories and definitions of exceptionalities available to the public, including Parent(s)/Guardian(s) and community associations.

There are five categories of exceptionality recognized in the Education Act. For some of the categories, the Ministry has defined additional sub-categories. In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section. All definitions included in this section are from [Special Education Laws and Policies](#).

Behavioural: ADHD

Ministry of Education Definition

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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

YCDSB Criteria for Identification

Within this category, only students diagnosed with ADHD may be identified as exceptional. A diagnosis of ADHD can be made by a medical doctor, nurse practitioner, Psychologist, Psych Associate. For all other behaviour disorders, supports/services may be offered without an IPRC identification, as per criteria in [Section B: Standard 9 Special Education Placements Provided by the Board](#).

Communication: Autism

Ministry of Education Definition

A severe learning disorder that is characterized by:

- disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- lack of the representational symbolic behaviour that precedes language.



YCDSB Criteria for Identification

- A diagnosis of Autism Spectrum Disorder (ASD) has been provided by a qualified practitioner (i.e., a member of the College of Psychologists or a medical doctor)
- Reports that are external to YCDSB must be reviewed by a member of the Psychological Services department prior to proceeding to IPRC

Communication: Deaf and Hard of Hearing

Ministry of Education Definition

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).

- Diagnosis of permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic conductive hearing loss in one or both ears confirmed by a qualified clinical audiologist with a supporting audiological assessment;
- The CELF-5 Language Battery has been administered by a registered Speech-Language Pathologist and results reveal Core Language, Receptive Language Index, and/or Expressive Language Index is found to be at 70 or below within a 90% level of confidence;
- This identification should also be supported by school performance and achievement data (i.e., academic assessment);
- Reports that are external to YCDSB must be reviewed by members of both Hearing Services and Speech and Language Services prior to proceeding to IPRC to ensure YCDSB criteria has been satisfied.

Communication: Language Impairment

Ministry of Education Definition

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

- involve one or more of the form, content, and function of language in communication; and
- include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.



Special Education Plan

YCDSB Criteria for Identification

Students with a learning profile as identified by a YCDSB Speech Language Pathologist or Psychologist as follows:

- An assessment by a Registered Speech-Language Pathologist or Psychologist indicating which indicates the following:
 - The CELF-5 Language Battery has been administered and results reveal at least one Composite Score (*i.e.*, *Core Language*, *Receptive Language Index*, or *Expressive Language Index*) is found to be at 70 or below within a 90% level of confidence; AND
 - The student's ability to access curriculum and engage in everyday social interactions are negatively impacted by their language abilities as demonstrated through school performance and achievement data (*i.e.*, academic assessment); AND
 - The student's language difficulties are deemed to be persistent; AND
 - The student's language difficulties are not the result of their need to learn English as a second language.
- Reports that are external to YCDSB must be reviewed by a member of the Speech and Language Services department prior to proceeding to IPRC.

Communication: Speech Impairment

Ministry of Education Definition

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.

YCDSB Criteria for Identification

YCDSB does not formally identify this exceptionality through the IPRC process. However, services are provided as per criteria in [Section B: Standard 7 Specialized Health Services](#) and/or [Section B: Standard 9 Special Education Placements Provided by the Board](#).



Communication: Learning Disability

Ministry of Education Definition

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

YCDSB Criteria for Identification

- Diagnosis has been provided by a qualified practitioner as identified through individually-administered cognitive, academic, and other assessments (e.g., tests of memory, visual-motor integration, phonological awareness, etc.). This diagnosis should also be supported by school performance and achievement data
- A diagnosis of an Learning Disability (LD) has been provided by a qualified practitioner (i.e., a member of the College of Psychologists or a medical doctor) based on assessment data. The diagnosis must follow the guidelines above in the definition of Communication: Learning Disability. A diagnosis of a **Learning Disorder** must be reviewed by a member of the Psychological Services staff to ensure that it also meets the more narrow definition of a Learning Disability
- Reports that are external to YCDSB must be reviewed by a member of the Psychological Services department prior to proceeding to IPRC



Intellectual: Giftedness

Ministry of Education Definition

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.

YCDSB Criteria for Identification

- An assessment has been completed by a qualified practitioner (i.e., a member of the College of Psychologists) using an individually-administered cognitive assessment
- Students who obtain a score **at or above the 98th percentile** on an individual test of general cognitive ability (e.g., Wechsler scales GAI or FSIQ or other equivalent such as Stanford Binet Full Scale score) would meet this criteria. Note: The cut-off score for exceptionality is determined statistically and reflects those students who demonstrate the highest level of intellectual ability and who will most likely benefit from a gifted education program
- External reports have been reviewed by a member of YCDSB Psychological Services to confirm eligibility for identification of this exceptionality at YCDSB
- Procedure for Entry into the PACE Program is available on the YCDSB website [Programs and Services](#)

Intellectual: Mild Intellectual Disability

Ministry of Education Definition

A learning disorder characterized by:

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

YCDSB Criteria for Identification

- An assessment has been completed by a qualified practitioner (i.e., a member of the College of Psychologists)
- Intellectual abilities that typically fall within the Very Low range (2nd to 8th percentile) on an individually-administered test of cognitive abilities
- The student exhibits well below average academic achievement and requires extensive



curriculum modifications and/or alternative specialized programming

- Reports that are external to YCDSB must be reviewed by a member of the Psychological Services department prior to proceeding to IPRC

Intellectual: Developmental Disability

Ministry of Education Definition

A severe learning disorder characterized by:

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

YCDSB Criteria for Identification

- A diagnosis of Intellectual Developmental Disorder (previously known as Intellectual Disability - Mild) has been provided by a qualified practitioner
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming
- Reports that are external to YCDSB must be reviewed by a member of the Psychological Services department prior to proceeding to IPRC

Physical: Physical Disability

Ministry of Education Definition

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 development level.

YCDSB Criteria for Identification

- An ongoing physical disability or condition as identified by a medical practitioner which results in a need for accommodations and/or modifications to the classroom environment and/or program
- Reports must be reviewed by a member of the Occupational and Physical Therapy Services prior to proceeding to IPRC

Physical: Blind and Low Vision

Ministry of Education Definition



Special Education Plan

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

YCDSB Criteria for Identification

An eye report completed by an ophthalmologist or an optometrist which indicates:

- a visual acuity of 20/70 or less in the better eye after correction;
- a visual field of 20 degrees or less;
- any progressive eye disease;
- Cortical Visual Impairment (CVI)
- a completed Functional Vision Assessment, Cortical Visual Impairment Range Assessment, or Learning Media Assessment;
- requires alternative format(s), rather than conventional print, to access the curriculum (textbooks, handouts, etc.). Alternative formats could include, but is not limited to, large print, e-text, braille
- demonstrates a need for accommodations for instructional, environmental and assessment purposes

Multiple Exceptionalities

Ministry of Education Definition

A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.

YCDSB Criteria for Identification

YCDSB does not formally identify this exceptionality through the IPRC process. However, services are provided as per criteria in [Section B: Standard 9 Special Education Placements Provided by the Board](#).



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 9

Standard 9: Special Education Placements Provided by the Board



Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide the Ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an Identification Placement and Review Committee (IPRC).

Philosophy of Programs and Services

YCDSB recognizes that the patterns and rhythms of learning are unique in every student and endeavours to meet its legislated responsibility to provide a broad range of programs and services for all students. In accordance with Regulation 181/98, YCDSB recognizes that the placement in a regular classroom with Special Education support as required, is the first placement to be considered. YCDSB therefore endorses the full integration of all learners in the regular classroom, with a focus on providing the most enabling learning environment 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. Successful implementation of integration is an evolutionary process that does not exclude the need for a continuum of responses and a broad range of Special Education programs, services and placements.

Board Criteria for Placement

- When they begin their initial involvement with Special Education Programs and Services, all students are supported in their home school, in a class of age appropriate peers, with Core Resource support.
- If the student continues to demonstrate unique learning needs after ongoing intervention and assessment, YCDSB will provide a continuum of Special Education programs and services within each school, to meet identified student needs.
- In cases where the student's needs cannot be met within the home school, alternate placements may be considered.
- If the student meets criteria to be identified as exceptional, an Identification Placement and Review Committee (IPRC) meeting is convened with Parent(s)/Guardian(s)/student (16+), the Principal/Vice-Principal and the Special Education staff at the school in attendance.
- Under Regulation 181/98, students who are identified as exceptional by an IPRC must be offered placement in a Special Education program.
- In making its recommendation, the IPRC considers the student's strengths, needs, and whether such a placement is consistent with Parent(s)/Guardian(s) preferences, as per [Regulation 181](#).



Placement Options

In most cases where students are identified as exceptional, students are placed in a regular class, at their home school, with a uniquely designed Individual Education Plan (IEP). Where more intense support is required, a student may be placed in a Special Education class. The following placements are available to meet the needs of exceptional students in YCDSB, as identified by the IPRC, and supported by Parent(s)/Guardian(s):

Note: Placement of a student in a regular class is the first option considered by an IPRC.

Regular Class Placements with Indirect Support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular Class with with Resource Assistance

The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified Special Education Teacher.

Regular Class With Withdrawal Assistance

The student is placed in a regular class and receives instruction from outside of the classroom, for less than 50 per cent of the school day, from a qualified Special Education Teacher.

Special Education Class With Partial Integration

The student is placed by the IPRC in a Special Education class in which the student-teacher ratio conforms to [Regulation 298](#), section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special Education Class Full Time

The student-teacher ratio conforms to [Regulation 298](#), section 31, for the entire school day.

Criteria to Change a Student's Placement

The student's program and placement are reviewed annually in an IPRC Review meeting held at the school. Alternate programs and placements may be considered, subject to Parent(s)/Guardian(s) agreement. The following criteria must be considered when determining a change of placement:

- Student performance and achievement



Special Education Plan

- Updated or new assessment information (e.g., academic, psychological, medical, etc.)
- Student strengths and needs
- Duration of the program offered
- Parent(s)/Guardian(s) input (e.g., PACE program - student may wish to return to their home school)
- Availability of a suitable program



Special Education Plan

SEAC Input on Range of Placements offered by the Board

The Special Education Advisory Committee (SEAC) 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 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 the Board. SEAC's recommendations are considered and accompany any proposal to the Board. For more information on SEAC, please use this [LINK](#).



Special Education Plan

ELEMENTARY AND SECONDARY PLACEMENTS

Note: YCDSB may provide Special Education programs and services based on student need, without a formal IPRC Identification. These students will be supported via the Status of Special Education Support Consent Form (SE5)

BEHAVIOUR				
Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
BEHAVIOUR <i>Note: Only students diagnosed with ADHD may be identified as exceptional within this category. Although YCDSB does not formally identify students with other behaviour disorders, programs and services are provided.</i>	Regular Class	N/A	Policy 208 Student Disability Accommodation Plan	Medical Diagnosis (ODD, OCD, Anxiety)
	Regular Class	N/A	Mental Health Supports	Based on demonstrated student need
	Regular Class	12	Tutorial (secondary only)	Candidates for Tutorial
	Regular Class with Withdrawal	N/A	Core Resource	IPRC or SE5 based on demonstrated student need
	Regular Class with Indirect Support	N/A	Specialized consultative services (when necessary)	IPRC or SE5 based on demonstrated student need
COMMUNICATION				
Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
AUTISM	Regular Class with Withdrawal	N/A	Social Communication Program	Diagnosis of ASD and IPRC or SE5
DEAF AND HARD OF HEARING	Regular class with Withdrawal	N/A	Itinerant Hearing Resource Teacher Core Resource	SE5 based on demonstrated student need(s) and documented Hearing Loss
	Special Class, Partial Integration	12 + 3	Secondary Hearing Centre	SE5 based on demonstrated student need(s) and documented hearing loss
	Provincial Demonstration School	12	Specialized Bilingual/Bicultural program	Determined by E. C. Drury School for the Deaf in conjunction with Parent(s)/Guardian(s)



Special Education Plan

LANGUAGE IMPAIRMENT	Regular Class with Withdrawal	N/A	Core Resource	IPRC or SE5 based on demonstrated need
LEARNING DISABILITY	Regular Class with Withdrawal	N/A	Core Resource	IPRC or SE5 and diagnosis of LD
	Regular Class with Withdrawal	12 + 3	Learning Strategies (Secondary)	IPRC or SE5 and diagnosis of LD and/or ADHD
	Provincial Demonstration School	12	Specialized Program	Determined by Trillium Demonstration School in conjunction with Parent(s)/Guardian(s)
INTELLECTUAL				
Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
GIFTEDNESS	Special Class, Fully Self-Contained (grades 5-8)	25	PACE (Elementary)	IPRC or SE5 and student meets YCDSB criteria for Giftedness. Procedure for Entry into the PACE Program is available on the YCDSB website Programs and Services
	Special Class, with Partial Integration (grades 9-12)	As per staffing guidelines	PACE (Secondary)	
	Regular Class with withdrawal (elementary and secondary)	N/A	Core Resource	In addition to Giftedness, demonstrates significant needs in executive function
	Regular Class with Indirect Support	N/A	Specialized consultative services (when necessary)	Identification of Giftedness. Students opt out of PACE but IEP is required due to exceptional status.
MILD INTELLECTUAL DISABILITY	Regular Class with withdrawal	N/A	Core Resource	IPRC or SE5 and diagnosis/identification of MID, adaptive skills are developing as expected
	Regular Class with withdrawal	N/A	Educational Support	IPRC or SE5 and diagnosis/identification of MID, direct teaching of adaptive skills is required



Special Education Plan

DEVELOPMENTAL DISABILITY	Regular Class with Withdrawal	N/A	Functional Life Skills	IPRC or SE5 and diagnosis of DD
PHYSICAL				
Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
PHYSICAL DISABILITY	Regular Class with Withdrawal	N/A	Core Resource	IPRC or SE5 and Medical Diagnosis
BLIND AND LOW VISION	Regular Class	N/A	Low Vision: Monitor Service and resources provided by an Itinerant Vision Resource Teacher	Needs based on degree of impairment as indicated by report from Ophthalmologist/Optometrist
	Regular Class with Withdrawal	N/A	Low Vision: Direct Instruction by an Itinerant Vision Resource Teacher with Core Resource support	IPRC or SE5 and the degree of impairment as indicated by report from Ophthalmologist/Optometrist
	Regular Class with Withdrawal	N/A	Blind: 1:1 support with direct instruction by an Itinerant Vision Resource Teacher, Orientation and Mobility Specialist and Braillist support	IPRC or SE5 and the degree of impairment as indicated by report from Ophthalmologist
	Provincial Demonstration School	12	Specialized Program	Determined by W. Ross McDonald in conjunction with Parent(s)/Guardian(s)

Alternate Placements for students whose needs cannot be met through an IPRC placement above

In cases where a student presents with complex social, behavioural, emotional and/or medical needs which cannot be supported through one of the placements/programs/services provided within the home school or school board, the student may be referred to a day treatment program. Ongoing collaboration between Parent(s)/Guardian(s), school staff, Student Services staff and day treatment program staff is essential in order to reach the goal of re-entry back into the school system at the conclusion of treatment.

Home Instruction-Special Education

The Superintendent of Exceptional Learners may reduce the length of the school day and/or provide home instruction as an interim service for students with intensive needs (i.e., medical, mental health, Special



Special Education Plan

Education) when it is in the student's best interest. The student would receive home instruction for up to 10 hours a week in their home/community setting supported by a qualified teacher. Ongoing check ins/meetings with the student and Parent(s)/Guardian(s) are required to monitor status and determine next steps.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 10

Standard 10: Individual Education Plans (IEP)



Standard 10: Individual Education Plans (IEP)

The purpose of the standard is to inform the Ministry and the public about the ways in which the board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

The Individual Education Plan (IEP) is a requirement of Regulation 181/98 and it is a working document to support students in their learning. The IEP must be written within 30 school days of a student's placement in a Special Education program. ([IEP Template](#))

The plan is based on the student's strengths and needs as informed by different types of assessments and it must include:

- an outline of the Special Education program and services that will be received;
- specialized health support services needed to enable the student to attend school;
- a list of the accommodations the student requires;
- a list of all subjects/courses in which the student requires modified expectations and/or accommodations, and all alternative programs;
- the student's current level of achievement in each modified subject or course and/or alternative program area;
- specific educational expectations for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area;
- the Pathway to Independence Plan (PIP) that identifies development of independence skills needed for a student to succeed in school and life after school ([Pathway to Independence Planning \(PIP\)](#));
- the assessment methods to be used to assess the student's achievement of the modified or alternative expectations;
- a statement about the way in which the student's progress will be reviewed and the dates on which reports will be issued to Parent(s)/Guardian(s); and
- as per [Program Policy Memorandum 156](#), a transition plan must be included to ensure continuity of programs and services for students with Special Education needs and to improve student achievement and well-being.

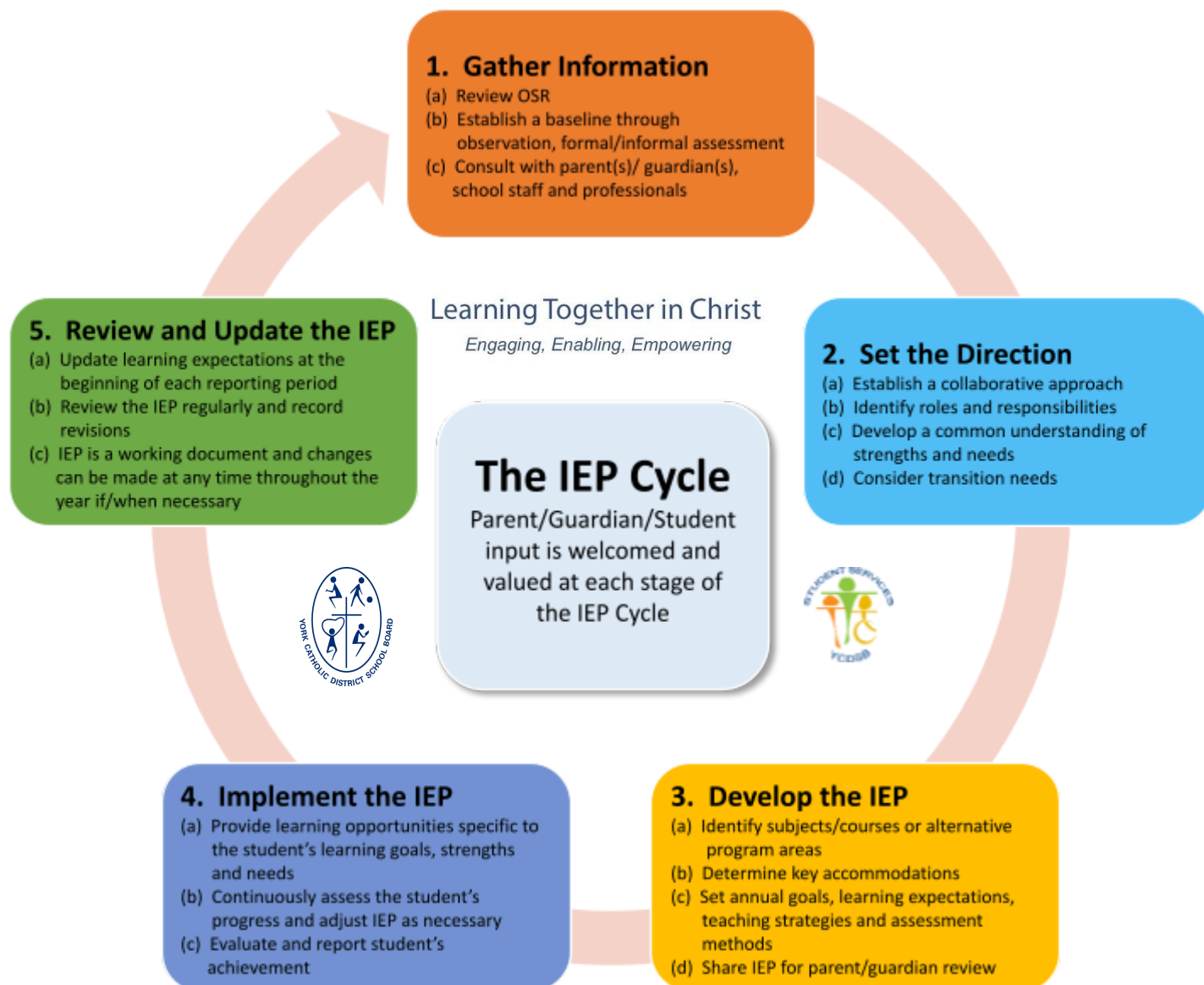
The IEP is collaboratively developed by a team of people who know the student best. Members of the team should include the Parent(s)/Guardian(s), the student's teacher(s), Special Education Teacher, the Principal and where appropriate, Multidisciplinary Team. The Principal is responsible for ensuring the implementation and review of the IEP.



Special Education Plan

Parent(s)/Guardian(s) and students (who are sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion. ([A Parent/Guardian Guide to Special Education](#)). The IEP consultation and review process must be documented.

The IEP Process





Special Education Plan

Process for Dispute Resolution

Principal, Classroom Teacher(s), Special Education Teacher and Parent(s)/Guardian(s) collaboratively develop an IEP for a student based on their strengths and needs with the input from pertinent resource staff and the student when applicable. In accordance with the Education Act, the Principal is responsible for the final decision regarding student programming.

The IEP is a working document and attempts are made to develop consensus with respect to the expectations, strategies and assessment. In instances where Parent(s)/Guardian(s) continue to disagree with the IEP, the Principal follows the process below:

- convene Parent(s)/Guardian(s) meeting and school staff as required;
- consult with Student Services staff as required; and
- meet with the appropriate area school Superintendent and the Parent(s)/Guardian(s) to resolve concerns and conclude the IEP development.

If a consensus is not reached, Parent(s)/Guardian(s) may write a letter to be attached to the IEP and placed in the OSR.

[Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#) may be a useful resource to support this process.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 11

Standard 11: Provincial and Demonstration Schools in Ontario



Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe Learning Disabilities, which may include Attention-Deficit Hyperactivity Disorder (ADHD).

The following information is from Special Education in Ontario: Kindergarten to Grade 12 Policy and Resource Guide, 2017 - Ministry of Education

Provincial and Demonstration Schools

Provincial and Demonstration Schools are part of the Provincial Schools Authority (PSA), which was established under the Provincial School Negotiation Act. These schools:

- are operated by the Ministry of Education;
- provide education for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe Learning Disabilities;
- provide an alternative education option; Part F: Other Programs and Services F 7 Draft;
- serve as regional resource centres for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe Learning Disabilities;
- provide outreach and home-visiting services to Parent(s)/Guardian(s) of preschool children who are Deaf or Hard of Hearing, are blind or have low vision, or are deafblind;
- develop and provide learning materials and media for students who are Deaf or Hard of Hearing, are blind or have low vision, or are deafblind;
- provide school board teachers with resource services; and
- provide professional development for teachers.

Provincial Schools for the Blind and Deafblind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. For more information, please use the following link:.

[W Ross Macdonald School: School for the Blind and Deafblind](#)

YCDSB currently has 1 student attending W Ross Macdonald School.



Special Education Plan

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students. For more information use the following links:

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

YCDSB currently has 0 students attending The Ernest C. Drury School for the Deaf.

Transportation to Provincial Schools

School boards will provide transportation to provincial schools.

Demonstration Schools

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 live-in school setting for a period of time.

The Demonstration Schools were established to:

- provide special live-in education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills; and
- 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.



Special Education Plan

In addition to providing live-in 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.

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.

Provincial Demonstration Schools

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

1. [Amethyst School](#)
2. [Centre Jules-Léger](#)
3. [Sagonaska School](#)
4. [Trillium School](#)

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Léger, instruction is in French.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 12

Standard 12: Special Education Permanent Staffing Allocation



Special Education Plan

Standard 12: Special Education Staff

The purpose of this standard is to provide specific details on board staff to the Ministry and to the public.

Student Services Staff 2025-2026

Refer to [Appendix F](#) for details regarding programs, services and qualifications of Special Education staff.

Special Education Staff	Elementary	Secondary	Total
TEACHING STAFF			
Special Education Teacher	156	85	241
Teachers for self-contained classes:			
ASD Special Education Classes	0	3	3
Deaf and Hard of Hearing Centres		1	1
Gifted Special Education Classes	20		20
Intensive Autism Intervention Teacher	4		4
Multiple Exceptionalities (Hub) Teacher	4		4
Other Special Education Teachers:			
Coordinators, Special Education (Elementary-1, Secondary-1)	1	1	2
Consultants, Special Education (Elementary-7.5 , Secondary -2.5 Hearing-1, and Vision-.5)	9	2.5	11.5
Itinerant Work Experience Teacher		1.5	1.5
Itinerant Teacher (Hearing-6, Vision-1.5)			7.5
Mental Health Lead Instructional Teacher			1
Transition Navigator		1	1
Total Teachers			297.5
EDUCATION WORKERS			
Educational Assistant	343.5	100	443.50
Specialized Educational Intervenor	81	11	92
Student Support Worker			11
Total Education Workers			546.50
COMPUTER TECHNICIANS			
Special Equipment Allocation (SEA) (includes Technology Planner)			5
OTHER PROFESSIONAL RESOURCE STAFF			
ABA Department: ABA Associate (3), Behaviour Analyst (4) Manager (.5)			7.5
Behaviour Resource Worker (includes .5 Manager and Sr Coordinator)	14	8.5	22.5
Educational Audiologist	.40	.20	.60
Mental Health Worker (includes Lead)			11
Orientation and Mobility Specialist	.30	.20	.50
Psychological Services (includes Lead and Manager)			14.2
Speech & Language Services (includes Manager) (board funded 14.6; CTN hosted 3.4)			18
OT/PT (includes Manager) (board funded 6; CTN hosted- 5.3)			11.3
Superintendent of Education: Exceptional Learners			1



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 13

Standard 13: Staff Development



Standard 13: Staff Development

Goal

The goal of the Student Services Special Education Staff Development Plan is to empower school level and board level staff to develop the skills and knowledge required to provide a broad range of individualized programs and support to students with learning needs so that each student may realize their God-given potential. All aspects of the plan are aligned with the YCDSB and Student Services Vision, Mission and Values and reflect Ministry directives, policy and legislation.

Plan Development

The Student Services Management Team (SSMT), which comprises a representation of all disciplines (i.e., Manager of Speech and Language Services, Manager of Behaviour Resource Services, Elementary and Secondary Special Education Coordinators, Lead and Manager of Psychological Services, Manager of Occupational/Physiotherapy (Occupational and Physical Therapy Services) Services meet tri-weekly to develop, implement and monitor the plan on an ongoing basis. All Managers meet with their staff to obtain input and feedback. Ongoing input from SEAC, Principals, School and Board Resource Staff is requested.

Priorities

Priorities are established in the following order:

- Ministry mandates and directives
- Board mandates and directives
- System needs
- Financial resources
- Availability of qualified, trained personnel

Communication Regarding Professional Development and Training Opportunities

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

- the Special Education Plan on the Board's website;
- timely notification of opportunities through weekly System Memos to Principals and Vice-Principals and;
- individual notification, when appropriate/possible.



Budget

Student Services remains committed to in-servicing at all levels. Specific funds continue to be set aside for inservicing. Subsidies for courses and conferences include:

- Council for Exceptional Children Conference
- Geneva On-Line ABA Course

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

- York Hills Centre for Children, Youth and Families
- Children's Treatment Network (CTN)
- (Learning Disabilities Association of York Simcoe (LDAYS)

Professional Development and Training

Professional development and training opportunities for staff are provided on a regular basis. Individual staff members may be trained, as required. This includes:

- ongoing in-services for teaching staff and Education Workers;
- monthly training and professional development for board-level Student Services staff;
- regularly scheduled training and updates provided to Principals/Vice Principals; and
- presentations by invitation to staff/departmental meetings for specific school/staff needs.

In-services provided at Board Level

In-services were scheduled throughout the year to provide information and support in the following areas:

- Applied Behaviour Analysis (ABA) for Educators
- AP/PACE Teachers (Secondary)
- ASD and Structured Work Systems Inservice
- Assessment of Risk to Others (ARTO) Train the Trainer
- Assessment Inservice Series for Elementary Teachers New to Special Education
- Assessment for Programming: Modification and Accommodations and new SEA Process
- Behaviour Management Systems (BMS) Training
- Brigrance Assessment for Teachers NEW to the Core Resource Role
- D2L Brightspace Tutorial Inservice (Secondary)
- Emotional Coaching Inservice
- Faith Day
- Family of Schools Information Session
- Gr 7 & 8 Mental Health Literacy Modules In-Service
- Hannah Beach - What's Behind the Behaviour & How to Help
- IEP Program Planning for Identified Students in the PACE Program



Special Education Plan

- IEP Writing for Modified and ALT Programs
- Inservice for NEW Special Education Teachers-Secondary
- Remediation Plus Reading Intervention Program for New Special Education Teachers
- Introduction to Remediation Plus Inservice for Occasional Teachers
- Introduction/Navigating RISE & IEP Writing
- KTEA Assessment for Teachers NEW to the Core Resource Program (Secondary)
- Life After High School: Transitions for Students with Developmental and Intellectual Disabilities
- Mental Health Workshops
- Mental Health Ambassador Training
- MH LIT Student Mental Health in Action
- New Special Education Teacher: Roles and Responsibilities/ Navigating RISE
- New to Special Education Teacher Role (Elementary and Secondary)
- New SEA Claims Process
- New to Core
- New to AP/PACE Teachers/Administrators Role (Elementary and Secondary)
- PACE Teachers New to the Role (Elementary)
- Pathways to Employability (PEP) (Secondary)
- Resource Staff Meetings for Student Services (once a month)
- RISE Training for Special Education Teachers and Administrators
- SEA Training (Secondary)
- Standardized Assessment Part 1 for new Special Education Teachers
- Standardized Assessment Part 2 for new Special Education Teachers
- Standardized Assessment Part 3 for new Special Education Teachers
- STAR - Refresher and Application
- STAR Part 1 - Initial Training
- STAR Part 2 - Putting it into Practice
- STAR Part 3 - Management for SEA Equipment
- Strategies for Supporting Students Based on Autism Research (STAR) Training
- Suicide Intervention Training (LivingWorks ASIST Training)
- Supporting Student Success
- Transition to High School Information Session (Elementary)
- Transition Planning for Students with Special Education Needs : Secondary Inservice
- Using Lexia for Students in Special Education
- Wdgit Symbol Software Training



In-services attended out of Board:

- AAC, Literacy & the SLP
- Assessment of Risk to Others Train the Trainer
- 2SLGBTQI+ 201: Clinical Considerations
- Association for Special Education Technology (ASET) Conference
- Autism Diagnosis Workshop
- Challenges of Practice Related to Suicide Risk Assessment and Management with Dr. McTaggart
- Children's Treatment Network Equity, Diversity, Inclusion, Indigeneity and Accessibility (EDIIA) PD on Ableism
- Dialectical Behaviour Therapy (DBT) Informed SRAM for Students with Chronic Suicide Ideation
- Dialectical Behaviour Therapy (DBT) Informed SRAM (Suicide Risk Assessment and Management) Training (2 days)
- Dialectical Behaviour Therapy (DBT) in Schools and Mental Health Counselling
- ECHO Ontario Autism Psychology
- Equity, Diversity, Indigeneity, Inclusion, Accessibility (EDIIA): Ableism
- Humanistic Solution Focused Coaching
- Innovations in AAC and Future Trends
- Love in the Digital Age: Online Dating for Autistic Youth
- Ontario Healthy School Conference 2025
- Permobil Lunch n Learn
- Recent Advances in Assessment and Intervention for Autism and ADHD
- Science of Seating Interactive
- Supporting Mental Health Needs of Racialized Youth
- Supporting Infant and Early Mental Health: From Knowing to Doing
- Supporting Newcomer MH and Well-Being
- Supporting Mental Health of Black, Indigenous and Racialized Youth
- Supporting Needs of Racialized Youth
- Training Supporting Needs of Racialized Youth - SMHO
- Understanding Black Clients in Mental Health Care
- Understanding Eating Related Issues



Special Education Plan

Parent/Guardian Information Sessions

- Accessing Disability Supports in College/Polytechnic/University ([Link to module](https://www.youtube.com/playlist?list=PLI2vfUML1T1mPOIEpvFxl5K18JyxI5LLm))
<https://www.youtube.com/playlist?list=PLI2vfUML1T1mPOIEpvFxl5K18JyxI5LLm>
- Early Facilitation In Person Information Session (new to board students)
- Life After High School: Transitions for Students with Developmental and Intellectual Disabilities
- Program for Academic and Creative Extension (PACE) Information Night (Elementary)
- Transition to High School In Person Information Session for Parent(s)/Guardian(s) of Students in Grades 7 & 8 Who Are Currently Accessing Special Education Supports



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 14

Standard 14: Equipment



Standard 14: Equipment

The purpose of this standard is to inform the ministry, board staff members and other professionals, and Parent(s)/Guardian(s) about the provision of individualized equipment for some students with special needs.

The York Catholic District School Board (YCDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.

The Specialized Equipment Allocation (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with Special Education needs. There are two components of Specialized Equipment Allocation (SEA) claims: Formula Component (can be used for any equipment type, technology related or not, training, maintenance, and repairs related to that equipment) and Claims-Based Component (can be used for any single equipment type technology related or not costing \$5,000 or over).

This equipment is to provide students with accommodations that are directly required and essential for one or more of the following: attending school, accessing the Ontario curriculum, accessing a Board determined alternative program and/or course. Personalized equipment may be required for some students with special needs. In these instances, the appropriate Student Services (i.e., Occupational Therapist, Physical Therapist, Speech-Language Pathologist, Specialist Blind/Low Vision Teacher or Deaf/Hard of Hearing Teacher) staff in collaboration with the Principal and Special Education staff determine the type of equipment that will best meet the student's needs and ensures that the required documentation supports the claim as follows:

- an assessment from an appropriately qualified professional (Audiologist, Occupational Therapist, Physiotherapist, Psychologist, Speech-Language Pathologist, etc.) which states the need that the device will help accommodate for and that the particular device is essential in order for the student to benefit from instruction;
- a copy of the student's signed IEP which aligns with the prescribed equipment; and
- Parent(s)/Guardian(s) acknowledgement for the SEA application.

All personalized equipment meeting the SEA requirements is ordered through Student Services in accordance with the Ministry of Education submission timelines. YCDSB seeks efficiencies for all SEA equipment purchases through bulk purchases as well as Board licenses in order to decrease costs.

All specialized equipment is the property of YCDSB and is allocated at the discretion of the board. The Board has the responsibility to protect, maintain and manage the equipment, ensuring that it is



Special Education Plan

functioning properly. SEA equipment is to be replaced as required when the needs of the student change or when the equipment wears out through use. Any required repair for maintenance will be provided by the board. Repairs and maintenance concerns are to be shared with the appropriate Student Services staff. When a student for whom equipment purchased with SEA funding moves to a new publicly-funded Ontario school board or school authority, the equipment is expected to move with the student unless the new school board determines that it is not practical to move the equipment.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 15

Standard 15: Accessibility of School Buildings



Standard 15: Accessibility of School Buildings

Purpose of the Standard: To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information

[The Accessibility for Ontarians with Disabilities Act \(AODA\)](#) came into effect on June 13, 2005. It applies to public, broader public and private sector organizations. The purpose of the AODA is to develop, implement and enforce accessibility standards for Ontarians with disabilities with respect to customer service, the built environment, employment, information and communication, and transportation services.

The AODA requires both public and private sector organizations to develop multi-year accessibility plans to identify, prevent and remove barriers. To comply with this requirement, the York Catholic District School Board has convened an Integrated Accessibility Standards (IAS) Committee composed of representatives from the Board of Trustees, Senior Administration, all departments within the Board, YCPIC, SEAC, Principal/Vice Principal Associations, OECTA, and CUPE.

The Integrated Accessibility Standards Committee has developed a Multi-Year Accessibility Plan in accordance with the *Integrated Accessibility Standards Regulation* under the AODA.

The objective of the Multi-Year Accessibility Plan is to ensure that the Board meets the accessibility planning and implementation requirements of the AODA that focuses on the identification, removal and prevention of barriers to people with disabilities.

YCDSB is renewing its Multi-Year Accessibility Plan for September 2025 describing the goals and measures that will be taken to identify, remove and prevent barriers to accessibility at YCDSB.

Members of the public can access all of these plans as well as past [Multi-Year Strategic Plans](#) on YCDSB website. In compliance with *Ontario Regulation 191/11, s. 12(3), Integrated Accessibility Standards*, the York Catholic District School Board offers accessible formats and communication support upon request.



Deaf and Hard of Hearing Students

Assistive listening devices (e.g., a personal FM system or portable soundfield system) are available to students who are deaf or hard of hearing via funding made available through the Specialized Equipment Allocation (SEA) claim when recommended by a qualified Audiologist.

Students diagnosed with Central Auditory Processing Disorder (CAPD) by a qualified audiologist may benefit from access to amplification device(s), as recommended by the audiologist following the diagnosis. Such equipment will be provided to the student via funding made available through the Specialized Equipment Allocation (SEA) claim. Access to this equipment is only provided if its use is validated through a trial period to ensure it satisfies the student's needs.

Barrier Free Access Program

The proposed plan for **Barrier Free Access** includes 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 Manager, Communications at (905) 713-1211 or (416) 221-5051 ext. 13615.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B – STANDARD 16

Standard 16: Transportation



Standard 16: Transportation

The purpose of the standard is to provide details of the board's transportation policies to the Ministry and to the public.

Provision of Transportation for Exceptional Students

The York Catholic District School Board's Transportation [Policy 203](#), Student Transportation Services, outlines that the Board Policy is aligned with and supports the principles and expectations of the Board's Human Rights and Equity office and [Policy 613](#), Equity and Inclusive Education. At all times, this policy should be interpreted to be consistent with the Board's policies and the Human Rights Code.

Transportation may be provided for:

- Students with mobility issues
- Students requiring a Special Education program, not provided at their home school, as identified by the Superintendent of Student Services or the Director of Education
- Medical reasons as certified by a medical professional and approved by the Coordinating Manager of Planning & Operations or the Director of Education
- In accordance with the Student Transportation Services procedures manual and appropriate documentation supportive of such request(s)
- Section 23 students who are not resident students of the Board may be offered transportation to a Section 23 program within the region in accordance with the ECPP funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate. Attempts will be made to accommodate service level requests in the most cost efficient manner. In such situations a signed S10 is required for each year the student requires transportation
- Transportation may be provided to programs and/or facilities outside the Region of York in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Education: Exceptional Learners or the Director of Education deems appropriate. In such situations a signed S10 is required for each year the student requires transportation
- Transportation to a Provincial School shall be provided in accordance with the documented request from a provincial school in accordance with the funding that is received from the Ministry of Education or other Ministry. In such situations a signed S10 is required for each year the student requires transportation



Special Education Plan

- The safety criteria that are used by the board in the tendering and the selection of transportation providers for exceptional students (e.g., drivers must have first aid training; wheelchairs must be secured during transit; a criminal record check must be done on drivers).



Special Education Plan

Pathway to Independence Plan - Transportation

A plan will be developed for students who receive temporary transportation. These students will have a Pathway to Independence Plan (PIP) page in their IEP with goals in the area of travel to and from school that will develop skills needed to ride regular transportation, walk to school or access public transportation. A Special Education Teacher will determine the IEP goal, specific/targeted expectations, provide direct instruction and outline accommodations to be provided by other staff members (e.g., Teacher, Education Worker). Data will be collected in order to monitor student's progress and future planning and implementation of skills.



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Section C – STANDARD 17

Standard 17: The Board's Special Education Advisory Committee



Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give the members of the public information to which they are entitled.

SEAC was established in compliance with [Regulation 464/97](#).

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;



Special Education Plan

- 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 Office Coordinator, 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
 - A. Grella
 - J. Wigston
- 6.2 Two alternate trustee members
 - M. Barbieri
 - M. lafrate

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 Information Flyer](#)



Special Education Plan

SEAC Community Representatives

<p>Association for Bright Children of Ontario % 4 Simpson Rd Bolton, Ontario L7E 1G9 Website: https://www.abcontario.ca</p>	<p>ABC works to increase the understanding and acceptance of bright and gifted children at home, at school and in the community; and encourages Parent(s)/Guardian(s), educators and the community to nurture these children to grow and reach their full potential so that they may be responsible contributing members of society.</p>
<p>Autism Ontario - York Region Chapter Loyal True Blue & Orange Home 11181 Yonge Street, Suite 303 Richmond Hill, Ontario L4S 1L2 Tel: (905) 780-1590 Website: http://www.autismontario.com</p>	<p>A reliable source of information and support for all York Region citizens who have a connection to autism, including families, children, adults on the spectrum, caregivers, support workers, and teachers.</p>
<p>Community Living York South 101 Edward Avenue. Richmond Hill, Ontario L4C 5E5 Tel: (905) 884-9110 / (905) 889-5239 Fax: (905) 737-3284 E-mail: info@ysacl.ca Website: https://www.communitylivingyorksouth.ca/</p>	<p>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, students and their families to plan for the transition from school to community, and to promote inclusive education opportunities for students with intellectual disabilities.</p>
<p>Down Syndrome Association of York Region P.O. Box 2063, Stn B Richmond Hill, ON L4E 1A3 Tel: (416) 410-3696(DOWN) / 1-800-649-3696 (DOWN) E-mail: info@dsayr.ca Website: https://www.dsayr.ca/</p>	<p>This association is a non-profit, charitable organization made up of a group of Parent(s)/Guardian(s)s, 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.</p>



Special Education Plan

<p>Early Intervention Services of York Region 17250 Yonge Street PO Box 147 Newmarket, ON L3Y 6Z1 Tel: KIDS Line at 1-888-703-KIDS (5473) Website: https://www.york.ca/support/childrens-services/children-special-needs</p>	<p>York Region Early Intervention Services (EIS) delivers programs that support families who have children with special needs in their homes or licensed child care settings. The years between birth and school-entry are critical to a child's development. Studies have shown that intervening in a child's development early has a much greater impact than doing so at a later stage. York Region Early Intervention Services assists children and their families in this important period. All early intervention services are provided at no cost. York Region EIS provides four different programs to support a child's development, namely, Infant and Child Development Services, Neonatal Follow-up Program, Therapy Services, and Inclusion Support Services.</p>
<p>Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Tel: (416) 421-8377 / 1-800-668-6252 E-mail: info@easterseals.org Website: http://www.easterseals.org/</p>	<p>Easter Seals Ontario provides programs and services to children and youth with physical disabilities across Ontario to help them achieve greater independence, accessibility and integration.</p>
<p>Learning Disabilities Association, York-Simcoe 9040 Leslie St., Suite 208 Richmond Hill ON L4B 3M4 Tel: (905) 884-7933 Fax: (905) 770-9377 E-mail: info@ldays.org Website: https://ldays.org/</p>	<p>As non-profit volunteer organizations, we provide information, support, guidance and resources for Parent(s)/Guardian(s) and professionals. Our aim is to further the educational, social, recreational, legal, medical, vocational and employment opportunities for people with Learning Disabilities.</p>
<p>York Hills Centre for Children, Youth and Families 402 Bloomington Road Aurora, Ontario L4G 0L9 Tel: (905) 503-9560</p>	<p>York Hills provides a spectrum of high quality mental health services to children and youth ages 0-18 years and their families in York Region. Our programs and services include: counselling and therapy; intensive</p>



Special Education Plan

Website: http://www.yorkhills.ca/	services; consultation and assessment; community and in-school clinical supports; day treatment; live-in treatment; respite services; workshops and group programs; alternative dispute resolution.
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Communication

SEAC brochures are available at all schools, agencies, and board offices. The [SEAC Flyer](#) includes contact numbers of the various associations. As well, this information is provided to interested Parent(s)/Guardian(s) and community members as requested. SEAC info can also be found at the [York Catholic District School Board](http://www.yorkhills.ca/) website, <https://www.ycdsb.ca/programs-services/student-services/special-education-advisory-committee-seac/>.

Summary of SEAC Recommendations to Board

[SEAC Reports to Board](#) indicates all motions as well as the other items that were discussed by SEAC.

Delegations to the Board

The York Catholic District School Board values the input of the members of the community where they have a particular concern or interest. It is the policy of York Catholic District School Board that delegations to the Board enable members of the YCDSB community to provide input on items that may appear on Board Agendas and fall within the governance role of the Board of Trustees.

- Download Policy 106: Delegations to the Board (PDF)
- Download Procedure 106: Delegations to the Board (PDF)



Special Education Plan

Public Request For Delegations and Petitions

An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda must ensure that the completed Admin. 29(a) form and all written (verbatim speech) and electronic materials/presentations are received by the Senior Coordinator to the Director of Education and Trustee Services by email no later than noon on the last business day before the Board meeting.

An individual or group wishing to present a petition as part of their delegation to the Board must ensure that a copy of the petition along with a completed Admin. 29(a) form is received by the Senior Coordinator to the Director and Trustee Services by email no later than noon on the last business day before the Board Meeting.

Form Admin. 29(a): Public Request for Delegations and Petitions



COORDINATION OF SERVICES AND OTHER MINISTRIES

Section D – STANDARD 18

Standard 18: Coordination of Services with Other Ministries and Agencies



Special Education Plan

Standard 18: Coordination of Services with Other Ministries and Agencies

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Transition from Preschool/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, coordination with the following agencies/groups may be required:

[E.C. Drury Preschool Program for Deaf Students](#)

[Kinark Child and Family Services](#)

[Kerry's Place Autism Services](#)

[Tri Regional Blind Low Vision Program](#)

[Tri Regional Infant Hearing Program](#)

[York Region Early Intervention Services](#)

[York Region Preschool Speech and Language Program](#)

Children's Treatment Network of York and Simcoe (CTN)

As a hosting community partner agency of the Children's Treatment Network (CTN), Board staff collaborates with this agency in a number of ways, including:

- acting as a host agency for the following staff:
 - Occupational Therapists
 - Physical Therapists
 - Occupational/Physical Therapy Assistant
 - Speech-Language Pathologists
 - Communicative Disorders Assistants
- participating in work groups to develop professional practices; wait list management, protocols, privacy protocols, information system services compatibility etc.

Early Facilitation of Students with Exceptional Needs

The York Catholic District School Board has a policy of integration for all students entering the school board. Students attend their home school and are placed in the regular classroom with age appropriate peers. The Board partners with York Region Early Intervention Services (YREIS) and the York Region Preschool Speech and Language Services (YRPSL). Procedures have been established to ensure a smooth transition into school.



Special Education Plan

The Early Facilitation Process facilitates the entry of Kindergarten students (Year 1 and/or Year 2) with exceptional needs into YCDSB. The process allows the multidisciplinary team and school team to gather information about students with special/complex needs entering school for the first time. It enables all partners to develop a plan of action to best meet student needs upon entry to school.

As part of the Early Facilitation Process, information evenings for Parent(s)/Guardian(s) are presented by Student Services multidisciplinary staff in conjunction with Early Intervention Services of York Region (EISYR) and Kinark to explain the process, address concerns, and answer Parent(s)/Guardian(s) questions.

Parent(s)/Guardian(s) Role

Parent(s)/Guardian(s) share information from Community Agencies with the appropriate Board disciplines through Release of Confidential Information form (S7). Parent(s)/guardian(s) are an integral part of a collaborative team that supports the transition to school.



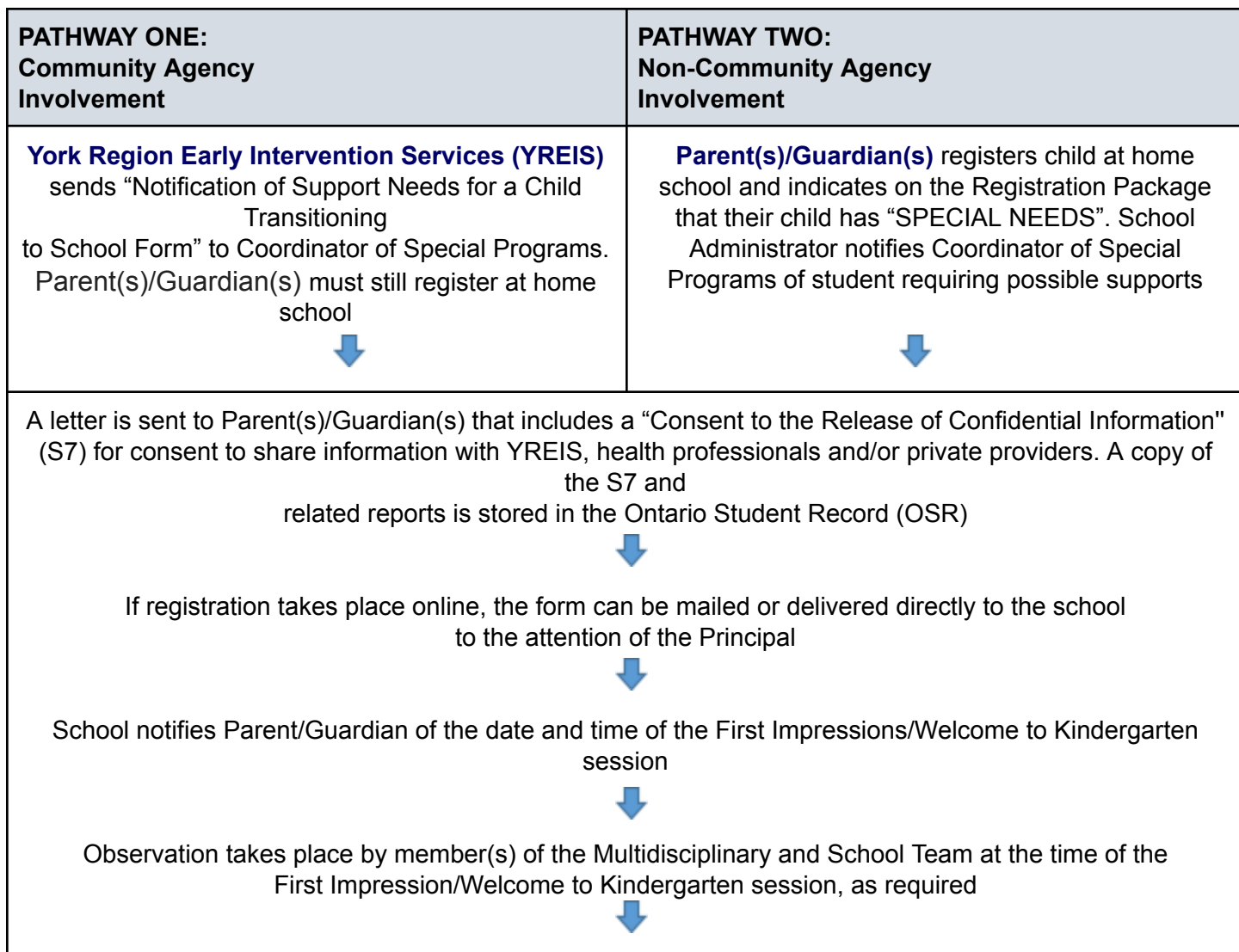
Special Education Plan

Process

Each year a group of preschool students with exceptional needs enter Kindergarten (Year 1 and/or Year 2) in the YCDSB. As they enter school for the first time these students may demonstrate one or more of the following:

- severe physical limitations;
- a rate of development that is significantly below expectations for his/her chronological age;
- severe communication difficulties - expressive and/or receptive.

These students may be brought to the attention of school personnel by different people at different times through two pathways:





Special Education Plan

The Multidisciplinary Team in consultation with Parent(s)/Guardian(s) and school team develops a **Transition to School Action Plan**. A copy is forwarded to the School Administrator and shared with Parent(s)/Guardian(s)



Follow up to obtain necessary reports to assist with transition and other processes, as required



If the student meets criteria for Educational Assistant support as per Board Policy 229, Accommodations for Students with Moderate to Severe Needs, Consent for Ongoing Special Education Support form (SE5) and Individual Education Plan (IEP) are generated



Ongoing consultation to develop and implement student's program, as required

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

The Early Facilitation Process is a short term entry process to support the transition for these preschool students who might be at risk and have never been registered in an elementary school system. The process begins prior to Kindergarten (Year 1 and/or Year 2) and is complete once the child is in school.

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).



Ontario Autism Program (OAP)

Entry to School (ETS)

The *Entry to School* program supports children with Autism Spectrum Disorder (ASD) between the ages of three and six years old who are entering kindergarten or grade one for the first time. This program has two components:

1. Six-month, group program that focuses on helping children develop school-readiness skills in communication, play, social interaction, behavioural self-management, and learning and attention.
2. Six-month, consultation service offered at the conclusion of the group program as the students enter school, as needed.

Connections for Students (CFS)

The goal of *Connections for Students* is to provide a more coordinated and seamless transition for children with ASD transitioning from the Central East Autism Program (CEAP) into the full time publicly funded school program.

Urgent Response Service (URS)

The Urgent Response Service is a time-limited (up to 12 weeks), rapid response service that addresses a specific need to prevent further escalation of a child or youth harming themselves, others or property. The service is available to any child or youth registered in the OAP who meets defined ministry criteria. Services include:

- Short-term interdisciplinary consultation to a child/youth's intervention team and/or family and/or educator(s)
- Respite
- Direct support to the family and/or professionals involved to implement intervention and/or therapy techniques with the child/youth (e.g., mediator model intervention)
- Service navigation and coordination to existing services outside of the OAP

Kerry's Place York ASD School Support Program

York Catholic District School Board and Kerry's Place York ASD School Support Program will work together to plan and implement support for students with Autism across the region.

The students will be enrolled with the York Catholic District School Board and have signed service agreements consenting to the service from Kerry's Place York ASD School Support Program.



Special Education Plan

The Kerry's Place York ASD School Support Program will support approximately 5-7 students at any given time (based on intensity of support needs and availability).

Any student of the YCDSB with a confirmed diagnosis of ASD is eligible to participate in the program. A referral should be made once resources at the school have been accessed/exhausted and/or a need for school-home collaboration or generalization is required.



Education and Community Partnership Programs (ECP)

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:** The day treatment program supports prenatal and parenting female students from the ages of 14 -21 in completing their Ontario Secondary School Diploma/Certificate. 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 Hills Centre for Children & Youth:** This program is designed to meet the social/emotional/behavioural treatment needs of elementary and high school aged children.
4. **Lumenus** The day treatment program provides a therapeutic program with an individualised academic component for youth (12-18 years of age) with a dual diagnosis (mild-moderate developmental disability and mental health challenges), Autism Spectrum Disorder (ASD), mental health and/or behavioural challenges who may also have challenging behaviours whose needs exceed the capacity of the school system.
5. **Kinark Child and Family Services:** The day treatment program is designed to support youth who have been diagnosed/identified with mental health, social/emotional and/or behavioural needs that impairs their functioning in their home high school.
6. **Southlake Regional Health Centres:** A day hospital program serving youth from 13 to 18 years of age who live in York Region. The program provides services for students with severe psychiatric disorders which are hindering their ability to function in certain areas of their life.
7. **Atlas Day Program at Markham Hospital** is a school-based program for youth who are not able to attend school in a traditional setting due to mental health concerns.

Transition Planning between the above noted programs is undertaken through the Senior Coordinator, Behaviour Resource Services 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 programs. Transition Planning is further developed through the Board's own meeting model.



Transition Planning Between Boards

When a student who has special needs is new to YCDSB, the transition into school is facilitated as follows:

- Parent(s)/Guardian(s) contact(s) Principal and/or Coordinator of Special Programs;
- upon Parent(s)/Guardian(s) consent (S7), school staff and pertinent members of the Multidisciplinary team gather information from the current setting; and
- a transition plan is developed that will include recommendations for accommodations as required.



MENTAL HEALTH AND ADDICTION STRATEGY

Section E – Mental Health and Addiction Strategy



Mental Health and Addiction Strategy

Mental Health & Well-Being in Ontario

In June 2011, Open Minds Healthy Minds, a mental health strategy for the province of Ontario was launched. The overarching goals of the Strategy include:

- to improve mental health and well-being for all Ontarians;
- to support the creation of healthy, resilient and inclusive communities;
- to identify mental health and addiction problems early and intervene; and
- to provide timely, high quality, integrated, person-directed health and human services.

This Strategy focused on children and youth in the first three years, and was supported by several Ministries, under the leadership of the Ministry of Child and Youth Services (MCYS). There were three key target areas:

- fast access to high-quality services,
- early identification and support, and
- help for vulnerable children and youth with unique needs.

In February 2020, the Roadmap to Wellness was released and reconfirms the province's commitment to mental health and addictions. The plan's vision is for "A province where all Ontarians have access to high-quality, easily accessible mental health and addictions support throughout their lifetime, where and when they need it."

Mental Health & Well-Being at YCDSB

Our Mental Health Mission

The York Catholic District School Board is committed to creating teaching and learning environments that promote positive mental health for everyone and reflect an understanding of all factors that impact on student mental health (e.g race, culture, abilities, social identities). The Student Mental Health Strategy will build structure and processes, raise awareness, build capacity and provide an evidence based/informed approach to mental health.



Special Education Plan

Our Mental Health Vision

At YCDSB, our students grow to realize their God-given potential as resilient and collaborative citizens, filled with faith, hope and compassion. Anchored in our Catholic values, our schools will be mentally healthy schools that promote wellbeing and achievement for all.

Our Strategic Commitments

Our strategy will enable early identification, timely and personalized response to students' needs as well as mental health promotion, prevention, intervention and postvention strategies.

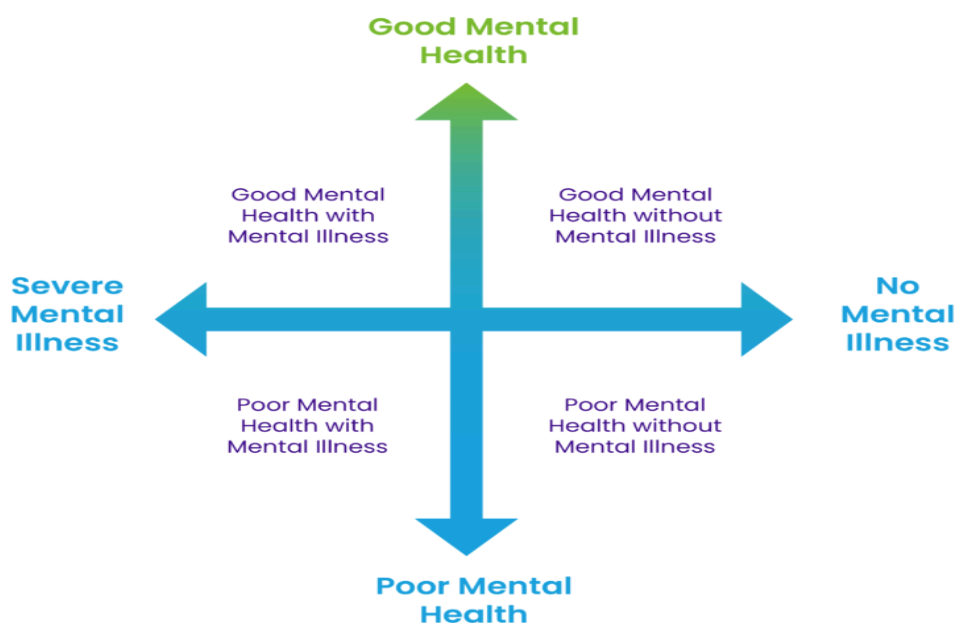
Building mental health awareness, literacy and expertise and addressing the challenge of stigma are key priorities. Emphasis is on the alignment of existing resources and strengthening relationships with other partners within the YCDSB (e.g HREA committee, religion consultants, curriculum consultants) and in community partnerships through collaborative communication and the promotion of a shared language.

What is Mental Health?

Everyone has mental health. It might be helpful to think about mental health as a range or continuum. On one end is optimal mental health. On the other is poor mental health.

Not everyone has a mental illness. Mental illness, like mental health, can fluctuate. On one end of the continuum is no diagnosable mental illness (minimal or no symptoms). On the other end is severe mental illness.

When the mental health and mental illness continuums are put together, they create a “dual continuum”.



It is important to know that people who have diagnosed mental illnesses can still feel mentally well. And similarly, people who don't have a diagnosed mental illness can have low mental health and need help. That's why getting treatment and support is essential.

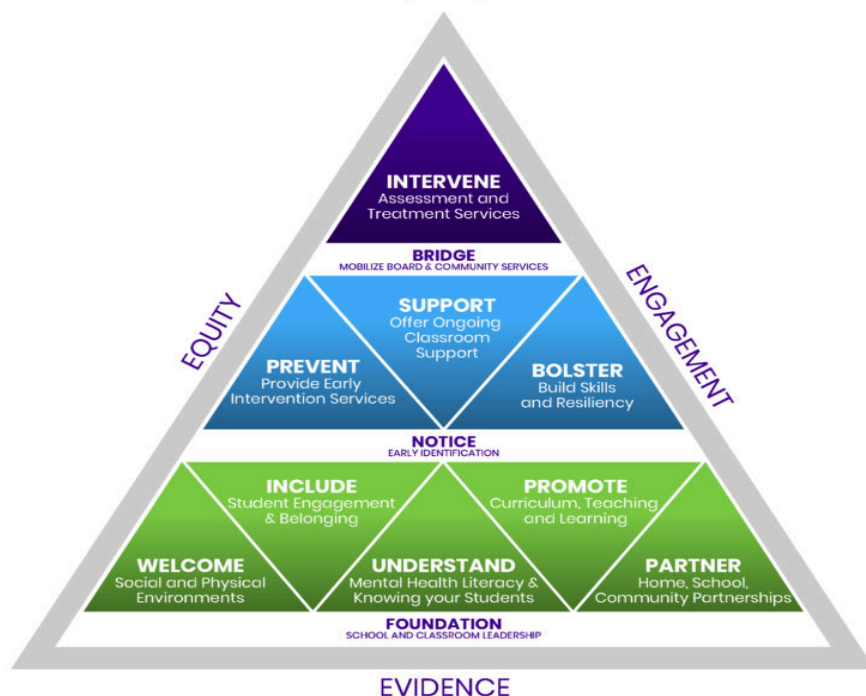
How Do We Think About Mental Health?

It is helpful to think about mental health in tiers so that mental health services can be effectively designed and monitored at the system and school level.

Schools are uniquely positioned for mental health promotion, early identification, prevention, and early intervention services. Everyone has a supportive role to play in crisis management and can provide accommodations and classroom strategies for students struggling with a mental illness, and we work together with our community and health partners to provide for intensive mental health services.



Aligned & Integrated Model (AIM)



Tier 3:
Interventions geared to support students who are significantly struggling with mental illness.

Tier 2:
Prevention strategies and programming to support vulnerable students.

Tier 1: Universal
strategies that promote well being of ALL students



YCDSB 2023-2026 Strategic Priorities:

- Promote System, School and Classroom Mental Health Leadership
- Promote Mental Health Literacy and Stigma Reduction
- Promote Student Voice, Leadership and Participation
- Engage in Suicide Prevention & effective and culturally responsive Intervention
- Collaborate with and Engage Parents, Caregivers and Community Partners
- Support Early Identification and Student Support
- Focus on Prevention and Early Intervention
- Establish Intensive Supports and Service Pathways



Mental Health Community Partnerships

COMPASS

COMPASS (Community Partners with Schools) is both a process and multi-organizational structure that aims to complement, enrich and intensify mental health services to young people and their families.

COMPASS represents a joint effort on the part of schools and York Hills Centre for Children, Youth and Families to identify and offer support to young people and their families at school and where relevant, in other settings, including the home. As a process, COMPASS seeks to provide meaningful and impactful interventions and services while at the same time impacting the way systems respond to the needs of young people and their families. The process includes clinical, relational and navigational components designed to improve the capacity of young people and their families to manage their challenges while also enhancing the service system's capacity to respond creatively to the needs of young people and their families in a timely manner and a personalized format.

The current hosting partners include: York Hills Centre for Children, Youth and Families, York Catholic District School Board, York Region District School Board



Mental Health and Addiction Nurses

The services offered by these nurses complement the programs already provided through schools and community-based mental health and addiction organizations.

The MHAN:

- are funded by the Ministry of Health; [MENTAL HEALTH AND ADDICTIONS NURSES IN SCHOOLS](#)
- support children and youth in schools who may have mild to complex mental health and/or substance abuse issues; and
- support students transitioning back to school from the hospital or other care setting.

The nurses collaborate with school boards and community-based organizations to support students in their early struggles with mental health and addictions. They partner with school boards to recognize and respond to student mental health and addictions issues.

Addiction Services Central Ontario

Addiction Services Central Ontario's Youth and Family program is for young people between the ages of 12 and 24, and their families and Parent(s)/Guardian(s), who want to make changes connected with drug and/or alcohol use. ASYR will provide 1-on-1 virtual counselling to students within the York Catholic District School Board (YCDSB) schools on a rotating basis. They offer : Assessment and Treatment Planning, Individual Counselling, A Harm Reduction approach that allows them to focus on minimizing the risks and harms associated with using substances.

York Hills Kuumba Program

Kuumba is a counselling and therapy program offered through York Hills Centre for Children, Youth and Families. KUUMBA, which means creativity and community, focuses on the program's desire to build up the members of our Black and Black identifying community. Using a supportive and strengths-based perspective, families will be able to explore topics and experiences that relate to all aspects of their Black identity.

Women's Support Network

Women's Support Network's Sexual Violence Counselling Program provides individuals who have experienced sexual violence with client-centred, trauma-informed counselling at no cost, no matter where they are on their healing journey. WSN's Rapid Response counselling service is for individuals who have had an experience of *recent* sexual violence within the last year or are experiencing unexpected and overwhelming trauma symptoms.



Special Education Plan

Appendices

[Appendix A: IEP Template](#)

[Appendix B: A Parent/Guardian Guide to Special Education](#)

[Appendix C: Specialized Health Support Services](#)

[Appendix D: Categories and Definitions of Exceptionalities](#)

[Appendix E: Provincial Schools and Demonstration Schools](#)

[Appendix F: Special Education Staff](#)