

Special Education Plan



2018

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Section A: Introduction

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SPECIAL EDUCATION PLAN

In accordance with Regulation 306, the annual review of the York Region District School Board Special Education Plan 2018 has been conducted as required by Regulation 464/97, ensuring that SEAC was provided with the opportunity to participate in the review process. The plan outlines the Board's philosophy of special education and describes the programs and services provided for students with special education needs.

York Region District School Board values a strong commitment to working collaboratively with the Special Education Advisory Committee (SEAC). During this continuous consultation, the voices of a variety of stakeholders including school personnel, students, parents, SEAC, associations and community agencies provided input to the revision process. During the past school year, at each SEAC meeting, revisions to the Plan were presented and SEAC members were invited to provide feedback in person or via email. Changes were reported back to the committee for approval the following month. In light of the recommendations made at SEAC meetings, amendments have been made to the Special Education Plan 2016, which is now referred to as the Special Education Plan 2018. A summary of feedback received as a result of this consultation with members of the community can be found in the Appendices of this plan.

Copies of the Special Education Plan 2018 are accessible to Board staff through the [Board's intranet](#) as well as at the Community Education Centres and the Learning Resource Centre. Members of the public have access to copies of the Report through the [Board website](#).

STUDENT SUPPORT AND SPECIAL EDUCATION IN YORK REGION SCHOOLS

York Region District School Board's planning, program development and service delivery processes have a strong tradition of including students with special needs as an integral part of our culture. This tradition is based on a belief that every student can learn and succeed with appropriate accommodations and modifications that address individual strengths and needs. Inclusiveness relies on strong learning communities that promote a respect for differences and communities that recognize, value and validate all children's right to belong at school. The practice of inclusion is more than full integration in regular classrooms. It goes beyond the continuum of service placements available to address individual student needs to include meaningful participation and interaction with others.

Schools demonstrate inclusiveness when they invite and support students to be active participants in all aspects of school life, both inside and outside the classroom. Inclusive schools breed understanding, compassion and emotional intelligence. They multiply these benefits to school culture when they engage all staff, students, parents and other partners to focus on shared understandings and common goals. Classroom and Special Education Resource Teachers, special education teachers, education assistants, Speech and Language Pathologists, Occupational Therapists, Psychologists and others throughout our district are leading the way with outstanding service to our students, and we can support and applaud their efforts every day.

The diversity of special needs in our schools poses opportunities for all. Inclusiveness is so much more than the absence of segregation. It is purposeful, intentional and committed action to ensure that everyone is made to feel that they belong. Further, inclusive environments are fundamentally altered, not only for those whom we initially strive to "include", but, importantly, for the benefit of all.

The School Effectiveness Framework (SEF) process supports the collective responsibility of staff to create the conditions that maximize student learning. As part of the Board's Improvement Plan, during the SEF process visits to schools, staff explore connections between student data, IEP goals and instructional strategies with concrete classroom practice. This process ensures that intentional planning, instruction and differentiation are appropriately provided to meet the learning needs of each student.

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SPECIAL EDUCATION LEGISLATIVE FOUNDATIONS: A LEGAL FRAMEWORK

The York Region District School Board Special Education Plan is developed with a commitment to the provision of special education programs and services for students and rests within a legal framework. The Education Act and Regulations associated with it, set out the responsibilities related to special education and have governed the development of the Board Special Education Plan. The Plan has been designed with recognition of the provisions included in the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code and the Ontarians with Disabilities Act.

The York Region District School Board supports that:

- wherever possible, the needs of exceptional students be met in a regular class with appropriate special education services, when such a placement meets the student's needs and is consistent with parental wishes; and
- a continuum of service be available for students whose needs cannot be met within the regular classroom

(Regulation 181/98)

In accordance with the Education Act and Regulations, the York Region District School Board is committed to providing its full resources to affording learning opportunities and supports to allow all students to pursue the knowledge, skills and confidence needed to succeed in a rapidly changing society. The York Region District School Board recognizes the need to provide a range of program options for students identified as exceptional. Provision of these options is accomplished by:

- following appropriate identification, placement and review procedures with full and appropriate parent/guardian(s) involvement;
- assigning teachers with appropriate educational qualifications;
- developing Individual Education Plans (IEPs) which focus on improved student learning;
- demonstrating concern for the development of all aspects of learning for the exceptional student (i.e. academic, social, cultural, physical, intellectual, behavioural and emotional);
- recognizing all transitional processes (i.e. preschool, elementary, secondary, post secondary, work, community, class-class, activity-activity);
- ongoing student, parent/guardian(s) involvement;
- ongoing review of expectations and services set out in the IEP;
- planning and ongoing evaluation of special education services; and
- ongoing professional development of staff in current teaching strategies and methodologies designed to respond to the needs of exceptional students.

KEY FEATURES

A commitment to providing a focus on inclusive practices in our schools as an integral part of school culture and planning, and program development and delivery is what we in York Region strive to achieve. We believe that all partners must work together to create environments where teachers, students, support staff, parents and other partners focus on common goals, provide effective instructional methods and facilitate student learning. The diversity of students who have special needs poses both challenges and opportunities for students, parents and school staff. It necessitates that we examine what we do and how we do it, in a way that is in the best interests of all students in our schools.

Provincial curricula are written with all students in mind, recognizing that there will be varied levels of achievement and pace of learning. We have come to a fuller appreciation over the past few years of the power of an evidence based approach to the development and delivery of curriculum. We have seen the power of effective classroom assessment in informing instruction and achieving results with our learners. For the exceptional learner, Individual Education Plans (IEPs) define the goals and expectations students are expected to achieve, and the supports, accommodations and/or modifications required to enable them to meet those goals. Students with special educational needs are expected to achieve all/most/some provincial curriculum outcomes or alternative curriculum expectations, with special support.

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. For those students who are exceptional and require an IEP, parents are consulted by school staff in the development of the IEP. Achievement toward the expectations is monitored at a minimum of each term/semester on an ongoing basis by the Special Education Resource Teacher and adjustments to the program are made as needed. “Current legislation applies to this curriculum and may affect both those students who have not reached the expectations for the grade and those who have exceeded them.” (The Ontario Curriculum Grades 1-8, 1997)

The key features of The Ontario Curriculum reflect the Ministry’s commitment to excellence, equity, partnership and accountability. Programs and services for all students in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and related Regulations, and with principles articulated in the following Ministry of Education policy documents:

- The Ontario Curriculum Grades 1-8, 1998
- Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements, 1999 Curriculum OSS Policy Document
- The Ontario Curriculum: Program Planning and Assessment, 1999
- The Ontario Curriculum for Secondary Schools Grades 9-12, 1999
- Caring and Safe Schools in Ontario, Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12, 2010
- Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999
- The Annual Education Plan Grades 7 to 12
- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017
- Early Math Strategy, The Report of the Expert Panel on Early Math in Ontario, 2003
- Early Reading Strategy, The Report of the Expert Panel on Early Reading in Ontario, 2003
- Teaching and Learning Mathematics, The Report of the Expert Panel on Mathematics in Grades 4 to 6 in Ontario, 2004
- Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004
- Leading Math Success, Mathematical Literacy Grades 7 – 12, The Report of the Expert Panel on Student Success in Ontario, 2004
- Think Literacy, The Report of the Expert Panel on Student Success in Ontario, 2004
- Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005
- Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
- Learning for All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011
- Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, 2013
- Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools, 2015

YORK REGION INITIATIVES

All students in our schools, regardless of background or ability, need the opportunity to develop the skills, attitudes and knowledge required to achieve their full potential. Our classrooms and staff need to assist them in growing into capable, caring, responsible and active citizens and family members.

Character Matters!

The York Region District School Board's mission, vision and values provide a powerful and effective basis upon which *Character Matters!* is grounded. *Character Matters!* is committed to high academic achievement as well as personal, interpersonal and citizenship development. The goals of *Character Matters!* can be seen in three general contexts:

- Preparing our learners to be responsible, caring and contributing citizens;
- Contributing to the development of safe and supportive schools that are inherently known as learning communities; and
- Developing emotional and social skills as the requisite balance to cognitive or academic achievement.

A culture that rests upon the principles of *Character Matters!* provides an environment that is emotionally safe, encouraging and respectful. It builds community, inclusivity and a sense of belonging that are vital to the educational experience of all students. Our collective responsibility to a culture of character and community enhances all aspects of the teaching and learning experience. Fostering attributes such as respect, responsibility, empathy, perseverance and optimism build resiliency and capacity. The direct teaching of the related social and emotional skills that support these values further enhance relationship building as well as academic achievement. In a classroom where a character culture is a part of the norm, individual strengths can be enhanced; individual differences can be strengthened while maintaining the integrity of individual self-concept. Each individual then has the required positive experiences needed to become a part of or to help form community in the classroom. It is about strong relationships.

Transforming these values into classroom realities requires explicit and intentional planning and implementation. It requires the commitment of all staff and students. Respect, empathy and optimism on the part of all learning partners can form the framework of such a culture. The ten *Character Matters!* attributes serve as a symbol for the principles and a standard for our behaviour.

Respect

We respect ourselves and treat others with courtesy, dignity, and positive regard. We honour the rights of others. We respect their belongings, the environment and the world around us.

Starting points:

- Model respect
- Expect respect for all students with exceptionalities
- Explicitly teach self respect

- With students, define what respect looks like in an inclusive classroom

Responsibility

We are accountable for all our actions. We follow through on our commitments.

Starting points:

- Clarify what it looks like
- Expect it

Honesty

We behave in a sincere, trustworthy and truthful manner.

Starting points:

- Build trusting relationships
- Encourage positive risk taking – courage
- Facilitate academic honesty

Empathy

We strive to sense and appreciate the emotions of others, to ‘stand in their shoes’. We demonstrate appreciation of and concern for their feelings. We try to understand issues from their perspectives even though we may not agree with them personally.

Starting points:

- Create a welcoming atmosphere
- Explicitly teach precursor skills such as ‘listening’
- Create opportunities and experiences for sharing
- Celebrate each others’ successes; support each others’ challenges

Fairness

We are sensitive to the needs of each individual, understanding that fairness does not mean equal. We treat each other as we wish to be treated ourselves. We interact with others without stereotyping, prejudice or discrimination. We stand up for human rights.

Starting points:

- Model fairness
- Look for examples with the class, particularly with reference to group work, i.e. technology to support written language
- Teach how to approach issues where ‘fairness’ is questioned in a problem solving manner

Perseverance

We stick to a goal and work hard even in the face of obstacles and challenges. We complete all tasks and assignments.

Starting points:

- Model perseverance, especially with challenging students who are giving up on themselves
- Encourage and support students in their own perseverance

- Inspire students with stories and quotations of others who have overcome obstacles through perseverance

Integrity

We are truthful and sincere and ensure consistency between what we say and what we do as well as between what we believe and how we behave.

Starting points:

- Hold students and yourself accountable for behaviour against class rules; teach them to support each other in doing so and in self monitoring
- Routinely discuss the classroom environment and how to improve it to optimize how the class operates

Courage

We face challenges directly. We seek help from others where necessary. We do the right thing even when it may be unpopular. We are able to recognize risks and danger and do not take unwise risks to gain the approval of those around us.

Starting points:

- Discuss the role of courage in overcoming challenges
- Inspire with stories of courage; invite students to tell their own stories from their lives
- Create opportunities for success to build courage in positive risk taking
- Promote a problem solving approach that deals with difficulties in a respectful manner and makes way for a rational optimism and belief in self

Optimism

We maintain a positive attitude. We look on the brighter side of situations. We are able to see opportunities even in the face of adversity. We have hope for the future.

Starting points:

- Be cheerful!
- Recognize that without optimism, there is no real reason to try; so encourage!

Moral attributes such as empathy, honesty, respect and optimism are those that directly improve the quality of relationships and help to create an inclusive community in the classroom and in the school. The power of these attributes is that when they become the norm in a school, positive peer pressure in the school and in the classroom help all students meet their obligations to each other. Young people value relationships. Their brains are socially motivated in the learning process. These are the 'gate keeper' attributes to the motivation to learn.

Performance attributes such as responsibility, initiative and perseverance are those that directly enhance academic ability in that they develop talents to do one's best and to achieve one's goals in school and thereafter. They enable each student to pursue his/her personal best, whatever that might be. As with the moral attributes, a culture that expects excellence supports these attributes, especially when the expectations are a part of student culture! Students then support other students in their pursuit of learning.

Both rest on the Head, Hands, and Heart paradigm:

- Explicit teaching of the attributes and their components (Head)
- Positive experiences and opportunities to practice creates motivation and healthy habits (Hands)
- Reflection, celebration and sharing to integrate the experiences (Heart)

Character development can initiate, encourage and empower all learning partners. Our collective responsibility to provide the stepping-stones to meeting the full potential of students with exceptionalities begins with each one of us. *Character Matters!* is more than our students' well-being. It is about all of us. "We must look at the culture of our schools and classrooms to see how we can construct communities of learners where all children are respected, have leadership opportunities and are honoured for being who they are"¹. We believe that good character is a cornerstone of a civil, just and learning society and that it can be both taught and learned.

Social, Emotional, Academic Learning Document (SEAL)

As social and emotional learning continues to be recognized as an academic enabler, the [York Region District School Board's SEAL document](#) supports the social, emotional and academic learning for students in kindergarten to grade 12. This user-friendly resource provides a list of development social skills and provides teacher strategies and lesson plans to assist in teaching students social skills.

Ontario Human Rights Commission

In November 2004, the Ontario Human Rights Commission released Guidelines on Accessible Education. These guidelines express the Commission's expectations regarding the duty to accommodate students with disabilities. The guidelines are a companion to the Commission's October 2003 Consultation Report: The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities. The complete guidelines are available on the [Ontario Human Rights Commission's website](#).

The principles of accommodation which involve respect for dignity, individualization and inclusion are expressed in the guidelines. School staffs are reminded of the importance of making every effort to discuss disability issues with students and model respectful attitudes and behaviour.

As set out in the Education Act and Regulations, the Commission specifies that each student's needs are unique and must be considered individually and with confidentiality. Consistent with Regulation 181/98, Identification and Placement of Pupils, the Commission specifies the need to first consider inclusion in the regular classroom before considering placing a student in a self-contained class.

¹ Given, B.K. (2002). Teaching to the Brain's Natural Learning Systems. Alexandria, Virginia. ASCD, pg.58.

It is the Commission's position that the duty to accommodate requires that the most appropriate accommodation be determined and then undertaken, short of undue hardship. An accommodation is considered appropriate when it results in equal opportunity to attain the same level of performance, or to enjoy the same level of benefits and privileges enjoyed by others, or if it is proposed or adopted for the purpose of achieving equal opportunity, and meets the student's disability-related needs.

Ontario Human Rights Commission: Guidelines on Accessible Education, 2004

Accessibility for Ontarians with Disabilities

The Ontarians with Disabilities Act (ODA) requires all publicly funded organizations to examine themselves annually to ensure that they are progressing in their efforts to become more accessible to persons with disabilities. Under the Act, school boards are required to file annual accessibility plans that "address the identification, removal and prevention of barriers to persons with disabilities in the bylaws and in its policies, programs, practices and services."

The York Region District School Board ODA Team welcomes input into the development and implementation of activities that will promote accessibility for all our stakeholders. The annual plan is posted on our website. This year's plan focused on the implementation of the Customer Service Standard:

- Policy and Procedure: Policy and procedure #407 which outlines responsibilities and process for meeting the accessibility needs of our customers is now posted on the portal;
- Training: 80% of employees were trained with the DVD How May I Help You? which is posted on the portal;
- Accessibility for All/Barrier Buster: Information for school newsletters was sent to Principals regarding access to the Accessibility for All/Barrier Buster icon on the home page of the Board website;
- Signage: How May I Help You? signage has been sent to all schools to be posted in office areas; and
- Consent Form: To ensure confidentiality for student information shared during meetings involving a support worker, a consent form must be signed by the parent/guardian and support worker.

All individuals and groups are encouraged to discuss the plan and help identify barriers by submitting their responses through the Accessibility for All/Barrier Buster form located on the home page of our [Board website](#). The ODA Team is committed to acting upon submissions and working to remove identified barriers.

For more information, the seven year plan is provided in the Appendix in Section I.

YORK REGION SPECIAL EDUCATION PROGRAMS

The York Region District School Board's mission statement and values guide the development of learning environments which will support students in achieving expectations as set out in the Ontario Curriculum and/or the student's IEP.

Special Education Resource Teachers, special education teachers, regular class teachers and support staff work collaboratively to provide programs, interventions and settings for students.

The Board Improvement Plan provides a focus on curriculum and student achievement, effective schools and building family and community involvement

In order for teachers to most effectively plan for instruction, they must engage in evidence-based practices. Student achievement determines the focus for learning and data informed decision-making is used for ongoing improvement in instructional practices. Teachers link instruction closely with assessment data to develop responsive and differentiated curriculum to respond to the strengths, needs and interests of our diverse learners. The allocation and distribution of resources are informed by student and school need. Professional development and school planning reflect the needs of the school community and enable staff to continually engage in collaboration and reflection as part of a professional learning community. Parents are an integral part of the learning community and are involved in the decision making process. Students are taught and develop self-advocacy skills in order to voice their strengths, needs and interests.

The York Region District School Board is committed to fostering a culture of assessment for learning by providing the support required for teachers and principals to become assessment literate and to understand and apply the guiding principles and standards of high quality assessment. The primary purpose of assessment is to improve student learning by providing the information needed to direct the modification and refinement of programs to better meet student needs.

An Individual Education Plan (IEP), as required by the Education Act is developed and regularly updated.

Both the elementary and secondary Ontario Curriculum defines the expectations for learning for every subject and for every grade. What remains is to determine the planning and environment, instructional and assessment strategies, which will ensure that each student is enabled to achieve the results, which are intended to prepare him/her for the future.

In order for the exceptional student's potential to be maximized, an individualized program based on the Ontario Curriculum identifying the educational expectations and required modifications and/or accommodations for the student is designed commensurate with needs. The IEP is developed by the appropriate special education staff in consultation with the student, parents, regular classroom teachers, support staff and other professionals as appropriate. It is implemented by special education and regular staff and is regularly updated and modified to meet the student's needs.

The parents and the student, if the student is 16 years of age or older, are consulted in the development of the student's IEP within 30 school days after the student has been placed in a special education program and receive a copy of the working IEP.

Consistent with the Board's focus on continuous improvement of instructional practice, the IEP is considered a working document that is monitored and adjusted as a result of student achievement. The Individual Education Plan planning process is outlined in detail in the Ministry's IEP Standards document and the IEP Resource Guide, 2004. As part of the IEP, each identified student 14 years of age or older (optional for students identified as gifted) is required to have a Transition Plan which identifies goals for high school and beyond, i.e. community, workplace, college, or university. The Ministry [PPM 140: Incorporating Methods of Applied Behaviour Analysis \(ABA\)](#) into Programs for Students with Autism Spectrum Disorders (ASD) requires a transition plan for students with Autism Spectrum Disorder for transitions from activity to activity, period to period and class to class.

The Board views education as a shared responsibility.

The Board views education as a shared responsibility of the Principal, Special Education Resource Teachers, special education teachers, classroom teachers, educational assistants, regional support staff, the parent, the student and support agencies/associations. As students get older, it is expected that they will become increasingly accountable for their own learning. Success in helping the student to achieve greater independence is facilitated when ongoing communication and close cooperation exists among all partners.

Each student in a school is the responsibility of all staff members. This includes students with special education needs. An interdisciplinary team approach ensures that student needs are appropriately and consistently addressed.

Establishing a student support team is an important first step in creating conditions that will enable a student who is experiencing difficulty to succeed in the learning environment. The team is made up of people with various types of expertise who work together to:

- support the student, the parent and each other;
- collaborate, consult, and share information and knowledge to identify strategies that may increase the student's learning success;
- commit to actions that improve student achievement, with focused support for students with special education needs; and
- provide systematic and ongoing support structures for students with special education needs.

The identification and placement of students is determined by an Identification, Placement and Review Committee (IPRC) of the Board in accordance with Ontario Regulation 181/98.

Where the committee identifies the student as exceptional, an appropriate placement must be recommended to the Board (Procedure NP360.0). In making its recommendation, the IPRC considers the student's strengths, needs, and whether the placement is consistent with parental preferences. (Regulation 181/98)

A continuum of service delivery options is available in response to student needs.

A continuum of special education programs and services is available within each community of schools to meet identified student needs. These programs and services provide learning conditions to maximize student learning potential. Wherever possible, the needs of exceptional students will be met in their home school.

PLACEMENT OPTIONS

The York Region District School Board is committed to providing the most appropriate educational opportunities for all students where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs must be provided otherwise. For students with special needs we are committed to:

- providing programs and services wherever possible in home schools;
- providing a range of placements:

Home School	Community Class	Regional Class
<ul style="list-style-type: none"> ○ regular class with Indirect Support; ○ regular class with Resource and/or Withdrawal Assistance; ○ Partially Integrated (self contained class through a Student Support Centre for students who require intensive support 51% or more); 	<ul style="list-style-type: none"> ○ self-contained/partial placement in a special education program (51% or more); 	<ul style="list-style-type: none"> ○ Partially Integrated placement in a regional special education class (51% or more).

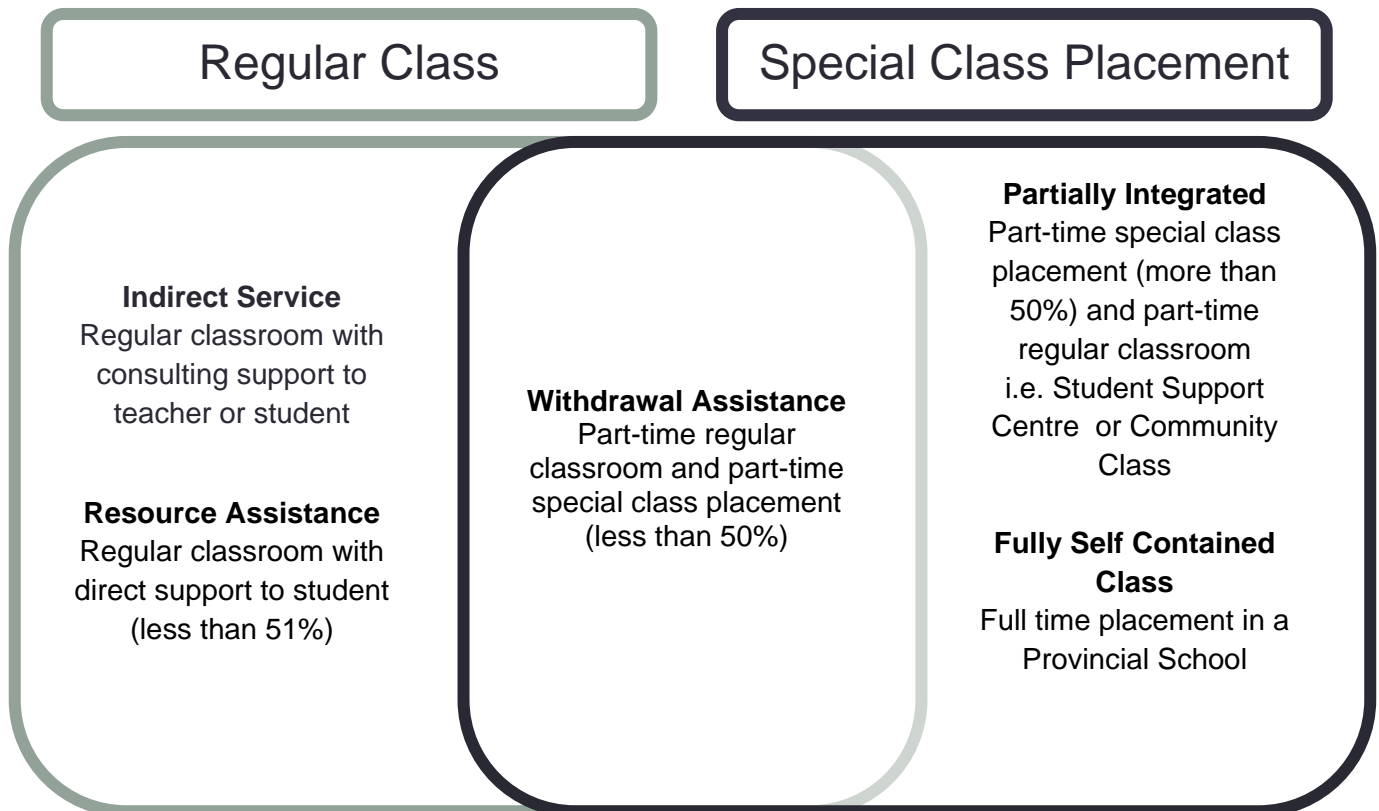
Providing a focus on inclusive practices in our schools as an integral part of school culture and planning, and program development and delivery by:

- believing all students can learn;
- setting high expectations;
- providing appropriate accommodations and modifications as required;
- developing learning communities that promote a respect for differences, diversity and inclusivity;
- recognizing, valuing and validating all children;
- inviting and supporting students to be active participants in all aspects of school activity; and
- creating environments for all staff, students, parents and other partners to focus on shared understandings of common goals.

Placement Options

The York Region District School Board remains committed to the principle that all students are included in the regular classroom as much as possible. The following placements are available to meet the needs of exceptional students who are school age, as identified by the IPRC according to Regulation 298 (31) which has to do with class size.

Figure 1



Alternative Placements for students whose needs cannot be met through an IPRC Placement.

- Giant Steps
- Provincial Schools
- Government Approved Care and Treatment Centres

Criteria for Placement Consideration

A continuum of special education programs and services is available within each community of schools to meet identified student needs. Their programs and services provide learning conditions to maximize student learning potential. Wherever possible, the needs of exceptional students are met in their home school. When a recommendation is made to call an IPRC meeting, there is an understanding that significant interventions have been made in the classroom program. In making its recommendation, the IPRC considers the student's strengths, needs, and whether such a placement is consistent with parent preferences. (Regulation 181/98)

Because the full range of placements is available for all exceptionalities, the degree of student need and the intensity of support required will guide the IPRC as it makes placement decisions. Preference is given to keeping the student at his/her home school with appropriate program and service supports. If the IPRC decides that a special education placement is required, it will first consider if placement in a regular class with appropriate accommodations and modifications meets the student's needs and whether such a placement is consistent with parent preferences. In cases where the IPRC decides that the student should be placed in a partially integrated or fully self-contained class, the reason for that decision will be given on the Statement of Decision.

Educational programs are designed for each student on the basis of individual needs. Individual Education Plans are written for all students participating in special education programs. Maximum class size for self-contained placements is in accordance with Regulation 298 (s31). Please refer to Section E for the referral process and the IPRC process for information regarding access to partially integrated placements.

When a student's needs change to the extent that the student's achievement indicates the need for less intensive support/placement or that the student requires more intensive supports, then an IPRC will be convened to discuss and decide any changes to the student's placement.

Regular Class with Indirect Service

- A regular class with indirect support where the student is placed in a regular class for the entire day and the classroom teacher receives specialized consultative services;
- support is provided by the classroom teacher in consultation with the Special Education Resource Teacher (SERT);
- accommodations are monitored by the classroom teacher, supported by the Special Education Resource Teacher;
- an Individual Education Plan, as required by the legislation, is developed by the special education staff, in consultation with the classroom teacher and parent;
- the Special Education Resource Teacher in consultation and the classroom teacher monitor the student's progress and make program adjustments;
- ongoing consultation among the teachers, parents and student is integral to the student's progress; and
- regional support staff serve as a resource to school staff.

Regular Class with Resource Assistance

- a regular class with Resource Assistance where the student is placed in a 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 Resource Teacher;
- an Individual Education Plan, as required by the legislation, is developed by the special education staff in collaboration with the classroom teacher and in consultation with the student and parent;

- the Special Education Resource Teacher in consultation with the classroom teacher is responsible for developing, implementing, evaluating and reporting on the special education portion of the program;
- intensive resource support is provided in the regular classroom by special education staff as defined in the student's Individual Education Plan;
- instructional interventions, modifications and/or accommodations are also provided and continually assessed and evaluated by the classroom teacher, and/or the special education teacher;
- ongoing consultation among the teachers, parents and student is integral to the student's progress; and
- regional support staff serve as a resource to school staff.

Regular Class with Withdrawal Assistance

- a regular class with Withdrawal Assistance where the student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day;
- an Individual Education Plan, as required by the legislation, is developed by the special education staff, in consultation with the classroom teacher, student and parent;
- special education personnel are responsible for developing, implementing, evaluating and reporting on the special education portion of the program;
- support is provided to the student by special education personnel (i.e. educational assistant (EA), SERT, regional support staff; PT/OT) as defined by the Individual Education Plan;
- the exceptional student receives instruction from a Special Education Resource Teacher for a portion of his/her time;
- instructional interventions, modifications and/or accommodations are also provided and continually assessed and evaluated by the classroom teacher and/or supported by the special education personnel;
- ongoing consultation among the teachers, parents and student is integral to the student's progress; and
- regional support staff serve as a resource to school staff.

Special Class Placement (Partially Integrated)

- a special education class with Partial Integration where 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% of the school day, but is integrated with a regular class for at least one instructional period daily;
- the Special Education Resource Teacher provides support in a specialized setting called the Student Support Centre, while a special education teacher provides support in a Community Class;
- the exceptional student receives instruction time in the regular classroom with appropriate modifications and/or accommodations;
- support is provided to the student by special education personnel as defined by the Individual Education Plan;

- an Individual Education Plan, as required by the legislation, is developed by the special education staff, in consultation with the classroom teacher, appropriate support staff and parent;
- special education personnel are responsible for developing, implementing, evaluating and reporting on the special education portion of the program;
- instructional interventions, modifications and/or accommodations are also provided and continually assessed by the classroom teacher and supported by the special education personnel;
- ongoing consultation among the teachers, parents, student and support staff is integral to the student's progress; and
- regional support staff serve as a resource to school staff.

Special Class Placement (Fully Self-Contained)

- a full time special education class where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day;
- the exceptional student receives all of the program (100%) in a special education setting;
- support is provided to the student by special education personnel as defined by the Individual Education Plan;
- students are included in the academic and social life within the school community;
- an Individual Education Plan, as required by the legislation, is developed by the special education staff, in consultation with the appropriate support staff and parent;
- special education personnel are responsible for developing, implementing, assessing and evaluating the special education program and reporting on the student's progress;
- ongoing consultation among the teachers, parents, student and support staff is integral to the student's progress;

Provincial & Demonstration School Placement

- when appropriate, through the IPRC, exceptional students attend provincial demonstration schools operated by the Ministry of Education and Training;
 - The Ernest C. Drury School
 - Trillium School
 - W. Ross Macdonald School
- students are considered for admittance according to criteria set by the provincial demonstration schools;
- parents are provided information through their school principal and the Parent Guide;
- placements for York Region students in provincial schools are usually residential; and
- transportation is provided by the Board and arranged by the Student Services Coordinator.

If a Provincial School Placement is considered, please contact the Administrator for Blind Low Vision Services or Deaf and Hard of Hearing Services or your Student Services Coordinator.

Alternate Placements for students whose needs cannot be met through an IPRC placement, application can be made for admittance to Care and Treatment Centres

- a student with complex social, emotional and/or medical needs requires the programs and services of accredited government approved care and treatment centres;
- a student is admitted to a day treatment program through the agency's admissions process;
- the York Region Central Intake for Day Treatment Services Committee supports timely access to services and appropriate fit between client need and service available;
- parental involvement is critical both to acceptance into the program and to sustaining student success in the program;
- collaboration is essential among staff of the school, the centre and the Student Services Coordinators;
- support for the student focuses primarily on therapeutic and/or security needs;
- staff members work on a collaborative, interdisciplinary team either within an agency facility or in a classroom leased to the agency;
- flexible and individualized programs are developed that address both the treatment and education needs of each student;
- re-entry/transition planning is an integral component of the program; and
- a Care and Treatment Program Coordinator provides support for the education staff in the centres and acts as a liaison between the agency day treatment service providers and the York Region District School Board. Refer to Section E for additional information.

Giant Steps

- Giant Steps/Toronto is a therapeutic and educational centre for children 4 - 12 years old with autism and related disorders;
- students in the program are from York Region District School Board and parents may access this program with the support of their school board;
- at Giant Steps, each child receives occupational therapy, speech therapy, music therapy, life skills training, play therapy and academic training;
- the chief mandate of the Giant Steps program is to successfully include the children into their community school after a period of intensive training;
- the support of the program assistant is critical to ensure that the child's experience is an active and participatory one; and
- parents are required to make a commitment and enter into a partnership in the Giant Steps program to develop team goals and objectives in their child's IEP meetings, attending behavioural support meetings, observational days and training seminars, as well as participating in nutritional plans, research, parent committee work and fundraising events.

Short Term Home Instruction

- A Superintendent, through Regulation 298.3 (3) and The York Region District School Board procedure (NP335.0 Home Instruction) may reduce the length of the school day and/or provide home instruction as an interim service for students with intensive needs when it is in the student's best interest; and
- A student is placed in their home setting with up to four hours of instruction per week while awaiting transfer to a York Region placement, treatment facility or support from other agencies or community services.

ONTARIO PROVINCIAL AND DEMONSTRATION SCHOOLS

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

Type of School	Address and Contact Information
Provincial Schools Branch, Ministry of Education	Provincial Schools Branch 255 Ontario Street South Milton, Ontario L9T 2M5 Tel.: (905) 878-2851 Fax: (905) 878-5405
Schools for the Deaf	<p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel.: (905) 878-2851 Fax: (905) 878-1354</p> <p>The Robarts School for the Deaf 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel.: (519) 453-4400 Fax: (519) 453-7943</p> <p>The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel.: (613) 967-2823 Fax: (613) 967-2857</p>
School for the Blind and Deaf-Blind	W. Ross Macdonald school 350 Brant Avenue Brantford, Ontario N3T 3J9 Tel.: (519) 759-0730 Fax: (519) 759-4741
School for the Deaf, Blind and Deaf-Blind	Centre Jules-Leger 281 Rue Lanark Ottawa, Ontario Tel.: (613) 761-9300 Fax: (613) 761-9301
Provincial Demonstration Schools <i>The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.</i>	<p>Amethyst School 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel.: (519) 453-4408 Fax: (519) 453-2160</p> <p>Centre Jules-Leger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel.: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302 and (613) 761-9304</p> <p>Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel.: (613) 967-2830 Fax: (613) 967-2482</p> <p>Trillium School 347 Ontario Street South Milton, Ontario L9T 3X9 Tel.: (905) 878-8428 Fax: (905) 878-7540</p>

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

The following pages of the Special Education Plan set out the specific roles and responsibilities of all partners involved in the process of planning, implementing and monitoring special education programs and services.

The information that follows sets out:

- the Ministry framework regarding special education roles and responsibilities in elementary and secondary schools as set out in *Standards for School Boards - Special Education Plans*, 2000;
- York Region District School Board framework regarding special education working relationships and responsibilities at system and school levels; and
- York Region expectations regarding the implementation of the Special Education Plan, 2005.

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

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

It is important that all involved in special education understand their roles and responsibilities, which are outlined below as documented in the *Ministry of Education Standards for School Boards' Special Education Plans 2000, Appendix A*.

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;

- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The York Region District School Board

- establishes Board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding 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 pupils of the Board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee; and
- provides professional development to staff on special education.

The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils 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; and
- provides information to parents, as requested.

YORK REGION SCHOOLS

The school Principal:

- carries out duties as outlined in the Education Act, regulations and policy/program memoranda, and through Board policies;
- communicates Ministry of Education and Board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;

- communicates Board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and Board policies;
- consults with parents and with Board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP; and
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The teacher:

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

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

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary; and
- assists in providing educational assessments for exceptional pupils.

The parent/guardian:

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

The student:

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

Ministry of Education Standards for School Boards' Special Education Plans 2000

EXPECTATIONS FOR THE IMPLEMENTATION OF THE SPECIAL EDUCATION PLAN

The implementation of the Special Education Plan is a shared partnership between Superintendents, Principals and school leadership teams.

Superintendents are responsible for supporting the process and structures required for implementation of the Special Education Report.

The Superintendent of Student Services:

- shares responsibility with Superintendents of Schools for increasing all students' achievement;
- monitors system implementation of regulations and policy/program memoranda regarding special education;
- is responsible for developing, implementing and monitoring the special education budget with the Associate Director; and
- co-ordinates the hiring of the Principal/Coordinator of Student Services, Student Services Coordinators and Special Education Consultants.

Superintendents of Schools:

- monitor and address the understanding, implementation and compliance of policies and procedures related to special education;
- monitor the development of IEPs and implementation of IPRC processes that are consistent with regulatory requirements;
- share responsibility with the Superintendent of Student Services and Superintendent of Curriculum and Instruction Services for increasing all students' achievement; and
- approve the allocation of staff who hold required qualifications.

The responsibilities of principals are organized under the following categories:

- Staffing
- Equipment and Facilities
- Instruction and Programming
- Assessment and Evaluation
- Identification, Placement, and Review Committee Process (IPRC)

Staffing

It is the responsibility of the Principal to:

- ensure that the instruction of exceptional students be assigned to teachers who have an understanding of the special needs of these students;
- ensure that any teacher assigned to teach special education holds Special Education Qualifications as outlined in Ontario Regulation 298 or with approval of the Superintendent of Student Services.* One of these teachers, who will do the formal academic assessments must have a minimum requirement of Part II in Special Education Qualifications but should hold a Specialist in Special Education Qualifications;

- use the special education resource staffing only for special education service delivery unless approval has been given by the school Superintendent;
- ensure that classroom teachers who work with exceptional students make the necessary instructional modifications and/or accommodations to the curriculum;
- consider the above criteria when selecting staff for special education and regular class assignments;
- ensure the initiation of Special Incidence Portion (SIP) and Special Equipment Amount (SEA) submissions at the required times; and
- ensure that educational assistants are given assignments for which they have appropriate qualifications.

**Note: In special circumstances and consistent with Board policy, Principals may request a Letter of Permission for special approval from the Superintendent of Schools to hire staff that do not hold Special Education Qualifications. This staff member agrees to have the Special Education Qualification within one year of hire.*

Special Education Resource Teacher

A regional complement of special education teachers is assigned and distributed to the Superintendent of Schools in consultation with the Coordinating Superintendents of Education on the basis of the enrolment (FTE).

The Community Education Centre complement is assigned by the Superintendent of Schools in consultation with the Student Services Coordinators and distributed to schools on the basis of individual school needs. Staffing is adjusted annually, in response to enrollment and the needs of exceptional students.

In unique circumstances during the school year, staff are assigned to special education on a needs basis in consultation with the Superintendent and Student Services Coordinators of each Community Education Centre.

Assignment of Staff

Any teacher assigned to teach a special education program must hold Special Education Qualifications as outlined in Ontario Regulation 298. The expectation is that at least one SERT at each school holds, or is working toward his/her Specialist Certificate in special education.

Special education staff assigned to each school meet with the Principal to review assessment information and the previous IEP, and then develop or refine the education program and delivery as set out in the IEP. Each student is assigned to one of these staff.

Assignment of Educational Assistants

Educational assistants are assigned to schools as part of the support system put in place for students where that type of support is required.

Information regarding student needs is gathered by the Student Services Coordinator from a variety of sources, including school staff, Principals, Special Education Consultants, and Early Intervention Services personnel. The Student Services Coordinator, in consultation with the Superintendent of Schools, will allocate educational assistants to the school. Assistants are deployed throughout the school by the school Principal.

Educational assistants are assigned based upon consideration of the following factors:

- requirements for safety;
- interventions and supports required for personal care and medical needs;
- support and interventions required for communication;
- support required for specialized program implementation; and
- programming considerations.

Depending on the classification of the educational assistant, a certificate/diploma/degree in Child Care Work, Developmental Services Work, Early Childhood Education, Social Services Work, Child and Youth Worker, or Registered Nurse/ Registered Practical Nurse/Registered Nursing Assistant is required.

All educational assistants hired by the Board are trained in:

- Working as part of a school team;
- Behaviour management, de-escalation strategies, and developing a Safety Plan;
- Supervision of students;
- Physical care of students;
- Health and safety of staff and students;
- WHMIS; - Essentials of back care; and
- Accommodations for students with special education needs.

In addition, educational assistants are encouraged to register on the Board's web based "Learning and Professional Framework" for ongoing professional development appropriate to their individual learning needs.

Equipment and Facilities

It is the responsibility of the Principal to:

- ensure that appropriate specialized equipment (i.e. tape recorders, adaptive devices, memory devices, etc.) and facilities are available to meet the needs of exceptional students;
- initiate SEA submissions for personalized equipment at the required times; and
- ensure that staff involved with exceptional students are trained to use specialized equipment.

Instruction and Programming

It is the responsibility of the Principal to:

- actively promote an environment that is emotionally safe, encouraging and respectful;
- establish communities of learners where all children are respected, have leadership opportunities and are honoured for being who they are;
- ensure students who require accommodations receive them;
- ensure that a variety of teaching and learning strategies suited to the needs of exceptional students are employed to maximize their potential;
- ensure that an Individual Education Plan is developed in consultation with parents and a copy provided within 30 school days of the commencement of a special education placement;
- ensure that the requirements of PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum

Disorders (ASD) (<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>) are addressed;

- encourage collaboration and team planning among staff involved with exceptional students;
- ensure there are opportunities for staff to discuss special education programming needs, modifications and/or accommodations and resources;
- arrange for the appropriate accommodations and/or modifications to meet the needs of an exceptional student while maintaining the integrity of the Ministry curriculum;
- actively participate in the In-School Team process;
- ensure that special education support documents are shared with appropriate staff;
- ensure that the previous Individual Education Plan is removed and that the current Individual Education Plan is placed in the documentation folder in the OSR at the end of June or when a student leaves the school; and
- ensure that staff are aware of SEAC and other community resources that might assist students and their families.

Assessment and Evaluation

It is the responsibility of the Principal to:

- ensure that the program for exceptional students is based on the results of continuous assessment;
- ensure achievement of the expectations, as set out in the IEP, is monitored and the plan is adjusted each term/semester or sooner if required;
- ensure that assessment data set a baseline for establishing relevant annual goals
- ensure the clear targets for learning and success criteria are achievable, observable and measurable and lead to the completion of the goal;
- encourage the use of assessment for, as and of learning using diagnostic (both formal and informal), formative and summative assessment and evaluation techniques;
- ensure the student's progress reports contain written comments describing:
 - what the student is able to do • the areas in which the student requires further attention or development • the ways of supporting the student in his or her learning; and
- facilitate opportunities for staff to attend and/or request in-service to assist them with the assessment and evaluation of student learning.

IPRC Process

It is the responsibility of the Superintendent and Principal to:

- ensure that strategies for effective communication with parents are in place;
- ensure that all data related to the student at each stage of the referral process is shared with the parents;
- ensure that parents, students and outside agencies are invited to attend and participate in the IPRC;

- ensure that every effort is made to ensure the IPRC process is invitational, non-threatening and service-oriented in accordance with Ministry direction;
- ensure that prior to a decision to refer to an IPRC, a discussion take place with the parents to share the intended recommendation and Parent Guide which includes SEAC information and the IPRC process;
- provide parents with copies of all documentation that will be presented at the IPRC; and
- ensure that parents are invited to provide input into the development of the Individual Education Plan and that parents receive a copy of the IEP Parent Guide.

Section C: Service Delivery Model by Exceptionality

Behaviour	C. 1
Communication	C. 3
<ul style="list-style-type: none">• Autism• Deaf and Hard of Hearing• Learning Disability• Speech and/or Language Impairment	
Intellectual	C. 15
<ul style="list-style-type: none">• Developmental Disability• Giftedness• Mild Intellectual Disability	
Physical	C. 21
<ul style="list-style-type: none">• Blind and Low Vision• Physical Disability	
Multiple Exceptionalities	C. 25

CATEGORY: BEHAVIOUR

Ministry of Education Definition - Behaviour

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

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

SERVICE DELIVERY MODEL IN YRDSB: Behaviour

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available for students identified in the area of behaviour (see Figure 1, B-13);
- The majority of students identified through the IPRC as behavioural are served by Resource Assistance or Withdrawal Assistance support;
- For students who require intensive support (51% or more) Partially Integrated placements are available in a Student Support Centre in the home school or in a designated Community Class school; and
- Students requiring intensive support (51% or more) are placed within an age appropriate setting, where possible.

Alternate Placement

Some students with very severe social/emotional needs may require the support of Day Treatment Centres operated under the supervision of the Ministry of Children and Youth Services (MCYS). This support may take the form of day or residential care and treatment. The parent is responsible for making application to the program.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- The IEP is developed collaboratively by all members of the educational team which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources

needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;

- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Parental involvement in and commitment to program decisions are integral elements which promote appropriate social/emotional adjustment;
- With parental consent, regular communication with outside agencies and supports may occur;
- The provision of role models for behaviour through experiences in an inclusive setting is essential in programming for students placed in regular and Partially Integrated classes;
- Regular communication among all staff involved with students identified with a behaviour exceptionality is essential to ensure consistency, facilitate teamwork and promote understanding of student needs; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and secondary to the student's pathway of choice.

CATEGORY: COMMUNICATION

Ministry of Education Definition - Autism

Autism is a severe learning disorder that is characterized by:

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

SERVICE DELIVERY MODEL IN YRDSB: AUTISM

ASD is a life-long neurological disorder that affects the way a person communicates and relates to the people and world around them. ASD can affect behavior, social interactions, and one's ability to communicate verbally. ASD is a spectrum disorder, which means that while all people with ASD will experience certain difficulties, the degree to which each person on the spectrum experiences challenges will be different.

[Autism Ontario](#)

Placement

- The full range of placement options is available to students with autism (see Figure 1, B-13);
- For students who require intensive support (51% or more), Partially Integrated placements are available in a Student Support Centre in the home school or in a Community Class in designated schools; and
- Students requiring Partially Integrated support and/or a Community Class are placed in an age appropriate setting, where possible.

Alternate Placement

- Some students with very severe social/emotional needs may require the support of a Day Treatment Program operated under the supervision of the Ministry of Child and Youth Services. This support may take the form of day or residential care and treatment. The parent is responsible for making application to the program;
- The YRDSB has collaborated with Kinark Services for Children and Youth in the development of Day Treatment Programs that support students with ASD, who are transitioning from the Ontario Autism Program (OAP) and who are deemed appropriate for the program by the Director of Clinical Services;
- Giant Steps/Toronto is a therapeutic and educational centre for children 4 - 12 years old with autism and related disorders. At Giant Steps, each child receives occupational therapy, speech therapy, music therapy, life skills training, play therapy and academic training. The chief mandate of the Giant Steps program is

to successfully include the children into their community school after a period of intensive training;

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan;
- In accordance with PPM 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*, the York Region District School Board offers students with ASD special education programs using ABA methods that follow the principles underlying Applied Behaviour Analysis (ABA) programming;
 - the program must be individualized
 - positive reinforcement must be utilized
 - data must be collected and analyzed and
 - transfer, or generalization of skills should be emphasized;
- The IEP is developed collaboratively by all members of the educational team which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Programs for students with autism promote the development of knowledge, skills and attitudes in the areas of communication, social development, self-regulation, life skills, personal development, literacy, numeracy and motor development;
- In accordance with PPM 140, Board staff must plan for the transition between various activities and settings involving students with ASD;
- Programs are implemented that promote the development of independence in the community and opportunities to interact with peers and community partners;
- Work experience provides opportunities in school and/or within the community for students with autism who are taking non-credit bearing courses and not working toward an Ontario Secondary School Diploma;

- Students whose placement is in a Partially Integrated Community Class receive modification to the expectations in core subjects and accommodations. Students may be working toward academic and/or applied credits and/or locally developed credit courses and/or a certificate of achievement and/or certificate of accomplishment; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: COMMUNICATION

Ministry of Education Definition – Deaf and Hard of Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

SERVICE DELIVERY MODEL IN YRDSB: DEAF AND HARD OF HEARING

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to students who are deaf or hard of hearing (see Figure 1, B-13);
- Resource Assistance and/or Withdrawal Assistance is delivered by Regional Hearing Resource Teachers who are certified teachers of the Deaf;
- A Preschool Home Visiting Program for children from two to five years is available. Visits may also occur in Daycare Centres or Preschool Programs; and
- Regional Community Classes provide intensive programming in either the auditory/oral or sign supported mode of communication.

Alternate Placement

Agreements with other Boards of Education or the Provincial Demonstration School in Milton (E.C. Drury) provide programs for those students who require service not available through the York Region District School Board.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- A Regional Hearing Resource Teacher works with the family of preschool age children in their home or with the child in a nursery school, preschool or daycare setting to develop auditory, speech, language and cognitive skills. Resource or Withdrawal Assistance during the kindergarten year may support the child's transition to school;
- School programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications,

accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;

- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Regional Hearing Resource Teachers support students with a hearing loss in developing the skills necessary to participate as fully as possible in the home school;
- Auditory-Verbal strategies/techniques may be provided as part of the student's program. The teacher works with the parent and student to develop listening and speaking through the auditory channel;
- Regional Hearing Resource Teachers provide consultative services to families, classroom teachers and other Board personnel who have concerns related to the hearing of a specific student; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: COMMUNICATION

Ministry of Education Definition - Learning Disability

The Ministry of Education defines learning disability as 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

Learning disabilities may also cause difficulties with organizational skills, social perception and social interaction.

The impairments are generally life-long. However, their effects may be expressed differently over time, depending on the match between the demands of the environment and the individual's characteristics. Some impairments may be noted during the pre-school years, while others may not become evident until much later. During the school years, learning disabilities are suggested by unexpectedly low academic achievement or achievement that is sustainable only by extremely high levels of effort and support.

Learning disabilities are due to genetic, other congenital and/or acquired neuro-biological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socio-economic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.

For success, persons with learning disabilities require specialized interventions in home, school, community and workplace settings, appropriate to their individual strengths and needs, including:

- *specific skill instruction;*
- *the development of compensatory strategies;*
- *the development of self-advocacy skills; and*
- *appropriate accommodations.*

() The term "psychological processes" describes an evolving list of cognitive functions. To date, research has focused on functions such as:*

- *phonological processing;*
- *memory and attention;*
- *processing speed;*
- *language processing;*
- *perceptual-motor processing;*
- *visual-spatial processing; and*
- *executive functions; (i.e. planning, monitoring and metacognitive abilities).*

(LDAO, 2001)

SERVICE DELIVERY MODEL IN YRDSB: LEARNING DISABILITY

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to all students (see Figure 1, B-13);
- At the elementary level, at each home school, placements include regular classroom with Indirect Support, Resource or Withdrawal Assistance or special education classroom with Partial Integration (51% or more - Student Support Centre);
- At the secondary level (grades 9-12), Resource Assistance support is provided by a Special Education Resource Teacher in the regular class, and Withdrawal Assistance is provided through Learning Strategies and/or Resource Assistance (during the semester when Learning Strategies is not being offered). Students who require additional support may also access the special education department staff as set out in their IEP; and
- For students who require more intensive support (51% or more) than can be offered through the Student Support Centre or through the Learning Strategies course and accommodations, an alternate placement in a Community Class (special education classrooms with Partial Integration) is available in designated schools.

Program

- Early support and interventions targeted to the psychological processes specific to the student are essential in promoting academic growth and social/emotional development;
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student; Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication; and
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate.

At the elementary level:

- Students placed in regular classrooms with Indirect Support will have accommodations in accordance with the IEP;
- Students placed in regular classrooms with Resource or Withdrawal Assistance may receive a combination of instruction provided by a Special Education Resource Teacher, and accommodations and/or modifications as set out in the IEP, implemented by the classroom teacher; and
- Students placed in a Student Support Centre (special education classroom with Partial Integration for at least 51% of the time) receive programming specific to modified expectations in language, mathematics and other areas as set out in their IEP, provided by a Special Education Resource Teacher. Accommodations and/or modifications for subjects in the regular classroom are provided by a Special Education Resource Teacher and/or classroom teacher.
- Through involvement in such initiatives as the Learning Disabilities Association Ontario (LDAO)/Ministry of Education *Promoting Early Intervention* and the Learning Disabilities Association York Region (LDAYR) program: *ABCs and 123s*, school staff strive to ensure that students are screened early in their school career and receive consistent support and intervention to maximize success.

At the secondary level:

- Students in regular classrooms with Indirect Support will have accommodations in accordance with the IEP;
- Students placed in a regular classroom with Resource Assistance receive instruction from a Special Education Resource Teacher and accommodations and/or modifications as set out in the IEP, implemented by the classroom teacher;
- Placement in a regular classroom with Withdrawal Assistance will include a Learning Strategies credit course and accommodations and/or modifications provided by the classroom teacher in other courses as set out in the IEP, and/or Withdrawal Assistance provided in a Special Education Resource Room when Learning Strategies is not taken;
- Students whose placement is in a Community Class with Partial Integration may receive modifications to the expectations in core subjects and accommodations in other subjects. Students are working toward their diploma, taking academic and/or applied credits; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: COMMUNICATION

Ministry of Education Definition – Speech Impairment

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

Ministry of Education Definition – Language Impairment

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

- 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 difficulties, which may or may not be organically or functionally based.

SERVICE DELIVERY MODEL IN YRDSB: SPEECH AND/OR LANGUAGE IMPAIRMENT

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to all students identified with a speech and/or language impairment (see Figure 1, B-13);
- At the elementary level, at each home school, placements include regular class with Indirect Support, regular class with Resource or Withdrawal Assistance, or Partially Integrated (51% or more - Student Support Centre);
- At the secondary level, Resource Assistance is provided by a Special Education Resource Teacher in the regular class, and Withdrawal Assistance is provided through Learning Strategies and/or Resource Assistance (during the semester when Learning Strategies is not being offered). Students who require additional support may also access the special education department staff as set out in their IEP; and
- Community Class placements with Partial Integration are available in designated schools for students who require more intensive support (51% or more) than can be offered through the Student Support Centre or through a Learning Strategies course and accommodations.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Students with a speech and/or language impairment benefit from an interdisciplinary approach where the Speech-Language Pathologist collaborates with the classroom teachers and Special Education Resource Teacher/special education teacher for program planning and implementation, coordinated by the Special Education Resource Teacher;
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP; and
- Consultation with York Region District School Board Speech and Language Pathologists is available as needed.

At the elementary level:

- Students placed in a regular class with Indirect Support will have program accommodations in accordance with the IEP;
- Resource and/or Withdrawal Assistance may include a combination of in-class resourcing and/or withdrawal support provided by a Special Education Resource Teacher, with modifications and/or accommodations implemented by the classroom teacher in accordance with the IEP; and
- Students placed in a Student Support Centre or Community Class (Partially Integrated setting) receive programming specific to modified expectations in language, mathematics and other areas as set out in their IEP, provided by a Special Education Resource Teacher or special education teacher. Accommodations and/or modifications for subjects in the regular class are

provided by a Special Education Resource Teacher/special education teacher and/or the classroom teacher.

At the secondary level:

- Students placed in a regular class with Indirect Support will have program accommodations in accordance with the IEP;
- Students placed in a regular class with Resource Assistance receive instruction as set out in the IEP from a Special Education Resource Teacher;
- Withdrawal Assistance may include a Learning Strategies credit course and accommodations and/or modifications as set out in the IEP, provided by the classroom teacher in other courses;
- Students whose placement is in a Partially Integrated Community Class receive modification to the expectations in core subjects and accommodations. Students may be working toward academic and/or applied credits and/or locally developed credit courses and/or a certificate of achievement and/or certificate of accomplishment; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: INTELLECTUAL

Ministry of Education Definition – Developmental Disability

A severe learning disorder characterized by:

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

SERVICE DELIVERY MODEL IN YRDSB: DEVELOPMENTAL DISABILITY

Placement

- Every effort is made to place Kindergarten students in their home school;
- After kindergarten, the full range of placement options is available to students identified with a developmental disability (see Figure 1, B-13); and
- Students between the ages of 14 and 21 attending secondary schools may have opportunities for inclusion in regular education classrooms with age appropriate peers.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs may be developed using accommodated and/or modified Ministry curriculum and may include alternative program areas as outlined in the student's Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;

- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- At the elementary level, programs stress a balance between functional academics and alternative skill areas which promote and challenge each student to reach his or her maximum level of academic achievement, independence and citizenship;
- To ensure a continuum of program; at the secondary level, skills are further enhanced through additional program areas i.e. life skills, self-advocacy, family life education, social skills, community and work skills to maximize academic achievement, independence and citizenship;
- At the secondary level, the Special Education Resource Teacher(s)/special education teacher, in consultation with the student, the parent(s) and regional resource support staff provide community-based work experience opportunities for students completing non-credit bearing courses and not working toward an Ontario Secondary School Diploma where appropriate;
- A Work Experience Coordinator may provide resource support to students for the transition from school to work/post secondary options and/or adult life opportunities as outlined in the student's transition plan;
- Some senior students may access off site "store-front" programs for additional academic programming, work and community based education;
- Students whose placement is in a Partially Integrated Community Class receive modification to the expectations in core subjects and accommodations. Students may be working toward academic and/or applied credits and/or locally developed credit courses and/or a certificate of achievement and/or certificate of accomplishment; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: INTELLECTUAL

Ministry of Education Definition – Giftedness

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

SERVICE DELIVERY MODEL IN YRDSB: GIFTEDNESS

Placement

- Primary students who meet the YRDSB gifted criteria have their needs met in regular class settings with a placement option of Indirect Support;
- The full range of placement options is available to students identified as gifted by the YRDSB identification process in the junior and intermediate division at the elementary level. Designated centers offer core gifted programs or a one day regional withdrawal program; and
- At the secondary level placement options include, Partially Integrated Community Classes at designated secondary schools or Indirect Support at the home school.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programming is based on Ontario Curriculum expectations at the appropriate grade level, which is differentiated through depth, breadth, pace and kind in order to address students' differing learning needs and styles;
- The IEP may include the goals, specific learning expectations for the student, an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the student, and the methods by which the student's progress will be assessed and evaluated. A transition plan is included for students with an IEP;
- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;

- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate; and
- The designated secondary schools offer gifted or enriched courses from grade 9 through grade 12, depending on needs and the number of students seeking those credits.

CATEGORY: INTELLECTUAL

Ministry of Education Definition – Mild Intellectual Disability

A learning disorder characterized by:

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

SERVICE DELIVERY MODEL IN YRDSB: MILD INTELLECTUAL DISABILITY

Placement

- Every effort is made to place kindergarten students in their home-school;
- After kindergarten the full range of placement options is available to students identified with a Mild Intellectual Disability (see Figure 1, B-13);
- At the elementary level, placements in the home school may include regular class with Indirect Support, regular class with Resource Assistance, regular class with Withdrawal Assistance, and a special education class with Partial Integration (Student Support Centre);
- For students who require more intensive support than can be offered through the Student Support Centre in the home school, Partially Integrated placements in Community Classes are available in designated elementary schools;
- At the secondary level, Withdrawal Assistance is provided. Resource Assistance and/or Indirect Support is provided through the special education department staff as indicated in the IEP;
- At the secondary level, for students who require more intensive support (51% or more - see Section B) than can be offered through Resource or Withdrawal Assistance and/or Indirect Support placements, Partially Integrated placements through classes for students between the ages of 14- 21 are available in designated secondary schools where opportunities for inclusion with same age peers are available; and
- Students may receive programming at the secondary level for a maximum of seven years and transition to post-secondary options in June of the calendar year in which they reach the age of 21.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs are developed using Ministry curriculum guidelines and identify learning expectations that are modified or alternative to the expectations for the appropriate grade and subject or course, and/or accommodations and special education services needed to assist the student in achieving his or her learning expectations;

- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Some senior students may access off site "PEAK" programs for additional academic programming, work and community based education;
- At the secondary level, a variety of credit and noncredit courses are available to meet the programming needs of students identified with mild intellectual disabilities;
- At the secondary level, the Special Education Resource Teacher(s)/special education teacher, in consultation with the student, the parent(s)/guardian(s), and Student Services support staff provide experiential learning opportunities that may include job shadowing, job twinning, community based work experience opportunities and cooperative education where appropriate;
- Students whose placement is in a Partially Integrated Community Class receive accommodations and modifications to the expectations in core subjects. Students may be working toward academic and/or applied credits and/or locally developed credit courses and/or a certificate of achievement and/or certificate of accomplishment; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: PHYSICAL

Ministry of Education Definition – Blind and Low Vision

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

SERVICE DELIVERY MODEL IN YRDSB: BLIND AND LOW VISION

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to students with visual impairments (see Figure 1, B-13); and
- Students with visual impairments across all placement options may be supported a certified teacher of students with visually impairments.

Alternate Placement

- The W. Ross Macdonald School for the Blind is a residential school which provides programs for students who require daily direct instruction; and
- Students who are eligible to attend the W. Ross Macdonald School for the Blind, but choose to remain within the Board, receive instruction from Regional Vision Resource Teachers on a daily basis depending on individual needs.

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs are based on Ministry curriculum guidelines with modifications and/or accommodations and the Alternative Expectations which include the unique skills that facilitate students access to the provincial curriculum as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;

- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- If a blind and low vision student has health or safety issues related to independent travel, they are to be addressed through the program pages of the IEP in consultation with the Orientation and Mobility specialist;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Students with visual impairments and those who are Deafblind enrolled in regular or Community Classes receive support from teachers of students with visual impairments which may include: Indirect Support, Resource or Withdrawal Assistance, and/or consultation;
- Regional Vision Resource Teachers provide support services in developing the skills necessary to participate as fully as possible in the home, school and community which may include instruction in the following areas: functional academics/ communication and literacy modes, adaptive technology, sensory efficiency, social skills, self-determination, orientation and mobility, daily living skills, career/vocational and recreational access;
- Collaboration among students, principals, in-school staff, special education support personnel, parents and community partners is an essential component of the program planning process; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: PHYSICAL

Ministry of Education Definition – Physical Disability

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.

SERVICE DELIVERY MODEL IN YRDSB: PHYSICAL DISABILITY

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to students with orthopaedic and/or other physical challenges (see Figure 1, B-13); and
- School buildings are modified as required to meet individual needs in consultation with school personnel, area staff, Physiotherapist/Occupational Therapist and the Plant department in keeping with and according to architectural feasibility.

Alternate Placement

Service may be provided for some students with orthopaedic and/or other physical challenges within facilities outside the York Region District School Board (i.e. Bloorview-MacMillan Rehabilitation Centre, Sunny View Public School).

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs are developed using Ministry curriculum guidelines and identify learning expectations that are accommodated and/or modified from or alternative to the expectations for the appropriate grade and subject or course as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be

assessed and evaluated. A transition plan must be developed for students with an IEP;

- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Programs for students with orthopaedic and/or other physical challenges promote the development of knowledge, skills and attitudes in the areas of communication, literacy, numeracy, personal development, social development, motor development, life skills, work experience and cooperative education;
- Students whose placement is in a Partially Integrated Community Class receive accommodations and modifications to the expectations in core subjects. Students may be working toward academic and/or applied credits and/or locally developed credit courses and/or a certificate of achievement and/or certificate of accomplishment; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

CATEGORY: MULTIPLE EXCEPTIONALITIES

Ministry of Education Definition – Multiple Exceptionalities

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

SERVICE DELIVERY MODEL IN YRDSB: MULTIPLE EXCEPTIONALITIES

Placement

- Every effort is made to place Kindergarten students in their home-school;
- The full range of placement options is available to students with orthopaedic and/or other physical challenges (see Figure 1, B-13); and
- School buildings are modified as required to meet individual needs in consultation with school personnel, area staff, Physiotherapist/Occupational Therapist, and the Plant department in keeping with and according to architectural feasibility.

Alternate Placement

Service may be provided for some students with orthopaedic and/or other physical challenges within facilities outside the York Region District School Board (e.g. Bloorview-MacMillan Rehabilitation Centre, Sunny View Public School).

Program

- Early support and intervention are essential in promoting academic growth and social/emotional development;
- Programs are developed using Ministry curriculum guidelines and identify learning expectations that are accommodated and/or modified from or alternative to the expectations for the appropriate grade and subject or course as set out in the Individual Education Plan;
- The IEP is developed collaboratively by all members of the educational team, which may be interdisciplinary and include regular classroom teachers, special education teachers, educational assistants, Student Services staff, guidance counselors and teacher-advisors, in consultation with the parents/guardian and the student. Community personnel who have previously worked and/or are currently working with the student may be invited to provide input and participate in the IEP process with appropriate permission. Students at age 16 are included in the development of the IEP. The principal is ultimately responsible for each student's plan;
- The IEP includes the goals, specific learning expectations for students (modified or alternative), an outline of the special education services, modifications, accommodations, self-advocacy and instructional strategies and resources needed by the students, and the methods by which students' progress will be assessed and evaluated. A transition plan must be developed for students with an IEP;

- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff;
- An Emergency Health Care Plan and/or Essential Routine Health Services Plan (P662.1), when deemed necessary, are developed as a part of the IEP for students who are exceptional and have medical needs and/or are taking medication;
- To ensure continuity of program, support is provided for students in the process of transitioning from elementary to secondary;
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate;
- Programs for students with orthopaedic and/or other physical challenges promote the development of knowledge, skills and attitudes in the areas of communication, literacy, numeracy, personal development, social development, motor development, life skills, work experience and cooperative education; and
- To ensure continuity of program, support is provided for students prior to transitioning from elementary to secondary and from secondary to the student's pathway of choice.

Section D: Support Staff and Service

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STUDENT SERVICES ORGANIZATION

Interdisciplinary Teams (IDTs)

As part of YRDSB's continued commitment to student achievement and well-being, Student Services streamlined its service delivery model and enhanced its support to schools.

New enhancements include:

- 8 Student Services Interdisciplinary Teams (IDTs) have been created
 - 2 IDTs per CEC
- All Student Services IDTs support Kindergarten to Grade 12
- IDTs support students with complex needs and are not diagnosis specific
- Access to IDTs in complex situations has been streamlined

The IDT are comprised of:

- Applied Behaviour Analysis (ABA) Facilitator
- Administrators, Chiefs, Coordinators & Managers (ACCM)
 - Blind/Low Vision & Deafblind
 - Complex Needs
 - Deaf/Hard of Hearing
 - Physical and Occupational Therapy
 - Positive Climates 4 Learning & Working
 - Psychological
 - Social Work
 - Speech-Language Pathology
- Communicative Disorders Assistant
- Compass Worker
- Special Education Consultant
- Student Services Coordinator
- Intervention Support Worker (ISW)
- Mental Health Nurse
- Psychological Staff – Coordinator
- Psychology Staff – Complex Needs
- Psychological Staff
- Physical and Occupational Therapist (PT/OT)
- Speech-Language Pathologists (SLP)
- Special Education Resource Teacher (SERT)
- Social Worker
- Work Experience Coordinator

STUDENT SERVICES ORGANIZATION

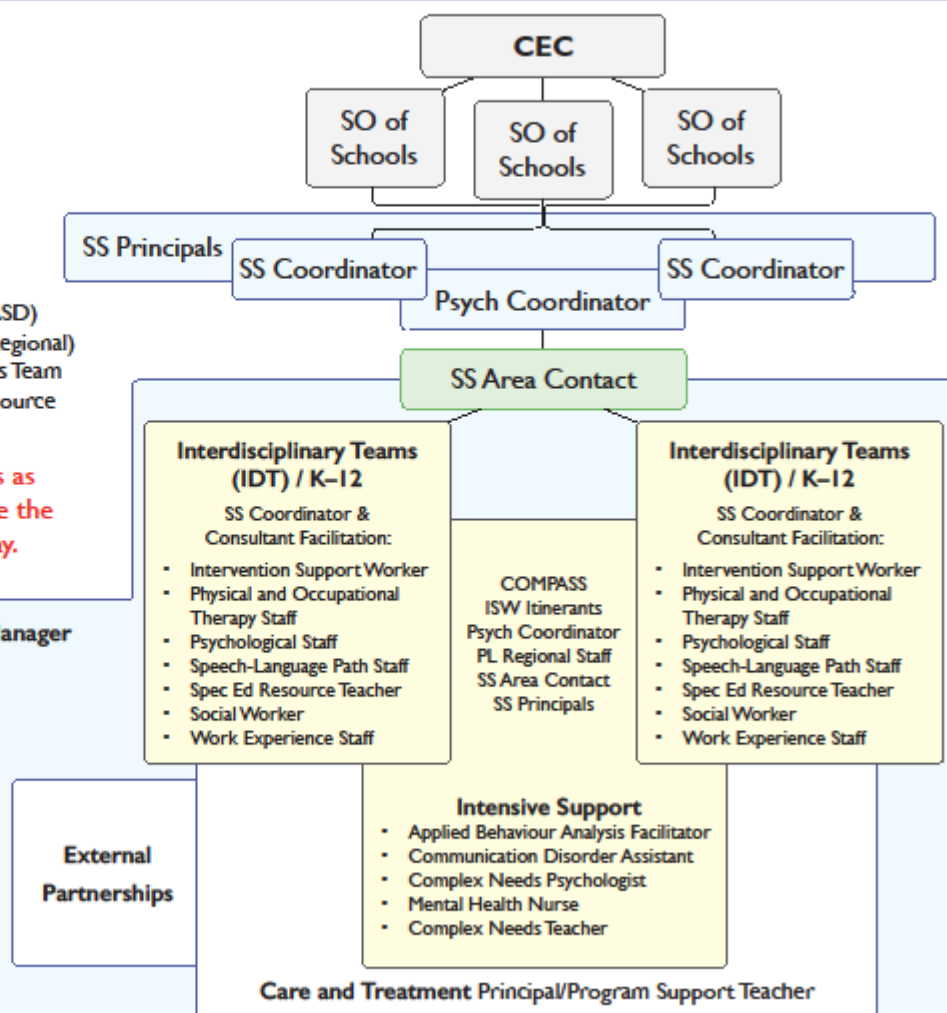
Student Achievement and Well-Being

- Prevention/Early Intervention
- Support Instructional Core
- Blind/Low Vision and Deaf/Hard of Hearing Regional Support Teams
- Knowledge mobilization and capacity building continues to be the work of all departments. Regional coordination of professional learning (PL) supported by:
 - Consultant (ASD)
 - Consultant (FDK)
 - Consultant (SSNet)
 - Consultant (Tech)
 - Coordinator (ASD)
 - Coordinator (Regional)
 - Complex Needs Team
 - Technology Resource Teachers

OUR VISION We recognize all learners as our learners and work together to ensure the discovery of potential each and every day.

Administrators, Chiefs, Coordinators and Manager (ACCM)

- Blind/Low Vision
- Complex Needs
- Deaf/Hard of Hearing
- Physical and Occupational Therapy
- Positive Climates 4 Learning & Working
- Psychological
- Social Work
- Speech-Language Pathology



AUTISM SERVICES

THE ROLE OF AUTISM SERVICES

Autism Services is comprised of members of the Student Services' department who work collaboratively with members of the Interdisciplinary Team (IDT) to support school teams serving students with Autism Spectrum Disorder (ASD).

All school teams have access to these supports, through the In-School Team process, to address issues of programming for students with Autism Spectrum Disorders, in the following areas:

- Social Communication
- Sensory Motor
- Behaviour/Self-Regulation
- Cognition
- Attention
- Self-help
- Academics
- Safety

When the complexity of the student's needs impact upon participation in the classroom and access to the curriculum.

Autism Services has six main areas of responsibility:

- Consultation;
- Coordinated interdisciplinary assessment;
- Program delivery;
- Professional learning;
- Liaison with parents and community partners; and
- Transition support.

Consultation and Liaison

- Consult and liaise with school administrators, classroom teachers, special education resource teachers, special education teachers, designated early childhood educators, educational assistants, parents and community agencies regarding program strategies, resources, modifications and/or accommodations for students;
- Consult with school administrators regarding special physical needs related to ASD, (e.g., equipment, structural changes and environmental adaptations);
- Participate in In-School Team meetings;
- Facilitate the transition of students with Autism Spectrum Disorders into the school system;
- Collaborate in the development, implementation and evaluation of the Individual Education Plan, including the development of the Safety Plan when necessary;
- Facilitate families connecting with community services (e.g., Centre for Behaviour Health Sciences, Children's Treatment Network, Kerry's Place, York Support Services Network, etc.); and

- Collaborate in partnership with school, home and outside agencies servicing students with Autism Spectrum Disorders to ensure support to schools is coordinated.

Coordinated Interdisciplinary Assessment

- Observe student needs in the areas of communication skills, social skills, fine and gross motor skills, academic skills, behavioural programming, sensory needs, self-help skills and environmental adaptations; and
- Conduct assessments (informal and formal, as needed) to identify student strengths and needs in order to assist with program development.

Professional Learning

- Professional learning at the system level is provided in accordance with the Professional Learning Plan for Autism Spectrum Disorders, developed annually by the Coordinator of Autism Services; and
- Student Services staff members assist with and/or provide professional learning in the area of Autism Spectrum Disorders in response to the needs of Board personnel.

Liaison with Parent and Community Partners

- Provide resources for families to access community services (e.g., Centre for Behaviour Health Sciences, Children's Treatment Network, Kerry's Place, York Support Services Network); and
- Collaborate with school and outside agencies servicing students with Autism Spectrum Disorders (e.g., Children's Treatment Network, Kerry's Place, Kinark School Support Program, Central East Autism Program).

Transition Support

- Provide support for developing and implementing individualized and integrated transition plans for students with Autism Spectrum Disorders that incorporate strategies to support micro and macro transitions;
- Collaborate with school teams, families and outside agencies to support micro and macro transitions for students with Autism Spectrum Disorders; and
- Support the transition and communication between community services and the School Board.

Access to Service

Referrals are made through the In-School Team using the Referral for Professional Student Support Services and Consent to Access the OSR forms.

CARE AND TREATMENT PRINCIPAL AND TEACHER

THE ROLE OF THE PRINCIPAL OF CARE AND TREATMENT PROGRAMS

The Principal of Care and Treatment Programs is responsible for providing system level leadership and coordination for care and treatment programs and related services. The Principal is responsible to the Superintendent of Student Services and works in cooperation with the Principals of Student Services and the Superintendents of Schools.

The Principal of Care and Treatment Programs provides leadership and support in the following areas:

- Provides support to the Superintendent of Student Services, Principals of Student Services, Student Services Coordinators and designated Principals in matters pertaining to care, treatment and correctional facilities
- Facilitates the development, annual negotiation and implementation of the contract agreements between the York Region District School Board and care, treatment and correctional facilities located within York Region
- Develops Ministry of Education funding applications and completes Ministry reporting requirements
- Facilitates Ministry of Education Monitoring Visits
- Monitors program budgets and supports collaborative budget planning processes with agency day treatment service providers
- Liaises with appropriate staff from the Ministry of Education and Administrative Liaison personnel from other boards to address common issues and advocate for services for students
- Liaises with community agencies, support groups and networks region wide to enhance supports to students attending care and treatment centres
- Supports activities of the York Region Central Intake for Day Treatment Services Committee
- Supports the enrolment and transition re-entry of Section 23 clients, and facilitates and supports York Region teachers working in these programs both individually and through the development of a Section 23 teacher network which provides professional development activity
- Facilitates transportation of students to care and treatment centres
- Facilitates and supports the staffing of summer programs
- Supports the Care and Treatment Program Support Teacher in delivery of responsibilities

THE ROLE OF THE CARE AND TREATMENT PROGRAM SUPPORT TEACHER

The Care and Treatment Program Support Teacher is responsible for providing direct support to care and treatment programs. The Program Support Teacher is responsible to the Principal of Care and Treatment and works collaboratively with the Student Services Core Team. The Care and Treatment Program Support Teacher:

- Provides support to the Principal of Care and Treatment, and acts as a resource person to designated Principals and Student Services Coordinators in matters pertaining to care, treatment and correctional facilities
- Supports the York Region central intake process for day treatment programs and attends meetings to support the enrolment and transition re-entry of Section 23 clients
- Provides direct support to York Region teachers working in these programs both individually and through the development of a Section 20 teacher network which provides professional development activities
- Works collaboratively with members of Student Services to support system initiatives/priorities and other professionals who are involved in the provision of mental health and/or special education services within York Region District School Board
- Liaises with appropriate staff from the Ministry of Education, and with numerous agencies, support groups and networks region wide
- Provides direct support to care and treatment program teachers in the planning, delivery and reporting of student programs to include: development of IEPs and reporting mechanisms, use of technology, use of alternate learning models (e.g. eLearning) and Ministry testing
- Provides professional development for care and treatment program teachers and educational assistants to meet their unique learning needs to include: on-site learning opportunities and delivery of the Annual York Region Day Treatment Conference
- Supports agency planning that involves care and treatment program staff and student-specific programming
- Facilitates re-entry planning for students transitioning from care and treatment centres to the York Region District School Board to include the community class referral process and transition follow up

Access to Service

Any questions regarding Care and Treatment Programs can be directed to the Principal of Care and Treatment Programs at the Centre for Leadership and Learning, Newmarket.

CHILDREN'S TREATMENT NETWORK/YRDSB

The Children's Treatment Network (CTN) Model

Children's Treatment Network is a partnership of agencies and organizations committed to providing comprehensive care and coordinated services to children and youth with multiple special needs who live in York Region or Simcoe County. York Region District School Board is one of over 50 health care, education, recreation, social services and community organization partners that comprise the Children's Treatment Network. The Children's Treatment Network is funded by the Ministry of Children and Youth Services and works in close collaboration with agencies and organizations funded by the Ministries of Education and Health and Long Term Care.

Professionals from Network partner organizations work together with a family to develop a coordinated Single Plan of Care that adapts to a child's changing needs. Tools like a shared electronic record and common assessments allow professionals on your child's team to share clinical information, coordinate services and monitor your child's progress through all the stages of their development.

CTN Services

The Network provides the following services to clients of CTN:

-
- | | |
|--|---|
| <ul style="list-style-type: none"> • Coordinated care plans and services for each child (Single Plan of Care) • Occupational therapy • Physiotherapy • Feeding and swallowing • Inclusive recreation • Social work | <ul style="list-style-type: none"> • Psychology • Orthotics • Audiology • Seating and mobility • Augmentative and alternative communication • Additional medical and child development services |
|--|---|
-

YRDSB Hosted Services/Program Delivery

As a result of the partnership with the Children's Treatment Network, additional YRDSB staff have been added to the Student Services staffing complement to provide the following services:

- Enhanced Rehabilitation Services (home and community based occupational therapy and physiotherapy)
- Augmentative and Alternative Communication Consultation Services
- Service Coordination (speech-language pathology and occupational therapy)
- Developmental Assessment and Consultation Services (psychology)

Consultation and Liaison

- Consult and provide resources to the family with regards to its vision and goals for the child;
- Consult, liaise and provide resources to school staff, Student Services staff (where appropriate) and community agencies regarding the child's needs;
- Participate in Single Plan of Care meetings (SPOC);

- Maintain electronic record and share assessment information with school staff to assist in the development, implementation and evaluation of the Individual Education Plan for the client; and
- Facilitate family connecting with community services if appropriate.

Assessment

Conduct assessments appropriate for the identified services (e.g., augmentative communication etc.) to identify client strengths and needs to address child/family visions within the Single Plan of Care (SPOC).

Program Delivery

- To provide direct services to children and families within the mandate of CTN Services;
- To provides professional services within the scope of practice and in compliance with the expectations of relevant professional colleges;
- To provide services with a commitment to inter-professional care (i.e. coordinating assessment and intervention plans with team members).

Professional Development

Members of YRDSB/CTN staff share their knowledge of rehabilitation and augmentative services, and developmental assessments with colleagues at department meetings and through inter-professional dialogue.

Access to Service

Referrals to CTN can be made with parent/guardian consent by Student Services staff, the school Principal or directly by the child's parent/guardian. It is advisable that school staff confer with the school caseload Speech-Language Pathologist, Physiotherapist/ Occupational Therapist and/or Psychology Services staff prior to making a referral to CTN.

COMPLEX NEEDS SERVICES

THE ROLE OF THE COMPLEX NEEDS SERVICES STAFF

Within Student Services, Complex Needs Services work in conjunction with CEC Interdisciplinary Teams (IDT) to provide coordinated and intensive intervention, crisis management and prevention supports for students in Kindergarten through Grade 12, with complex developmental, behavioural and/or mental health needs. Through ongoing consultation and assessment, Complex Needs Services staff supports development of comprehensive individualized and specialized programming at school, to promote student skills acquisition, positive behaviours, health, emotional well-being, social inclusion, and quality of life. Complex Needs Services staff collaboratively and systematically build staff capacity in the use of best and evidence-based effective practices to support students, by offering staff professional development and training opportunities at various system levels.

Complex Needs Services staff is comprised of ABA Facilitators and Psychology Staff as an adjunct service to the Interdisciplinary Team. CNS staff consult and collaborate with members of area IDT staff.

Both ABA Facilitators and Psychology Staff work closely with the Chief Psychologist and Coordinator of Psychological Complex Needs Services located at the Centre for Leadership and Learning in Newmarket. Within the CECs, ABA Facilitators work more closely with the Student Services Coordinators, and Complex Needs Psychology Staff work closely with the Coordinators of Psychological Services.

Complex Needs Services represents regional services within YRDSB, which can be accessed following preliminary provision of consultation-based resources, supports and services by school-based professional support staff and/or IDT (i.e., Physio-/Occupational Therapy, Psychology, Social Work, Speech-Language Pathology) through the In-School Team Meeting process. Complex Needs Services works closely with community partners and external health care providers to ensure coordinated and integrated service delivery in schools for those with complex needs.

Access to Service

Referrals to Complex Needs Services can be made through members of the IDT.

Guiding Questions for Referring to Complex Needs Services

Does the student:

- ✓ have one or more disabling condition(s) (developmental, behavioural, mental health) that severely impacts on his/her ability to participate in daily activities at home, in school and in the community;
- ✓ have significant behavioural and safety concerns;
- ✓ require a high level of one-to-one support to complete daily routines, and
- ✓ require outside agency/professional involvement, and require a high degree of case coordination because of the type and intensity of services needed;
- ✓ pose multiple system challenges (school, family, community, Board)?

If most of these criteria are satisfied, then the student is likely to be appropriate for a referral to Complex Needs Services.

Referral Process

The referral process for Complex Needs Services:

1. School administrator has an In-School Team Meeting with professional support staff present from the IDT (i.e., PT/OT, Psychology, Social Work, SLP).
2. A decision is made by the In-School Team to:
 - continue to involve school-based professional support staff,
 - refer to the IDT
3. The IDT team, along with the Student Services Coordinator, may decide that involvement by Complex Needs Services is needed.
4. An intake is conducted by the CNS team with members of the IDT team. If the intake results in an active CNS file, an action plan for involvement is generated with goals, based on the referral concerns.
5. Complex Needs Services staff implements the generated plan to achieve the identified goals.
6. Once the situation has stabilized, the goals are met and the referral concerns are addressed, the case becomes Inactive. Complex Needs Services staff contacts the referral source and arranges to have the case transitioned back to the IDT and school-based professional support services.

COORDINATOR OF STUDENT SERVICES

THE ROLE OF THE COORDINATOR OF STUDENT SERVICES

The Coordinator of Student Services is responsible for providing system level leadership and coordination of special education programs and services, working in cooperation with the Special Education Leadership Team, Special Education Consultants, Curriculum Leadership team, Student Services staff, including the Technology Resource Teachers. The Coordinator of Student Services is responsible to the Principal of Student Services.

Major Responsibilities

Under the direction of the Principal of Student Services, the Coordinator of Student Services will be responsible for:

- Coordinating the in-service, training and professional development for teachers and educational assistants and resource development activity defined by the Special Education Plan;
- Managing and coordinating the activities and programs required for the development and implementation of system special education projects;
- Collaborating with the Superintendent of Student Services, the Principal of Student Services, the Student Services Coordinators, Special Education Consultants and the Principal of Care and Treatment Programs to determine the best method for informing the system of changes in special education;
- Support regional resource teachers and Student Services support staff;
- Attending Ministry in-service with regard to the special education funding model and determining the procedure to be used for collecting and collating SEA/SIP submissions;
- Managing and coordinating the activities required to support special education funding for personalized equipment; and
- Working with system, CEC and school-level staff to respond to the programming needs identified through assessment data, EQAO data, report card data and School Improvement Plans for exceptional students.
- Liaison with YRDSB departments (i.e., Curriculum and Instructional Services, ITS and LD&D), community partners, vendors and external agencies, as appropriate.

Access to Service

The Coordinator of Student Services may be contacted at the Centre for Leadership and Learning, Newmarket.

PHYSICAL THERAPY AND OCCUPATIONAL THERAPY SUPPORT SERVICES

THE ROLE OF THE PHYSIOTHERAPIST OR OCCUPATIONAL THERAPIST (PT/OT)

The staff of Physical Therapy and Occupational Therapy Support Services include physiotherapists, occupational therapists and PT/OT Assistant in their respective roles they support students with physical disabilities, motor disabilities, developmental disabilities and Autism Spectrum Disorder. The goal is to enable these students to be participate fully in their school program. Each therapist is responsible for an assigned group of elementary and secondary schools.

PT/OT staff develop and support individual student programs in the following areas:

-
- | | |
|-------------------------------------|---|
| • Physical abilities and needs; | • Curriculum modification as related to physical needs, i.e. physical education; |
| • Lifting and positioning; | • Fine and gross motor skills (for students in primary grades with severe motor needs). |
| • Functional mobility skills; | |
| • Self-help skills; | |
| • Environmental adaptations; | |
| • Computer access; | |
| • Accommodations for sensory needs; | |
-

Consultation and Liaison

- Collaborate with the educational team to develop recommendations and strategies appropriate for each student in his/her classroom and school environment for the areas noted above;
- Provide ongoing consultation, as required, to ensure the continued appropriateness of strategies and to modify or expand strategies;
- Provide strategies to support Individual Education Plans;
- Clarify relevant medical information, and assessment data from outside services;
- Provide information relevant to the student's medical and/or physical condition;
- Recommend in collaboration with school personnel special equipment, as required, to enable individual students to access the curriculum;
- Collaborate with teachers and administration to assess students' needs and abilities with respect to applications for SEA funding;
- Recommend renovations to school buildings and playgrounds to enable student participation and to meet individual needs;
- Provide professional development to educational team members responsible for lifting and handling of students with physical disabilities; and
- Engage in inter-professional collaboration with rehabilitation partners with the Children's Treatment Network (CTN) and Community Care Access Centre (CCAC) to support participation in school programs.
- Refer, as appropriate, to other services and agencies.

Assessment

With parent permission:

- Provide observation and informal and formal assessment of students for the purpose of identifying strengths and needs within the context of educational programming;
- Share physical and occupational therapy assessment data with members of the educational team, including parents, caregivers and students and appropriate medical and community agencies;
- Assess student needs and support SEA claims; and
- Assist in the screening of preschool students with special needs before kindergarten entry.

Access to Service

Referrals are made through the In-School Team by sending the following documentation to PT/OT Services at the Centre for Leadership and Learning, Newmarket:

- *Referral for Professional Student Support Services* form, signed by parents;
- In-School Team Summary; and
- A current Growth Plan or IEP.

PRINCIPAL OF STUDENT SERVICES

THE ROLE OF THE PRINCIPAL OF STUDENT SERVICES

The Principal of Student Services is responsible for coordinating special education services and liaising with the Ministry of Education with respect to the operation of special education programs and services. Ministry directives with respect to special education are then transformed into procedure or information that is disseminated to the system. The Principal of Student Services is responsible to the Superintendent of Student Services.

Consultation and Liaison

- Present information to Superintendents and Principals with respect to implementation of Ministry and Board policies and regulations related to special education;
- Collaborate with the Superintendent of Student Services, the Student Services Coordinators, Special Education Consultants and the Principal of Care and Treatment Programs to determine the best method for informing the system of special education changes;
- Coordinate professional development relevant to special education needs for consistent regional and CEC implementation;
- Oversee the special education budget in cooperation with Business Services for the Education Centre Aurora and The Centre for Leadership and Learning, Newmarket;
- Supervise and evaluate Student Services Resource Teachers and Student Services staff;
- Supervise, mentor and assign duties to the Vice-Principal of Student Services, if applicable;
- Collaborate with the SEAC to inform the members of changes to special education programs and services and ensure that the SEAC is represented on Board committees involving special education concerns;
- Attend Ministry in-service for new initiatives and coordinate system implementation;
- Attend Ministry in-service with regard to the special education funding model and determine the procedure to be used for collecting and collating SEA/SIP submissions;
- Provide the Board with special education statistics required for the Board or Ministry;
- Oversee the review and renewal of special education documents;
- Liaise with Curriculum and Instructional Services staff with respect to system priorities and programs for the exceptional student;
- Assist in the preparation of the Board's annual review of its Special Education Report as set out in Ministry Regulation 306; and
- Communicate to the system any new initiatives or current practices related to special education.

Access to Service

May be contacted through the Centre for Leadership and Learning, Newmarket.

PSYCHOLOGICAL SERVICES

THE ROLE OF PSYCHOLOGICAL SERVICES

The staff of Psychological Services includes Psychologists, Psychological Associates and Psycho-Educational Consultants. Staff members provide evidence-based practices and resources, supports and services in order to meet the needs of students and families and Board staff. The majority of staff members support schools associated with a Board Community Education Centre (CEC) (i.e. North, Central, East or West).

The Psychological Services team assigned to each CEC is supervised by a Coordinator of Psychological Services who reports to the Chief Psychologist. The Complex Needs (CNS) Psychology Staff and Coordinator of Psychological Complex Needs Services work closely with the Chief Psychologist located at the Centre for Leadership and Learning in Newmarket. CNS Staff are an adjust service to the Interdisciplinary Team. They consult and collaborate with members of area IDT staff.

Psychological Services staff members deliver services to schools utilizing a model which is both consultative and proactive. There is an emphasis on early parent/guardian involvement and consultation with school staff to understand students' strengths, needs and interests, prior to a referral for comprehensive support. This consultation occurs via the In-School Team prior to a referral for assessment or intervention.

Consultation services can support a continuum of strategies aimed at prevention, intervention, triage and/or crisis response, and are designed to address concerns related to student learning, behaviour and social/emotional well-being. Aside from consultation, additional services provided by Psychological Services staff members may include assessment, behavioural programming, short-term group or individual counseling and professional development as outlined below:

Consultation

- Psychological consultation can involve discussions with parents/guardians, students and staff regarding the social, emotional, behavioural, intellectual and physical development of students, as well as students' learning strengths, needs and interests. It can also involve the review and interpretation of additional information and professional reports relating to the student, school observations, and development and modeling of strategies or interventions. Psychological consultation can be informal (with only verbal feedback) or formal (resulting in a written report).
- The benefits of psychological consultation for students and staff include support in the development of individualized classroom programming and remedial strategies, social and emotional interventions within the school, IEPs, IAPs, Safety Plans, SEA/SIP claims and transition plans. Psychological consultation can also lead to recommendations for: more specific consultation/assessment by other Board staff; more intensive interventions by other Board teams (i.e. Interdisciplinary Team, Complex Needs Team) and therapeutic interventions with community agencies, hospitals and other professionals.

Assessment

- Individual psychological assessment of referred students involves use of a variety of standardized and/or informal instruments and techniques designed to provide insight into the student's learning strengths and needs, social and emotional development, behavioural presentation and/or mental health status.
- The goals of assessment activities are to provide staff and parents/guardians with programming, counseling or other recommendations that will assist the student in reaching his/her potential.

Behavioural Programming

- Where a student has been referred for behavioural difficulties, Psychological Services staff can assist by working with teaching staff, parents/guardians and the student to design data collection methods and behavioural interventions to effect change. These interventions may include Behaviour Support Plans and/or Safety Plans.
- Behavioural programming may involve demonstrating, modeling and coaching the strategies that are indicated to be most helpful to the student, as well as periodic review and evaluation of the behaviour interventions that have been developed and implemented.

Counselling

- Where indicated, and when circumstances warrant, Psychological Services staff provide short-term individual or group counselling to assist students with problems of everyday life (i.e. peer relations problems, bereavement, school adjustment problems, etc.)
- When it is determined that treatment or therapy is required for a student, Psychological Services staff will assist in making referrals to appropriate programs and/or community agencies, and will work collaboratively with the student and his or her family members as well as community-based professionals to support the student and school staff.

Professional Development

Psychological Services staff develop and offer training opportunities for teaching staff and/or parents on a wide variety of topics related to child development, school performance, behaviour, mental health and exceptional needs.

Access to Service

- Psychological Services staff is best accessed through regularly scheduled In-School Team meetings with input from all staff working with the student. Through discussions at an In-School Team meeting, the most suitable service(s) will be determined and appropriate referral forms will be completed to obtain student and/or parent/guardian consent.
- In general, the psychological services offered by Board staff are most effective when delivered in conjunction with supports and services provided by regular classroom teachers as well as other staff (i.e. Student Services), as appropriate.

REGIONAL HEARING RESOURCE TEACHERS

THE ROLE OF THE REGIONAL HEARING RESOURCE TEACHER

Regional Hearing Services staff support students with hearing loss. Hearing Services staff have three main areas of responsibility:

- Consultation and liaison;
- Assessment; and
- Program delivery

Specific functions within these areas of responsibility are detailed as follows:

Consultation and Liaison

- Participate as members of In-School Team meetings;
- Consult with school administrators regarding special needs related to deaf and hard of hearing students i.e. equipment, structural changes, kindergarten options;
- Consult with classroom teachers/departments regarding accommodations and/or modification strategies related to the needs of deaf and hard of hearing students;
- Coordinate the collaborative development, implementation and evaluation of the Individual Education Plan for students identified as deaf or hard of hearing, involving all classroom and special education staff assigned;
- Coordinate the purchase, maintenance and repair of personalized FM and Sound Field amplification systems;
- Liaise with classroom teachers, Student Services, Special Education Resource Teachers, special education teachers, Principals, parents and other support services on a regular basis regarding the progress of students who are deaf or hard of hearing;
- Liaise with medical practitioners and outside agencies to support appropriate auditory management of students who are deaf or hard of hearing;
- Coordinate the collaborative development, implementation and evaluation of the program for the preschool child identified as deaf or hard of hearing; and
- Provide in-service opportunities for students, classroom teachers, Special Education Resource Teachers, special education teachers, other Student Services and outside agencies related to the needs of students with hearing loss.

Assessment

- Observe student needs in areas such as environmental adaptations, self-help skills and adaptive equipment;
- Assist in the interpretation of medical information and assessment data from outside services;
- Assess functional hearing and its relationship to school program in terms of how the student uses hearing aids, residual hearing and how the student communicates;
- Consult with members of the educational team, parents or caregivers, student, and appropriate medical community resources;
- Conduct observational assessments to monitor student progress;
- Conduct informal or formal testing as required;
- Collaborate with teachers and administration to assess students' needs with respect to personalized equipment for SEA funding; and
- Support the preschool screening process in response to requests from other support staff personnel, Student Services Coordinators or outside agencies.

Program Delivery

- Assist in the development and implementation of the Individual Education Plan through a team approach;
- Provide classroom support, adaptive materials and program accommodations as set out in the IEP;
- Provide Resource or Withdrawal Assistance or Indirect Support to those students identified as deaf and hard of hearing through the Identification, Placement and Review Committee process;
- Provide direct instruction for students with hearing loss who have modified or alternative expectations set out in their IEP and who meet the SEA claim criteria for funding by the Ministry;
- Provide language, speech and audition support to preschool deaf children through home or daycare visiting; and
- Assist in ensuring students have equal access to all aspects of school i.e. closed captioning, Access Notetaking, Sign Language Interpreters with available resources.

Access to Service

- A referral may be made through the In-School Team to Regional Hearing Resource Services at the Student Services office at the Centre for Leadership and Learning, Newmarket or to the Community Education Centre for that school; and
- Parents, Audiologists, medical personnel and agencies may make referrals through the Principal of the student's school or directly to Regional Hearing Resource Services.

REGIONAL VISION RESOURCE TEACHERS

THE ROLE OF THE REGIONAL TEACHER OF THE VISUALLY IMPAIRED

Regional Teachers of the Visually Impaired provide service to students whose visual impairment adversely affects their educational performance. Teachers of the Visually Impaired have three main areas of responsibility:

- Consultation and liaison;
- Assessment; and
- Program delivery.

Specific functions within these areas of responsibility are detailed as follows:

Consultation and Liaison

- Participate as members of In-School Team meetings;
- Assist in the interpretation of medical information and assessment data from outside services;
- Share functional vision, learning media, adaptive technology and orientation and mobility assessment data with members of the educational team, parents or caregivers, student and appropriate medical and community agencies;
- Support as required, the members of the educational team, the parents or caregivers and the student in the implementation of recommended instructional, environmental and assessment accommodations and strategies;
- Assist in the development and support the implementation of the Individual Education Plan;
- Recommend modifications to school buildings as required to meet individual needs in consultation with school personnel, Student Services Coordinators, and the Plant department;
- Provide special equipment as required to meet individual needs in consultation with school personnel;
- Support school personnel in accessing adaptive technology; and
- Refer, as appropriate, to other services and agencies, i.e. Low Vision Clinics.

Assessment

- Observe and assess student needs in areas such as access to printed and curricular materials, environmental adaptations, assessment accommodations, self-help skills, social skills, functional mobility, sensory efficiency, career education, recreational and leisure skills and low/hi-tech adaptive devices;
- Assess student use of functional vision and sensory efficiency, access to literacy and instructional media and use of adaptive technology as it relates to accessing the curriculum;
- Assessment of indoor and outdoor travel skills by certified Orientation and Mobility Instructors and integration of these skills into the school program;
- Consult with members of the educational team, parents/guardians, student and appropriate medical community resources;
- Conduct observational assessments to monitor student progress and maintenance of specific compensatory/adaptive skills unique to students who are blind or have low vision;
- Assist in the administration of informal or formal academic testing in collaboration with Special Education Resource Teachers as required;
- Work with teachers and administration to assess students' needs with respect to personalized equipment for SEA funding; and

- Support the preschool screening process in response to requests from other support staff personnel, Student Services Coordinators or outside agencies.

Program Delivery

- Assist in the development and implementation of the Individual Education Plan through a team approach;
- Provide classroom support, adaptive or alternative materials and program accommodations as set out in the IEP;
- Provide direct instruction to students who are visually impaired on a resource and/or withdrawal basis. The amount of support is based upon *The Severity of Needs* rating scale (Nelson, 1991 revised by Stewart, 2007);
- Provide direct instruction to students who are blind and have low vision including those with additional disabilities and who have modified or alternative expectations set out in their IEP; and
- Support orientation and mobility skills in consultation with a certified Orientation and Mobility Instructor. The Orientation and Mobility Instructor will provide direct instruction in travel skills.

Access to Service

- A referral may be made through the In-School Team to the Administrator of Vision Services at the Student Services office at the Education Centre, Newmarket; and
- Parents, doctors and agencies may make referrals through the Principal of the student's school or directly to the Administrator of Vision Services.

SCHOOL SOCIAL WORKER

THE ROLE OF THE SCHOOL SOCIAL WORKER

The York Region District School Board school social workers provide service to all schools in the region. They function as follows:

Assessment

School social workers meet with students, administrators (as well as other school staff) and connect with family members or community partners to gather information regarding the student's strengths, goals for their well-being, and possible factors which are contributing to the student's personal, social or academic needs. The School Social Worker will work collaboratively to determine a plan of action to support the student to struggle academically and socially and determine a plan of action to support the student's well-being and success.

Attendance

Each school social worker is assigned specific schools and is responsible for assessing and intervening in cases of **significant** non-attendance;

As well, the school social worker provides support to students who experience mental health or social emotional issues that impact on their personal well-being or academic success.

Counselling

School Social Workers provide assessment and counselling to students in circumstances which impact their personal well-being and success at school. Issues that might be addressed include mental health concerns, family, peer and/or school related conflict, and resource navigation/coordination.

Consultation

School Social Work staff are available to speak with school staff or parents/guardians to discuss student and/or school based needs related to student mental health and well-being, or attendance. School Social Workers will provide consultation support to determine appropriateness of cases for referral to School Social Work and/or community partner resources for ongoing intervention and support. School Social Workers will assist with resource navigation support or crisis mental health and well-being related problem solving with schools.

Home Visits

School social workers will visit homes when necessary to meet with families or at times when students are not in attendance at school.

Agency Liaison

School social workers are knowledgeable about school board and community resources and are able to assist with and share information regarding the referral and intake processes for these resources with families and school staff.

Access to Service

- School social workers interact with students, parents/guardians, community partner agencies and Board personnel;
- Each referral should begin with a consultation with the School Social Worker to ensure appropriateness of the service; and
- The process for obtaining service is fully delineated in Procedure NP312.0.

SPECIAL EDUCATION CONSULTANTS

THE ROLE OF THE SPECIAL EDUCATION CONSULTANT

The Special Education Consultants work collaboratively with members of the Student Services Leadership Team, Student Services staff and Curriculum Consultants in their work to support effective programming for students with special education needs.

The Special Education Consultants provide service to schools in their assigned Education Centre as well as regional leadership for a particular area in special education. They are based in the four Community Education Centres and are assigned regionally. They are responsible to the Student Services Coordinator or Principal of Student Services. Special Education Consultants provide support in the following areas:

- Professional development;
- Consultation and liaison; and
- Resource development.

Professional Development

- Develop and provide opportunities that support and respond to Ministry, Board, Area, School initiatives through:
- Work collaboratively with all departments within the board: including, but not limited to; Curriculum Instructional Services, Student Services Team, Inclusive Schools and Community Services, and Leadership Development
- Providing on-going professional learning through a range of learning and training opportunities
- Providing professional learning in response to legislative requirements
- Assist with and support staff induction

Consultation and Liaison

- Provide consultative services and respond to board, area, school and educator requests to collaborate in the development and implementation of:
 - Comprehensive programming to support individual students and/or classrooms
 - Effective instructional and assessment practices
 - SEA, SIP, Safety Plans, Transition planning, Specialized Health Support Services (e.g. Essential Routine Health Services Plan)
 - Professional learning opportunities that support and respond to Ministry, Board, Area, and School initiative
- Collaborate and consult with Student Services Coordinators, Interdisciplinary teams, Student Services Teams, and Curriculum Instructional Services,
- Collaborate and consult with all departments within the board: including, but not limited to; Curriculum Instructional Services, Inclusive Schools and Community Services, and Leadership Development
- Liaise with community agency partners
- Support the intentional and purposeful use of technology in supporting student learning

Resource Development

- On-going development and revision of system documents and resources
- Research information related to supporting inclusive practices and programming for students with special needs and share with all departments within the board: including, but not limited to; Student Services Teams and Curriculum Instructional Services

Access to Service

Special Education Consultants may be contacted at the Community Education Centre(s) or CLL.

SPECIAL EDUCATION RESOURCE TEACHER – ENGLISH AND FRENCH IMMERSION

THE ROLE OF THE SPECIAL EDUCATION RESOURCE TEACHER

The role of the Special Education Resource Teacher (SERT) encompasses three main areas of responsibility in special education service delivery. These include program development and delivery, consultation and liaison and assessment. Embedded in the role is the importance of the SERT in providing leadership, coaching and mentoring by working alongside classroom teachers in program design, instruction and assessment practices, including the intentional use of assistive technology which informs program design and instruction.

Collaboratively, the Principal and the Special Education Resource Teacher determine the proportion of time allocated to each of these responsibilities. The needs of the students will dictate this allocation. In accordance with Regulation 298, the SERT must hold qualifications to teach special education. At least one SERT in each school should hold Part 2 qualifications in Special Education and will be qualified/experienced in administering student academic assessments.

Specific functions within the three main areas of responsibility are detailed as follows:

Program Development and Delivery

In English track schools, a full range of placement options are available (i.e. Indirect Service, regular classroom with Resource Assistance, regular classroom with Withdrawal Assistance, special education classroom with Partial Integration, Fully Self-Contained).

In French Immersion programs, if a student is experiencing learning difficulties and data suggest a special education program may be required, Indirect Service and regular classroom with Resource/Withdrawal Assistance placements are available and provided in the French Immersion school setting. Considerations should be given to the special education needs of the student if modifications are needed.

In consultation with administration, the Special Education Resource Teacher (SERT) will:

- Use assessment data to develop, implement, monitor, assess and evaluate the components of the Individual Education Plan (IEP) in consultation with classroom teachers, parents and students as follows:

Indirect Service

- Assist classroom teachers to provide accommodations as outlined in the IEP;
- Monitor student progress;
- Provide support to students through a variety of programs/intervention strategies (i.e. reading booster groups, peer tutoring, small group intensive focused teaching, etc.);
- Encourage student self-advocacy; and
- Collaboratively develop an IEP for an individual student in accordance the provincial IEP standard: *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017*.

Regular Classroom with Resource and/or Withdrawal Assistance

- Develop and implement the IEP through a team approach;
- Provide instruction, classroom support and facilitate the provision of accommodations and/or modifications as set out in the IEP;
- Assist classroom teachers to provide accommodations and/or modifications as outlined in the IEP; and
- Provide instruction to address accommodations and/or modified expectations as set out in the student's IEP, either in the classroom setting, a withdrawal setting, through subject specific support or a Learning Strategies course.

Special Education with Partial Integration – Student Support Centre (English Track Schools only)

- Provide instruction to address modified expectations as set out in the student's IEP in language, mathematics and other subjects as appropriate; and
- Collaborate with classroom teacher(s), special education staff and/or English Language Learner (ELL) teachers, and regional support staff to meet the goals and expectations set out in the IEP.

Consultation and Liaison

- Actively participate as part of the school Literacy Leadership Team to collaboratively meet the needs of all learners;
- Collaborate with classroom teachers either informally or as members of the In-School Team regarding assessment and instructional practices to assist students to meet grade level learning expectations and/or expectations as outlined in the IEP;
- Collaborate with classroom teachers/divisions regarding supportive strategies/approaches to facilitate the use of accommodations, including assistive technologies;
- Facilitate the development of claims for personalized equipment;
- Consult with parents, students, teachers and relevant support staff regarding individual needs of students;
- Consult and liaise with Student Services personnel as appropriate;
- Participate in both the In-School Team and the IPRC process as directed by the Principal;
- Liaise and provide support to ensure smooth transitions for exceptional students between special education placements, from elementary school to secondary school, schools and facilities outside of the Board and to and from care and treatment facilities;
- Consult with parents, students and teachers regarding individual needs of students; at the secondary level this includes assisting students with course selection/substitution and timetabling; as well as accessing Cooperative Education and Alternate Education programs;
- Liaise with preschool Early Intervention Services staff for transition of students entering JK/SK programs (English track schools only);
- Ensure the development of the transition plan for students with an IEP;
- Collaborate with classroom teachers in the development, implementation and monitoring of student Growth Plans; and
- Acts as a case coordinator to maintain ongoing communication with the student's parents, teachers, support staff, Student Services staff and other related agency or hospital personnel as appropriate.

Assessment

- Monitor and track progress of students through observation, diagnostic/formative/summative and standardized assessment, communication with classroom teachers, parents and students, Ministry report cards, and/or the In-School Team process;
- Conduct educational assessments including consultation, observation and student testing for students referred through the In-School Team;
- Provide direction to staff regarding procedures outlined in *the Expert Panel Report on Special Education*, and Ontario Curriculum documents regarding special education and other relevant Board and Ministry Resource Guides or documents;
- Assist in the interpretation and preparation of data for funding purposes (i.e. SEA, SIP);
- Ensure assessment accommodations are recorded in the IEP, particularly when these accommodations are also required for participation in Provincial Assessments (i.e. EQAO assessments);
- Support staff and parents in interpreting assessment reports and implementing recommendations; and
- Assist staff with the implementation of accommodations and assessment practices for system and provincial assessments, such as Grade 3 Gifted Screening, EQAO, PM Benchmarks, DRA, etc.

Access to Service

A Special Education Resource Teacher may be contacted through the appropriate school office.

SPEECH-LANGUAGE PATHOLOGY SUPPORT SERVICES

THE ROLE OF THE SPEECH-LANGUAGE PATHOLOGIST

The York Region District School Board Speech-Language Pathologists provide service to all schools in the region, including elementary and secondary populations. Each Speech-Language Pathologist is responsible for an assigned group of elementary and secondary schools. The Speech-Language Pathology department is coordinated by the Chief of Speech-Language Pathology Services who reports directly to the Superintendent of Student Services.

The Speech-Language Pathologists are based in the four Community Education Centres.

The goal is to assist students with communication needs to be successful in their school program. Priority is given to the early years (Kindergarten-Primary division) as part of a preventative approach. The Speech-Language Pathologist has two main areas of responsibility for any student with a communication difficulty involving speaking, listening, reading and/or writing. These areas are:

- Consultation and liaison; and
- Assessment

Specific functions within the area of responsibility are detailed as follows:

Consultation and Liaison

- Consult with regular class teachers, Special Education Resource Teachers, educational assistants, Student Services staff, parents and students regarding speech and language programs, strategies, resources, modifications and/or accommodations;
- Participate as members of In-School Team meetings to act as a resource to problem-solve around specific student needs;
- Act as an ongoing support to Community Classes regarding program support and communication goals;
- Support the development of the Individual Education Plan;
- Consult with school personnel around the collection and interpretation of documentation required for an SEA claim submission;
- Support schools in planning for the entry of students with special needs before school entry, in consultation with relevant pre-school agencies (such as the York Region Preschool Speech and Language Program and Early Intervention Services);
- Provide workshops for parents in the area of articulation to support service for students with mild articulation needs;
- Provide workshops to meet identified needs of York Region District School Board staff, students and parents;
- Liaise with and refer to community services and agencies such as the Community Care Access Centre; York Region Preschool Speech and Language Program; Bloorview Kids Rehab and the Children's Treatment Network of Simcoe-York (CTN); and
- Assist in the interpretation of related documents, information and assessment reports from outside agencies.

Assessment

- Provide observation, informal and formal assessment of students with communication difficulties involving speaking, listening, reading and/or writing;
- Interpret and discuss assessment results, recommendations and program accommodations and/or modifications with appropriate staff, students and parents;
- Assess student needs and support SEA claims;
- Assist in assessment of augmentative and alternative communication needs; and
- Assist in the screening of preschool students with special needs before kindergarten entry.

Access to Service

Language Assessment/Consultation Requests

A request for a language consultation and/or for an augmentative-and-alternative communication consultation may be made by the SERT;

- An In-School Team member is responsible for contacting the parents regarding the referral;
- A *Request/Consent for Student Support Services* form must be signed by the parent/guardian and student if over the age of 16;
- The Speech-Language Pathologist will contact the parents by telephone and or in person before services are initiated to obtain informed verbal consent;
- A referral by the In-School Team is required for formal language assessment; and
- A referral for formal assessment must be accompanied by:
 - a current student profile;
 - a current academic assessment and
 - a *Request/Consent for Student Support Services* form signed by the parent/guardian and student if over the age of 16.

Speech Assessment Requests

Speech assessments provide information about articulation, voice or fluency.

- A request for consultation may be made through the SERT;
- Academic assessment, In-School Team and a student profile are not necessary for speech referrals;
- A signed *Request/Consent for Student Support Services* form is required by the parent/guardian and students over the age of 16; and
- The Speech-Language Pathologist will contact the parents before services are initiated to obtain informed verbal consent.

STUDENT SERVICES COORDINATORS

THE ROLE OF THE STUDENT SERVICES COORDINATOR

The Student Services Coordinators are responsible for communicating with the Superintendents of Schools and Principals with respect to special education programs and services. Student Services Coordinators are responsible to the Superintendent of Education - Student Services, collaborate with the Superintendent of Schools and work in cooperation with the Principal of Student Services and the Special Education Consultant.

Consultation and Liaison

- Support Superintendents and Principals in ensuring the use of practices that increase achievement for students with special needs;
- Collaborate with Principals to encourage inclusive practices in schools;
- Support school administrators in implementing special education policies;
- Assist school administrators with interpretation of funding requirements;
- Work in conjunction with Human Resources to interview and deploy educational assistants;
- Support administrators with the implementation of In-School Teams and inclusive practices;
- Problem solve with administrators, SERTS and Special Education Consultants regarding student needs;
- Establish effective working relationships with parents, community partners and support agencies;
- Coordinate the transfer of students requiring more intensive support programs outside the home school;
- Prepare reports as required for Ministry of Education information and for grant validation;
- Liaise with community organizations and agencies;
- Participate in IPRCs for student placement in Partially Integrated Community Classes;
- Support students in the transition process;
- Coordinate the services of CEC Interdisciplinary Teams;
- Supervise, liaise and consult with CEC Special Education Consultants and members of the CEC Interdisciplinary Team; and
- Liaise with Student Services staff.

Professional Development

Provide, assist with and support professional development for school administrators in response to system needs and policy implementation requirements.

Access to Service

School administrators may contact the Student Services Coordinators at the Community Education Centres.

TECHNOLOGY RESOURCE TEACHER

THE ROLE OF THE TECHNOLOGY RESOURCE TEACHER

The Technology Resource Teacher (TRT) is responsible for supporting implementation of personalized equipment for students with special needs. Service is provided to students, teachers and/or educational assistants to ensure effective use of the personalized equipment.

Professional Development

Provide support and professional development for teachers, consultants and other Student Services support staff in the successful implementation of assistive technology for students through regional, area and family-of-school workshops and site-based training for staff and/or students.

Consultation and Liaison

- Provide direct student or group instruction in the use of Assistive Technology (AT), hardware and software, in both elementary and secondary panels as requested by school staff and administrators;
- Support teachers in the adaptation of their program in accordance with the *Technology and the Learner* and *Education for All* documents;
- Support the implementation and maintenance of the Special Education SharePoint;
- Work as part of a team with the Special Education Consultants and Principals of Student Services to support the successful implementation of AT throughout the Board;
- Meet with the Digital Literacy Resource Teacher Team, Curriculum and Instructional Services, and the Information Technology staff on a regular basis;
- Support schools with SEA equipment and software by providing follow-up training and problem solving when needed;
- Track SEA equipment;
- Research information on new innovations in the area of AT and share with Student Services staff on a regular basis; and
- Work with teachers and Student Services staff to determine students' needs with respect to personalized equipment and software including 'trials' on both.

Access to Service

The Technology Resource Teachers may be contacted at the Centre for Leadership and Learning, Newmarket.

WORK EXPERIENCE PROGRAM COORDINATORS

THE ROLE OF THE WORK EXPERIENCE PROGRAM COORDINATOR

The Work Experience Program team assists school staff with the coordination of Work Experience Program placements for secondary school Community Class students in non-credit earning programs.

The Community Classes include: programs for students with Developmental Disabilities, Intensive Programs for students with Mild Intellectual Disabilities, programs for students with Autism and/or programs for students with Multiple Exceptionalities, and the Pathways to Employment and Applied Knowledge (PEAK) Programs.

Work Experience Program Coordinators also work with teachers and families to help facilitate post-secondary transition planning and ensure families understand Developmental Services Ontario (DSO).

Work Experience Program Coordinators have the following areas of responsibility as they relate to the Work Experience Program and/or Transition Planning components of the Community Class program:

- coordination
- liaison
- assessment
- consultation
- transition planning

Coordination

- Consult with students, families, teachers and other YRDSB staff as applicable regarding work experience opportunities and community services and resources;
- Interview, review and assess the individual student's strengths, abilities, interests and job choices;
- Recruit community/business partners in order to provide work experience opportunities for students aged 15 and over;
- Promote and educate community partners regarding work experience opportunities;
- Provide programming strategies, resources, in-service workshops and training to teachers and educational assistants;
- Coordinate and present at parent information evenings;
- Provide public education by promoting the abilities of students with disabilities;
- Monitor, review and evaluate work experience placements;
- Advocate on behalf of students and/or families and promote student self-advocacy;
- Coordinate with the teacher transition planning for Community Class students, in non-credit earning programs, from secondary school to adult life options; and
- Coordinate employer recognition activities.

Liaison

- Liaise with families and representatives from community agencies;
- Liaise with the coordinator of Community Based Learning regarding legal and ethical issues, and the administration of the Workers Education Agreement forms;

- Liaise between schools and community-based business and industry partners; and
- Provide representation on committees to enhance and develop supports for people with disabilities.

Assessment

- Develop assessment tools and resources to support curriculum related to work experience; and
- Develop and provide formal and informal skills assessments at the work site to determine students' strengths and training needs.

Access to Service

- Teachers may contact the Work Experience Program Coordinators at the Centre for Leadership and Learning, Newmarket.

SPECIAL EDUCATION STAFF

Special Education Staff	Elementary FTEs	Secondary FTEs	Regional FTEs	Staff Qualifications
1. Teachers of exceptional students				
1.1 Teachers for resource-withdrawal programs	185.87	93.83		Qualifications in special education
1.2 Teachers for self-contained classes	506.97	157.2	16.57	Qualifications in special education
2. Other special education teachers				
2.1 Itinerant teachers e.g. Vision, Hearing, SERT etc.			56.73	Qualifications in special education with Specialist certification for the Blind or in the education of deaf and hard of hearing
2.2 Teacher diagnosticians				
2.3 Coordinators			10	Principal – Special Education qualifications
2.4 Consultants			13	Specialist in Special Education
2.5 Care and Treatment Program Coordinator			1	Qualifications in special education-behaviour
3. Educational assistants in special education				
3.1 Educational assistants	965.5	321	105	See job description pages in Appendix
4. Other professional resource staff				
4.1 Psychologists			29	Ph.D & M.A. and registered with CPO
4.2 Psychological Associates			14	Masters Degree & registered with CPO
4.3 Psychological Consultants			3	Ph.D & Masters Degree in Psychology and under supervision (in the process of registration with CPO)
4.4 Speech-language pathologists			47.4	Masters in Speech-Language Pathology & registered with CASLPO
4.5 Audiologists			.8	Registered Audiologist
4.6 Occupational and Physical Therapists			28.55	Bachelors in Occupational Therapy Bachelors in Physical Therapy Member of respective Ontario Colleges
4.7 Work Experience Coordinators			8	University Degree & experience in Social Sciences
4.8 Social Workers			24	University Degree & experience in Social Sciences

SPECIAL EDUCATION STAFF (Continued)

Special Education Staff	Elementary FTEs	Secondary FTEs	Regional FTEs	Staff Qualifications
5. Paraprofessional resource staff				Itinerant
5.1 Orientation and mobility personnel			0	Itinerant qualified teachers of the blind
5.1a Orientation and mobility instructors			4	Dually certified teachers
5.2 Oral interpreters (for deaf students)			0	Oral interpreter diploma
5.3 Sign interpreters (for deaf students)			6	College or University interpreter training
5.3a Access Notetakers			9	OSSD with a minimum of 2 years post-secondary education
5.3b Assistants (for deaf/hard of hearing students)			5	Ontario Secondary School Diploma (OSSD)
5.3c FM Technicians			2	OSSD with a minimum of 2 years post-secondary education
5.4 Transcribers (for blind students)			4	Braille transcription certification
5.4a Central Brailist			1	OSSD with 3 year post-secondary certificate in Literary Braille Transcription
5.5 Interveners (for deaf-blind students)			8	Qualified intervener
5.6 Staff Internationally Certified in Auditory Verbal Intervention	7			Qualified itinerant teachers of the deaf * included in itinerant teacher numbers
5.7 Communication Disorders Assistant			10	CDA diploma

Section E: Intervention Strategies and Procedures

Intervention Strategies E.1

- Referral Process
- In-School Team Record
- Integrated Continuum of Support
- A Communication Guide for Parents and Students

Educational and Other Assessments E. 15

- Collection, Storage and Distribution of Assessment Information
- Request for Student Support Services
- Consent to Exchange Personal Student Information
- Academic Assessment

The IPRC Process E. 25

- Procedure NP360
- Administrator Checklist
- Letter of Invitation
- Statement of Decision
- Request for Special Transportation
- Confirmation of Continued IPRC Identification
- IPRC Procedure Summary Chart
- Parent's Guide to the IPRC

The Individual Education Plan (IEP) E. 44

- Checklist for Principals
- IEP Template
- Emergency Health Care/Essential Routine Healthy Services Plan
- Safety Plan Template
- The Individual Education Plan (IEP) - Guide for Parents

INTERVENTION STRATEGIES

Support Measures

By closely monitoring the learning process for each student, the teacher is able to identify the instructional and assessment strategies necessary to support student success. The teacher can select from a variety of strategies to support different learning styles, provide alternative approaches to learning, adjust pace or depth, or provide one-on-one or small group instruction. More specifically, the *Learning for All K-12* document outlines a Student and Class Profile which facilitate the implementation of assessment based practices with universal design, differentiated instruction and the tiered approach to meet individual student's strengths and needs.

A teacher's plan for intervention considers:

- assessment for learning, assessment of learning and assessment as learning
- student strengths, needs, abilities and interests;
- learning styles and preferences;
- the length of time needed for instruction, for practice, and for assessment;
- student and parent roles/responsibilities;
- resources and alternate strategies to support learning; and
- the roles that others can play to support the student's needs.

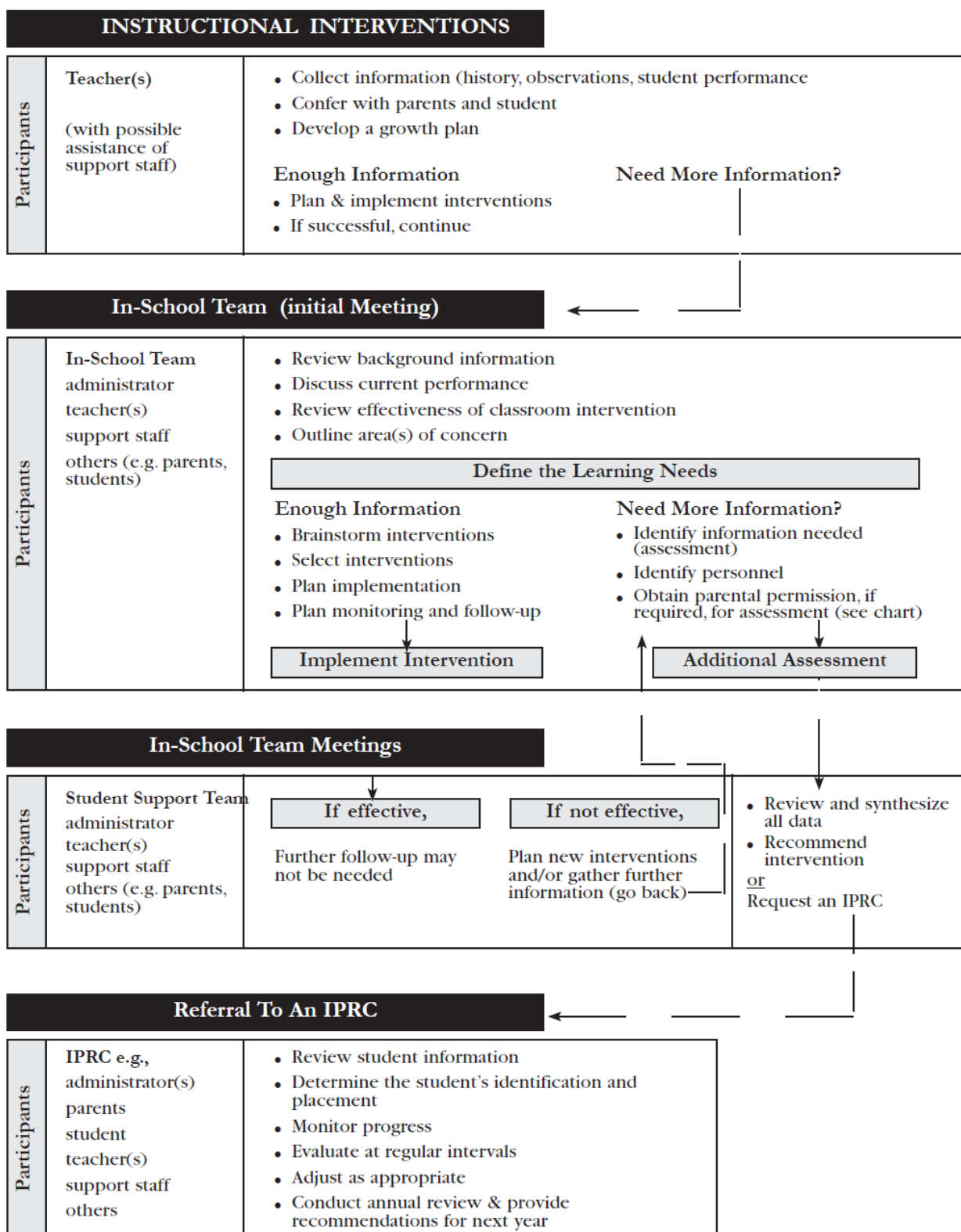
In some instances, a student will require ongoing support in one or more subject areas. To ensure that this support is sustained, and that key learning needs are addressed, a Student Growth Plan (see Appendix) is developed for students not making the expected progress in one or more areas. The intent of the plan is to focus support according to individual student needs.

Where a student does not achieve the curriculum expectations in a course or subject the Principal and teaching staff, in consultation with the parents and the student, will determine what interventions or type of program would best enable the student to meet the expectations. When intensive intervention is required, students may be recommended to an In-School-Team. In this case, discussion will first focus on the results demonstrated as a result of the Student Growth Plan. The students' social-emotional well-being will also be considered. Information will also be drawn from the students' All About Me/Individual Pathway Plan portfolios and/or the Transition Plan in the Individual Education Plan (IEP).

Should further support be necessary, a follow-up In-School Team may suggest accessing additional support from members of the Interdisciplinary Team (IDT), as appropriate. The following diagrams outline the In-School Team referral process and a continuum of available Board supports.

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)

The Referral Process



The Referral Process: Actions and Responsibilities

Note: These actions and responsibilities are also outlined in the table on page E.5.

Action: Classroom Interventions

- Goal: Student is successful as a result of program interventions specific to individual needs.
- Teacher Responsibilities:
 - assess student performance
 - develops and implements a growth plan with student and parents
 - assesses student growth
 - implements adjustments
 - consults with SERT (if necessary)
- Special Education Resource Teacher Responsibilities:
 - works in collaboration with teacher (if requested)
- Administrator Responsibilities:
 - Consults
- Support Staff Responsibilities:
 - Consults
- Parent Communication:
 - teacher describes in-class program adjustments and encourages input
 - teacher obtains further information from parent/student
 - teacher consults with parent(s) about student's progress and results of interventions

Action: In-School Team

- Goal: An effective action plan is developed to ensure student success
- Teacher Responsibilities:
 - requests In-School Team meeting
 - initiates In-School Team Record
 - identifies the area(s) of concern
 - summarizes the student's strengths and needs relative to the area of concern
 - shares information from various assessments
 - reports on results of interventions
- Special Education Resource Teacher Responsibilities:
 - assists with preparation of In-School Team Record, if needed
 - is an active member of the problem solving team
 - recommends strategies, interventions, resources
 - supports the teacher in gathering further assessment information
 - administers appropriate assessment tools as recommended by the team
 - shares assessment results
- Administrator Responsibilities:
 - ensures that in-school team meetings are held as required
 - appoints chairperson
 - promotes a collaborative approach to problem solving
 - focuses discussion on needs of student relative to the Ontario Curriculum
 - has an awareness of a range of available resources to support the teacher's programming needs

- Support Staff Responsibilities:
 - consults and observes
- Parent Communication:
 - parent contributes further information/concerns
 - parent could be invited to the In-School Team
 - As determined by the In-School Team, the teacher, SERT, or administrator:
 - discusses recommendations
 - provides ongoing information
 - describes testing procedures
 - explains consent forms

Action: Referral to an IPRC

- Goal: The Identification, Placement & Review Committee determines the student's identification and placement.
- Teacher Responsibilities:
 - attends and participates as requested
- Special Education Resource Teacher Responsibilities:
 - attends and participates as requested
- Administrator Responsibilities:
 - invites parents to participate in the IPRC
 - provides copy of Parent Guide including SEAC information
 - see IPRC checklist
 - see IPRC section of the handbook
- Parent Communication:
 - The administrator:
 - explains the IPRC process to parents
 - discusses updated In-School Team Record and recommended identification and placement

The Referral Process: Actions and Responsibilities					
Actions	Teacher	Special Education Resource Teacher	Administrator	Support Staff	Parent Communication
Classroom Interventions GOAL Student is successful as a result of program interventions specific to individual needs	<ul style="list-style-type: none"> • assess student performance • develops & implements a growth plan with student & parents • assesses student growth • Implements adjustments • Consults with SERT (if necessary) 	<ul style="list-style-type: none"> • works in collaboration with teacher (if requested) 	<ul style="list-style-type: none"> • consults 	<ul style="list-style-type: none"> • consults 	<ul style="list-style-type: none"> • teacher describes in-class program adjustments & encourages input • teacher obtains further information from parent/student • teacher consults with parent(s) about student's progress & results of interventions
In-School Team GOAL An effective action plan is developed to ensure student success	<ul style="list-style-type: none"> • requests In-School Team meeting • initiates In-School Team Record • identifies the area(s) of concern • summarizes the student's strengths and needs relative to the area of concern • shares information from various assessments • reports on results of interventions 	<ul style="list-style-type: none"> • assists with preparation of In-School Team Record, if needed • is an active member of the problem solving team • recommends strategies, interventions, resources • supports the teacher in gathering further assessment information • administers appropriate assessment tools as recommended by the team • shares assessment results 	<ul style="list-style-type: none"> • ensures that In-School Team meetings are held as required • appoints chairperson • promotes a collaborative approach to problem solving • focuses discussion on needs of student relative to the Ontario Curriculum • has an awareness of a range of available resources to support the teacher's programming needs 	<ul style="list-style-type: none"> • consults • observes • makes 	<ul style="list-style-type: none"> • parent contributes further information/ concerns • parent could be invited to the In-School Team <p>As determined by the In-School Team, the teacher, SERT, or administrator:</p> <ul style="list-style-type: none"> • discusses recommendations • provides ongoing information • describes testing procedures • explains consent forms
Referral to an IPRC GOAL The Identification Placement & Review Committee determines the student's identification & placement	<ul style="list-style-type: none"> • attends and participates as requested 	<ul style="list-style-type: none"> • attends and participates as requested 	<ul style="list-style-type: none"> • invites parents to participate in the IPRC • provides copy of Parent Guide including SEAC information • see IPRC checklist • see IPRC Section of the handbook 		<p>The administrator:</p> <ul style="list-style-type: none"> • explains IPRC process to parents • discusses updated In-School Team Record & recommended identification & placement



In-School Team Meeting (ISTM) Record

Student Information

Student Name:
Preferred Name:
School:
Grade:

OEN:
Student Number:
Date of Birth:
Teacher:
SERT:

Student Background

Family

Languages spoken at home: ☐ English ☐ Other:

Country of Birth:

Placement in Family:

School

Number of years in current school:

Grades repeated:

Number of schools attended:

Previous Special Education Support:

Comments:

Strengths

Needs

Assessment Summary

Source

Description:

+



In-School Team Meeting (ISTM) Record

Student Information

Student Name:
Preferred Name:
School:
Grade:

OEN:
Student Number:
Date of Birth:
Teacher:

Meeting Details

Date/Time:  Meeting Label/Title: Location:
(ID) [lookup](#)

Reason for Meeting

Attendees

Areas of Concern

Strategies Tried to Date

Notes

Recommendations

Recommendations


☐ Follow up IST Meeting Recommended

Follow-Up Details

Parent Followup:

Person Responsible:

(ID) [lookup](#) / [non-lookup](#)

Date to be contacted by: 

Action to be taken:

Target date(s) for follow-up meeting:

Referrals for Assessment, Evaluation or Services

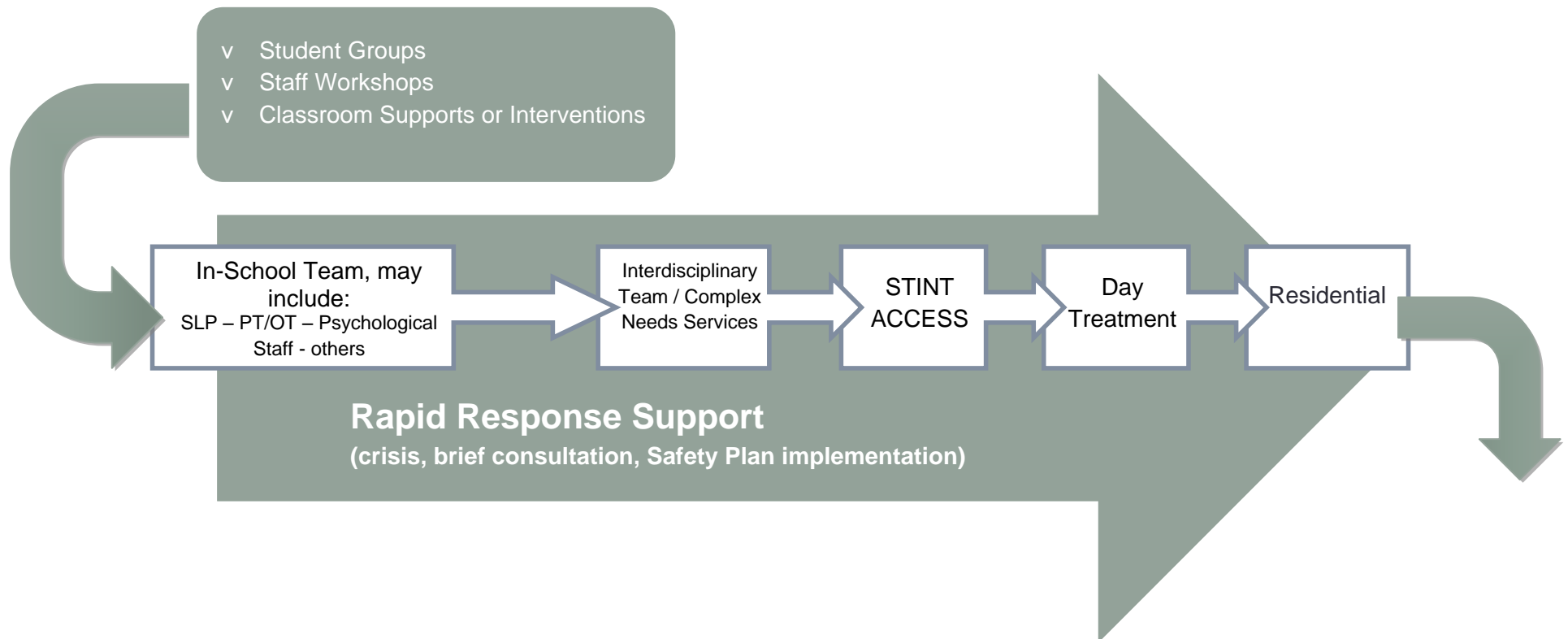
- ☐ In School Academic Assessment
- ☐ Physical and Occupational Therapy Support Services
- ☐ Psychological Services
- ☐ Psychological Assessment
- ☐ IDT Services
- ☐ Speech-Language Pathology Services
- ☐ Blind/Low-Vision Services
- ☐ Social Work and Attendance Services
- ☐ Deaf and Hard-of-Hearing Services
- ☐ Work Experience Program Services

Additional Outcomes

- ☐ Needs Special Transportation
- ☐ Recommended to IPRC
- ☐ SEA Consultation Recommended:
- ☐ Other Outcomes:

Summary/Rationale

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca

STUDENT SERVICES - INTEGRATED SUPPORT CONTINUUM



KEYS TO A SUCCESSFUL ISTM

Attitude: a growth mindset and a commitment to the belief that all students can learn
People: careful consideration of who to invite; options for alternative participation (e.g., phone)
Time: pre-schedule consistent time, responsive to timing needs of participants, sufficient time for problem solving process, where possible and appropriate, during the instructional day
Preparation: collect and review pertinent documentation
Voice: all attendees have an opportunity to contribute; respect for all voices

PERTINENT DOCUMENTATION

- Summary of relevant/new information/assessments
- Required Consents
- Evidence required related to area(s) of concern:
 - Student Work Samples
 - Growth Plan
 - Data Tracking
 - Assessment Data

STRUCTURE OF THE ISTM

1. Brief overview
 - Determine who is chairing the meeting and recording in SSNET
 - Review reason for meeting
 - Discuss student strengths/interests
 - Highlight student needs/define area(s) of concern
 - Present summary/relevant OSR information
2. For each area of concern:
 - Determine current level of achievement
 - Discuss interventions/documentation to date
 - Brainstorm solutions
 - Discuss options
 - Collaboratively develop plan of action including responsibilities and timelines
 - Summary of next steps

Ensure that all of the above information is captured on the ISTM Record in SSNET.



IN-SCHOOL TEAM MEETINGS

Collaborative In-School Team Meetings (ISTM) are an essential problem-solving component of a continuum of supports and strategies available to all students.

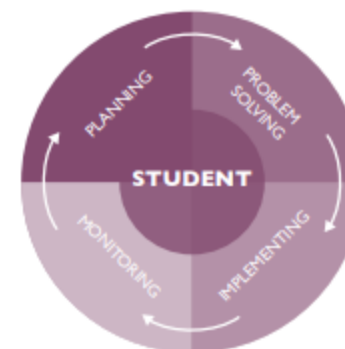
In-School Team Meetings are a proactive problem-solving mechanism to support success and programming for the academic, social, emotional, and physical strengths and needs of the student. The school team works together to support the student, the parent, and each other through planning, documenting, and implementing supports and strategies, with regular monitoring of progress.

What is an ISTM?

PREPARING FOR AN ISTM

- Review the OSR and monitor the implementation of any strategies recommended in previous reports, ISTM Record(s) and/or Individual Education Plan (IEP)
- If a student has been identified, review the IPRC documentation; if the student has not been identified, ensure that a growth plan has been developed and implemented
- Identify and review the student's strengths
- Identify, review, and prioritize the areas of concern
- Collect documentation and seek input related to the priority area(s) of concern

ISTM Process



WHO SHOULD BE INVITED?

The core membership of an ISTM is an administrator, special education resource teacher (SERT), and classroom teacher(s). In addition to the core members, depending on the student concerns identified and/or the needs of the team, consider including individuals who have information or expertise to contribute to the problem-solving process. The following chart will help with decision-making regarding available supports.

www.yrdsb.ca @YRDSB
 60 Wellington Street West, Box 40, Aurora, Ontario L4G 3H2
 905.727.0022
 LDD 000503B



Available Supports	Guiding Questions	Possible Outcomes
Blind/Low Vision	<ul style="list-style-type: none"> Does the student experience challenges with vision when accessing the learning environment? Has the student recently had a clinical visual examination by an optometrist or ophthalmologist indicating a visual impairment? Has the classroom teacher interview form been submitted to the administrator of Blind/Low Vision Services? 	<ul style="list-style-type: none"> If the student is experiencing visual access challenges, contact the Administrator of Blind/Low Vision Services for possible referral. If medical information diagnosing a visual condition by an optometrist/ophthalmologist has been received, a Functional Visual Assessment will be done to determine accommodations and service from a Regional Vision Resource Teacher.
Care and Treatment (YRDSB Staff)	<ul style="list-style-type: none"> Have all available supports been exhausted, including Complex Needs Psychology? Has the Day Treatment Referral Checklist been completed? Do adjustments to the re-entry plan need to be considered for a student transitioning from a Day Treatment Program? 	<ul style="list-style-type: none"> Day Treatment Referral Additional transitional support as determined Facilitate referral to outside agencies
Community Partners/ Agency Staff	<ul style="list-style-type: none"> Is input needed from community partners/agencies involved with the student? 	<ul style="list-style-type: none"> Ensures consistent messages/approaches between school/home/community partners Increased understanding of student/family perspective Support follow up of recommendations in a timely manner
Complex Needs	<ul style="list-style-type: none"> Is Interdisciplinary Team (IDT) already involved and have their recommendations been implemented? (Complex Needs Service is an adjunct service that only works in conjunction with the IDT) Does the student engage in frequent/intensive behaviours that are of significant danger to themselves and/or others? 	<ul style="list-style-type: none"> Provide direct support and consultation Provide intense and systematic data collection and analysis for the purpose of developing various interventions Support school teams with transition planning where there are significant safety concerns Develop and support implementation of intervention strategies Connect with outside agencies
Deaf/Hard of Hearing	<ul style="list-style-type: none"> Does the student experience hearing challenges in accessing the learning environment? Is there evidence of a medically diagnosed hearing impairment from Audiologist or Otolaryngologist (ENT Physician)? Is there a report indicating Central Auditory Processing Disorder by an Audiologist? Has medical documentation been forwarded to the Administrator of Deaf/Hard of Hearing Services? 	<ul style="list-style-type: none"> For students with a diagnosed hearing loss, a New Consultation Observation Visit will be scheduled and a Functional Hearing Assessment can be completed by a Regional Hearing Resource Teacher with a referral to Administrator of Deaf/Hard of Hearing Services For students with a report indicating Central Auditory Processing Disorder an In-School Team Meeting including the Educational Audiologist and SLP to be scheduled
Interdisciplinary Team SERT	<ul style="list-style-type: none"> Is coaching/modelling needed to support the implementation of recommended strategies? Is additional problem-solving needed to support the student's social, emotional and academic needs? Is programming and/or IEP Support needed? 	<ul style="list-style-type: none"> Short term, goal-oriented coaching and modeling of recommended strategies Collaboration to create and implement new strategies Navigate the school towards the appropriate tools and resources Assistance with the coordination of internal student services and community supports
Intervention Support Worker	<ul style="list-style-type: none"> Is coaching/modelling needed to support the implementation of recommended strategies? Is additional problem-solving needed to support the student's social, emotional and academic needs? 	<ul style="list-style-type: none"> Short term goal-oriented coaching and modeling of recommended strategies Collaboration to create and implement new strategies Navigate the school towards the appropriate tools and resources
Physiotherapy/ Occupational Therapy	<ul style="list-style-type: none"> Does the student experience challenges that impact participation in school activities related to mobility needs due to physical disability, gross motor skill development, fine motor skill development, age-appropriate self care, or sensory-motor needs due to developmental disability? 	<ul style="list-style-type: none"> Engage in capacity building and knowledge mobilization by providing professional learning, sharing resources with school teams, and/or linking to community resources Specific student/classroom consultation to provide recommendations to support programming
Parent/Caregiver	<ul style="list-style-type: none"> Will the perspective of the parent be represented if the parent is not in attendance? Is this the most effective venue/method to gather parent/caregiver input? 	<ul style="list-style-type: none"> Deeper understanding of the student through sharing of new/relevant information Inform, consult, collaborate, involve and empower parents to identify possible solutions, build relationships and coordinate services/programming
Psychology	<ul style="list-style-type: none"> Is there a history of delays with any aspect of development (physical health and growth, speech and language, social and emotional development)? Are there any existing diagnoses related to learning, development or mental health and/or professional reports to investigate such concerns? Is there evidence of significant difficulty with aspects of learning or an uneven pattern of academic progress, despite having received support at school, or via other resources? 	<ul style="list-style-type: none"> Psychological consultation to review existing information, identify gaps in information and support programming strategies and IEP development, including behavioural, social, and mental health concerns Follow up with other Board staff, outside agencies, professionals, parents and referrals for community based services Psychological assessment and further consultation to support programming strategies and IEP development
Social Work	<ul style="list-style-type: none"> Are there identifiable mental health or social-emotional concerns? Does the concern impact the student's school performance? Does the parent/guardian need support for the purpose of engagement and/or sharing of resources? 	<ul style="list-style-type: none"> 1:1 work with a student to improve their ability to manage identified issues Referrals to community agencies Contact with parents for support and guidance, advice on resources, encouragement of engagement with school staff and child's issues
Special Education Consultant	<ul style="list-style-type: none"> In relation to an individual student, does staff require additional consultation support to understand the student's learning profile, develop program to support student learning, determine what support from professional agencies may be beneficial, understand how board systems and structures might support the team? 	<ul style="list-style-type: none"> Professional learning and building system capacity Classroom observations and recommendations/ideas Educator support for programming IEP development Support educators to liaise between home and school
Speech and Language	<ul style="list-style-type: none"> Does the student struggle to understand or express him/herself in ways that are impacting his/her ability to be successful with the curriculum and/or with social relationships? Is the student experiencing challenges with the reading and writing demands of the curriculum? Would the student benefit from programming support for significant communication and/or behaviour challenges? 	<ul style="list-style-type: none"> Consultative supports for students and/or staff including assessment, programming, problem solving through the lens of communication, recommending and modeling of visual supports/alternative modes of communication Facilitation of referrals for enhanced supports (e.g., Children's Treatment Network) Review of information from and/or collaboration with team members (including YRDSB, community, and parent/caregiver) to maximize student success with classroom, curriculum and social demands
Student	<ul style="list-style-type: none"> Will the perspective of the student be represented if the student is not in attendance? Would it be relevant and appropriate to have the student attend the ISTW? Is this the most effective venue/method to gather student input? 	<ul style="list-style-type: none"> Deeper understanding of student's strengths, interests, and needs Insight to the potential source of challenges the student is experiencing Responsive programming informed by student contribution Student empowerment, advocacy and increased engagement
Student Services Coordinator	<ul style="list-style-type: none"> Are there questions or concerns about the following: current placement not meeting the student's needs, safety of student and/or staff, a significant medical condition, complex transition to (or from) the school, potential need for adjustments to the school plan, possible need for Day Treatment placement? 	<ul style="list-style-type: none"> Coordinate and streamline area and/or regional supports Communicate and support with Area Superintendents, Superintendent of Student Services, Plan, Planning Department, Health and Safety, Continuing Education, Care and Treatment, Human Resources, Transportation Services
Teacher Liaison	<ul style="list-style-type: none"> Would further understanding of the student's diverse cultural background, mental health, or gender identity support the school team? Are there barriers to the participation of family members that would be supported with the participation of a teacher liaison? 	<ul style="list-style-type: none"> Support family understanding of special education, as well as educational processes and supportive practices Support school teams with implementation of inclusive and culturally relevant strategies Support to access community agencies
Work Experience Program Coordinator	<ul style="list-style-type: none"> If the student is in a secondary, non-credit bearing, community class AND: Are there concerns/challenges that impact long term transition planning, work placement and access to community resources? Are there questions/concerns about the external supports the student is receiving? 	<ul style="list-style-type: none"> Consultation/intake meeting with student & teacher to determine readiness for work experience program &/or discuss transition planning and current work experience placement Support in aligning learning goals to develop transition goals Assistance with resources for the coordination of funding, case management and community supports

Special Education





A Communication Guide for Parents and Students.

When I have a concern, where do I begin?

Student success is a priority. Together parents, students and support teams collaborate to ensure student success.

The best place to begin is with the person closest to the issue (e.g. classroom teacher, special education resource teacher (SERT), bus driver, etc). To assist with resolving issues or concerns, you should:





-  gather as much information about the situation as possible; and
-  contact the school and arrange a meeting with the staff member(s) to discuss your concern.

Most issues can be resolved by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.



What role do I, as the parent, play in communicating concerns regarding my child's program or special education services?

We welcome your participation in communicating your concern.

I. Plan Your Approach.









-  Gather your information.
-  Be clear about the facts ahead of time.
-  Organize what you want to highlight.
-  Know what questions you want to ask.

Remember



-  It may be helpful to contact an agency/organization in York Region who supports children and families with special needs.
 -  You are welcome to involve a friend or advocate at any time.
-



2. Communicate With School Staff

-  Be positive.
-  Focus on one or two issues at a time.
-  Share information you feel is important about your child.
-  Share information that you have gathered from outside sources that may assist with programming decisions at school.
-  Listen actively – every person in the discussion has important information to share.
-  Give some thought to the solutions you would like to see.
-  Plan next steps together.
-  Take notes of discussion items and decisions made.

Remember

-  Your concern is important – sometimes getting to the best solutions takes time.
-  Keep communicating – continuing communication is important.

How can I reach Board personnel?

Education Centre Aurora

Calling From:

Aurora & King

Newmarket & East Gwillimbury

Georgina

Markham, Richmond Hill, Vaughan, Whitchurch-Stouffville

Switchboard

905-727-3141

905-895-7216

905-722-3201

416-969-8131

Automated

905-727-0022

905-895-7227

905-722-6255

416-969-7170

Frequently Called Numbers

Education & Community Services

Student Services Coordinators:

North

Central

East

West

Secondary

Extension Number

2266 and 2555

(905) 895-5155

(905) 884-4477

(905) 940-7800

(905) 764-6830

(905) 884-4477

(905) 727-0022, ext. 3235

(905) 713-3001, ext. 4551

2327 and 2262

(416) 325-2929 or 1-800-387-5514

Special Education

Student Transportation Services

Trustee Services

Ministry of Education

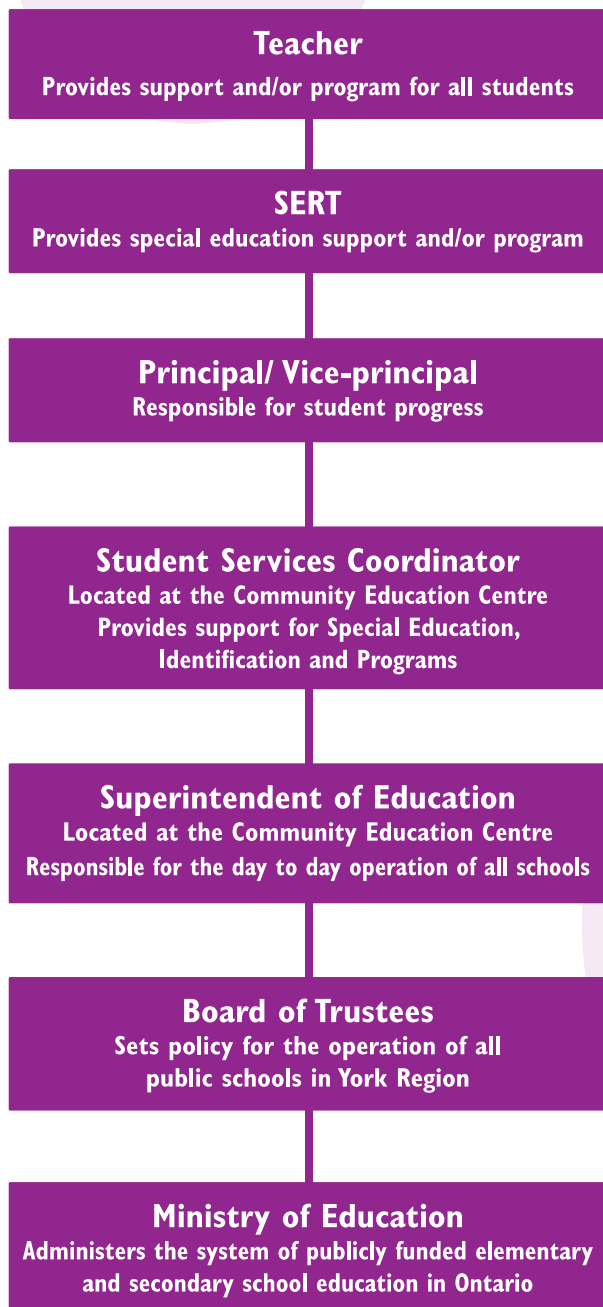




What if I don't feel my concern has been adequately addressed?

We understand your desire to resolve issues involving your child. If you feel your concern has not been addressed, follow these steps and speak with the next person indicated on the charts below:

Elementary Schools



Secondary Schools



What resources are available to assist me with the needs of my child?

In York Region the Special Education Advisory Committee (SEAC) plays an important role in advising the Board about the programs and services required by students identified with exceptional learning needs.

SEAC may make recommendations to the Board concerning the establishment and development of special education programs and services. There are many agencies and associations represented on SEAC and each provides assistance and resources to parents.

You may access information about SEAC at www.yrdsb.ca and select Learning – Special Education.

The following agencies and organizations are currently represented on the Board's SEAC:

- ☀ Association for Bright Children – York Region North
- ☀ Association for Bright Children – York Region South
- ☀ Autism Ontario – York Region Chapter
- ☀ The Canadian National Institute for the Blind
- ☀ Children's Treatment Network of Simcoe York (CTN)
- ☀ Community Living Georgina
- ☀ Community Living Newmarket/Aurora District
- ☀ Community Living York South
- ☀ Down Syndrome Association of York Region
- ☀ Early Intervention Services of York Region
- ☀ Easter Seals of Ontario
- ☀ Learning Disabilities Association – York Region
- ☀ Learning Disabilities Association – York Region North
- ☀ VOICE for Hearing Impaired Children
- ☀ York Support Services Network

EDUCATIONAL AND OTHER ASSESSMENTS

The assessment process is interdisciplinary and occurs in a continuous cycle that is fully integrated into the learning-teaching process: at the outset of work; as work progresses; and at the conclusion to work. It is also multi-tiered, beginning and ending with the classroom teacher and leading to an ongoing evaluation of effective instruction, reassessment, and access to opportunities for achievement based on changing student needs ((Salvia, 1990) *Education for All; Expert Panel Report*, 2005).

Linking Assessment with the Tiered Approach:

[The Tiered Approach](#) is a model used as teachers plan to meet the needs of each learner in their class.

Tier 1:

Planning for instruction and assessment begins by knowing our learner. Information must be gathered around a student's strengths, needs and interests to ensure we are addressing each student. Principles of [Universal Design for Learning \(UDL\)](#) and [Differentiated Instruction \(DI\)](#) will help guide the teaching learning cycle to ensure we address the learning needs of each student. As part of the planning process, a [class profile](#) can be used to better understand the strengths, needs and learning style of students in the class. The [social, emotional and academic learning skills](#) continuum will be considered as an essential underlying component of academic success.

For more detailed information about the classroom profile and individual student profile, please refer to the [Learning for All](#) document.

Tier 2:

As the teacher observes, differentiates, and uses assessment strategies throughout instruction, there will be some students who will require planned interventions based on the analysis of student achievement. A [growth plan](#) is developed and results are monitored. The teacher may wish to develop a [Student Profile](#) to further develop an understanding of the student's areas of strength and need. Teachers will use the classroom data and curriculum based assessment along with the growth plan to support the discussion at the In-School Team. The school team including the teacher(s), parent /guardian(s), school support staff and administrator will collaborate to plan, monitor and determine the duration of strategies, resources and/or interventions. An outcome of the growth plan may be to adjust the interventions, which could include an additional In-School Team meeting.

Tier 3:

A smaller percentage of students will require more intensive supports and services. The school should consider using an interdisciplinary team approach to address more intensive student needs (i.e. learning, behaviour and/or social emotional needs). Student Services staff will be invited to the interdisciplinary In-School Team meeting based on the areas of concern which may include:

-
- | | |
|-----------------|-----------------------------|
| • Vision | • Motor Skills |
| • Hearing | • Behavioural/Social Skills |
| • Listening | • Attention/Concentration |
| • Oral Language | |
-

Recommendations from the In-School team could include:

- adjustments to program and/or further classroom interventions;
- review and analysis of classroom assessment data and curriculum based assessment;
- use of tracking sheets or checklists to gather further information and data;
- further assessment; and/or
- referral to Student Services staff.

When a teacher becomes aware that an individual student is experiencing difficulty meeting curriculum expectations, he or she may require additional information obtained through a focused assessment. The summary chart on the following pages provides specific information regarding the types of assessment that may be accessed and the policies and procedures that guide practice.

Time Frames for Assessments:

Students who are referred for an assessment are often seen within the school year in which the request is made. Referrals not seen by the conclusion of the school year will be prioritized on a wait list for assessment in the following school year. A variety of factors are used to prioritize referrals on a wait list at each school, such as:

- Nature of referral
- Age of student and urgency for assessment results
- Length of time on the wait list
- Time since previous assessment

Please note that every effort will be made to ensure that students are provided with differentiated instruction while waiting for an assessment. Parent/guardians are encouraged to contact the school principal if they have concerns about their child's functioning while waiting for an assessment.

Educational and Other Assessments

Type of Assessment	Who Administers	Qualifications	Tools Used * see appendix	Legislative Acts	Parent / Student Communication	Consent	Referral Process
Educational	Special Education Resource Teacher (SERT)	Special Education qualifications (Part 2) Registered member of College of Teachers	Curriculum Based Measures/Assessment Tools (see glossary of terms) Peabody Picture Vocabulary Test III (PPVT-III) Beery Developmental Test of Visual Motor Integration Key Math Diagnostic Arithmetic Test - Revised Woodcock Reading Master Test Wechsler Individual Achievement Test II (WIAT-III) Kaufman Test of Educational Achievement (KTEA) Peabody Individual Achievement Test (PIAT-R) Woodcock-Johnson III Test of Achievement	Education Act Freedom of Information and Protection of Privacy Act (FOIPOP)	Parents will be advised of any assessment. Written Report Interview/Opportunity to discuss assessment results	Verbal consent recommended Consent to the Release of Confidential Information Form	Growth Plan initiated by classroom teacher In-School Team Record completed Recommendation from In-School Team
Psychological	Psychologist Psychological Associate Psychoeducational Consultant	Doctoral Degree (or equivalent) in psychology Certificate of Registration from College of Psychology of Ontario Able to provide diagnosis Master's Degree (or equivalent) Certificate of Registration Able to provide diagnosis Master's Degree (or equivalent)	Measures of: Intelligence Executive Function Perceptual/fine motor function Memory Attention Personality Social/emotional functioning Behaviour Learning style Other cognitive or developmental characteristics	Psychology Act 1991 Regulated Health Professions Act Health Care Consent Act Child & Family Services Act Children's Law Reform Act Education Act Mental Health Act Substitute Decisions Act FOIPOP PHIPA	Information Brochure for Parents Informed consent required Written report Cover letter to Parent receiving Psychological Report Interview/Opportunity to discuss assessment results	Procedure 355.0 Informed written consent required (Form 355.02) Authorization for Exchange of Information (Form 355.03) Consent to the Release of Confidential Information Form	Referral from In-School Team usually after Educational Assessment Consultation available at any time throughout referral process.

Speech - Language	Speech - Language Pathologists	<p>Master's Degree (or equivalent) in Speech - Language Pathology</p> <p>Registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)</p>	<p>A variety of standardized and non-standardized tests to assess communication abilities</p> <p>Assessment determines strengths and needs with respect to speaking, listening, reading and/or writing</p>	<p>Regulated Health Professions Act, 1999</p> <p>Audiology, and Speech-Language Pathology Act, 1991</p> <p>FOIPOP</p> <p>Education Act</p> <p>Health Care Consent Act</p> <p>PHIPA</p>	<p>Informed Consent</p> <p>Written report</p> <p>Interview/Opportunity to discuss assessment results</p>	<p>Informed consent required</p> <p>Access to the OSR Consent Form</p> <p>Consent to the Release of Confidential Information Form</p> <p>Referral to the Community Care Access Centre of York Region</p>	<p><u>Referral for Formal Language Assessment/ Consultation</u></p> <ul style="list-style-type: none"> • Referrals generated through in-school team, usually following an Educational Assessment • Informal consultation available at any time throughout the referral process <p><u>Referral for speech assessment (articulation, voice, fluency concerns only)</u></p> <ul style="list-style-type: none"> • Informed consent required • Less formal referral – no in-school team or educational assessment required

Section E: Intervention Strategies and Procedures

E19

Physical and Occupational Therapy	Physiotherapist Occupational Therapist	Bachelor of Science in Physiotherapy Member in Good Standing of the College of Physiotherapists on Ontario Bachelor of Science in Occupational Therapy Member in Good Standing of the College of Occupational Therapists of Ontario	Sensory Motor Profile ETCH HELP Bruininks Oseretsky Test of Motor Beery-Buktenika Developmental Test of Visual Motor Integration Gardener (TVPS) MVPT School Function Assessment	Regulated Health Professions Act, 1999 FOIPOP	Informed consent required Written report Interview/Opportunity to discuss assessment results	Informed consent required Access to the OSR Consent Form Consent to the Release of Confidential Information Form	Referral from In-School Team
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Collection, Storage and Distribution of Assessment Information

Collection

- Parents have a right to have all assessment information made available to them unless a court order restricts parent access.
- A student who has reached the age of majority may deny his or her parents access to assessment information.
- Students and parents have the right to be provided with an explanation regarding the type of assessment information to be collected, the nature of the assessment procedures, the reasons for collecting the information and the possible implications or use of the information collected.
- Informed consent is required from parents, or the student who has reached age eighteen, in order to conduct a psychological assessment.
- Information from third parties may be considered in the assessment process if the parent, or the student who is an adult, provides written consent.

Storage

- Copies of formal assessment reports are kept in the Ontario Student Record documentation file for use by authorized personnel for the purpose of facilitating and enhancing the instruction of the student. The original assessment reports are the property of the specific department responsible for the individual assessment (i.e. original SLP assessment reports are filed in SLP central files, etc.)
- The contents of the documentation file are reviewed regularly to ensure stored information continues to be beneficial to the instruction of the student. The Principal shall remove items no longer appropriate.
- The documentation file of the OSR shall be retained for five years after the student retires from school.
- Access to the assessment information is restricted to the student and parent(s) as well as Supervisory Officers, Principal and teachers. With informed client/parent/guardian consent, outside consultants (YRDSB Student Services staff) might also be granted access to assessment information contained within the documentation file of the OSR.
- Assessment documentation gathered for the purpose of SIP/SEA claim submission may be requested by the parent to remain sealed in the Chief Psychologist's office without a copy of the assessment being in the OSR. A letter to that effect is added to the OSR.
- In accordance with the Regulated Health Professions Act, the appropriate department retains original Psychological, Speech and Language and Physical or Occupational Therapy assessment reports in a confidential file.

Distribution

Academic Assessment

- A copy of the academic assessment is provided by the Principal to parents. The original is placed in the OSR for at least one year.

Psychological Assessments

- Psychological assessments are provided for parents only if the form Consent for Psychological Assessment has been completed. Speech-Language reports are always provided to parents, following the verbal sharing of information.
- Psychological assessments are removed from the documentation File:
 - by the Principal;
 - at the written request of the parent or adult student; or
 - at such time that it is no longer beneficial to the instruction of the student.
- Psychological assessments removed from the documentation file are returned to the Chief Psychologist and the parent's written request for removal is stored in the OSR.
- Distribution of a psychological report to a third party agency can be requested by parents by completing the Consent to Exchange of Personal Student Information form. Distribution of a Speech-Language report to a third party agency can be requested by parents by the same form.

	<p><u>PT/OT:</u></p> <ul style="list-style-type: none"> All records relating to Physical and Occupational Therapy Services, Autism Team and Regional Behaviour Team (now including copies) are to be sent to the Coordinator of the Physical and Occupational Therapy Services, attention Janice MacIntyre (at CLL) . She will ensure that all important information is captured for further retention. These records include Physical and Occupational Therapy (PT/OT) assessments, consultation reports, Autism Team reports, Regional Behaviour reports, CTN referral for Rehabilitation Services and referrals to Community Care Access Centre (CCAC) for physical and/or occupational therapy. SEA information contained in the blue folder should be shredded. <p><u>S-LP:</u></p> <ul style="list-style-type: none"> All records relating to Speech-Language Pathology services (now including copies) are to be sent to the Coordinator of the Speech-Language Pathology Department, attention Janice MacIntyre at the CLL. She will ensure that all important information is captured for further retention. These records include speech and/or language assessment reports and associated addendums, consultation reports, Autism Team reports, Regional Behaviour Team reports, Guided Assessment Referrals to CTN ACCS services and referrals to Community Care Access Centre (CCAC) for speech therapy. SEA information contained in the blue folder should be shredded.
<p>Confidentiality</p>	<ul style="list-style-type: none"> The following FOIPOP statement is included on all reports: “The information in this report was collected pursuant to the <i>Education Act</i> and <i>The Municipal Freedom of Information and Protection of Privacy Act</i>. This report will be used to assist the school in developing an appropriate program for the student. Further questions about the nature of the information summarized in the report may be directed to the Principal of the student’s school.”





Request for Student Support Services

Student Information

Student Name:	Student Number:
Preferred Name:	OEN:
Gender:	Grade:
Date of Birth:	Principal:
School:	Teacher:
	Translator Required:

To the parent/guardian and student:

In order to support _____ at school we would like to request support from the following YRDSB student support staff:

1. ☒ **Psychological Services**

<input type="checkbox"/> In-School Team Meeting	<input type="checkbox"/> Psychological Assessment
<input type="checkbox"/> SEA	<input type="checkbox"/> Outside Report Consultation (The report will be stored in the student's electronic file)
<input type="checkbox"/> Grade 3 Gifted Screening	<input type="checkbox"/> Psychological Consultation
2. ☒ **Physiotherapy/Occupational Therapy Services**

<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Physical Disability
<input type="checkbox"/> Developmental Disability	<input type="checkbox"/> Significant gross motor/fine motor skills for students in primary division
<input type="checkbox"/> In-School Team Meeting	
3. ☒ **Speech-Language Pathology Services**

<input type="checkbox"/> Speech - Articulation, Voice, Stuttering	<input type="checkbox"/> Feeding and Swallowing
<input type="checkbox"/> External Professional Report Consultation	<input type="checkbox"/> Language Assessment
<input type="checkbox"/> SEA	<input type="checkbox"/> Language Consultation
<input type="checkbox"/> In-School Team Meeting	
4. ☒ **Social Work Services**

<input type="checkbox"/> Social Work	<input type="checkbox"/> Attendance
<input type="checkbox"/> School Administrator or Designate has consulted with the Social Worker	
<input type="checkbox"/> In-School Team Meeting	
5. ☒ **Educational Assistant**
6. ☒ **Work Experience Program Services**
7. ☒ **ABA Facilitator**
8. ☒ **Educational Audiologist**
9. +

Your signature on page 2 of this form indicates your permission to make this request and to open a confidential YRDSB Student Support Services file to contain this request, if appropriate. Your signature further indicates your permission for a YRDSB Student Support Services member to:

- Review the following student's school information including:
 - the **Ontario Student Record (OSR)** and the contents found therein,
 - the in-school team record,
 - the samples of relevant school work;
- Observe the student in school; and
- Consult with school staff about this Request

The YRDSB Student Support Services member may attend an in-school team meeting to discuss _____ progress at school.

Principal Signature

Date

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of providing consultation and/or recommendations. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the service provider. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Parent/Guardian Consent for Student Support Services

Please sign and return this page.

Student Information

Student Name:
Preferred Name:
Gender:
Date of Birth:
School:

Student Number:
OEN:
Grade:
Principal:
Teacher:

Your signature below indicates your consent to access the following support staff:

1. Psychological Services

- | | |
|--|--|
| <input checked="" type="checkbox"/> In-School Team Meeting | <input type="checkbox"/> Psychological Assessment |
| <input type="checkbox"/> SEA | <input type="checkbox"/> Outside Report Consultation |
| <input type="checkbox"/> Grade 3 Gifted Screening | <input type="checkbox"/> Psychological Consultation |

2. Physiotherapy/Occupational Therapy Services

- | | |
|---|---|
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Physical Disability |
| <input type="checkbox"/> Developmental Disability | <input type="checkbox"/> Significant gross motor/fine motor skills for students in primary division |
| <input type="checkbox"/> In-School Team Meeting | |

3. Speech-Language Pathology Services

- | | |
|--|---|
| <input type="checkbox"/> Speech - Articulation, Voice, Stuttering | <input type="checkbox"/> Feeding and Swallowing |
| <input type="checkbox"/> External Professional Report Consultation | <input type="checkbox"/> Language Assessment |
| <input type="checkbox"/> SEA | <input type="checkbox"/> Language Consultation |
| <input type="checkbox"/> In-School Team Meeting | |

4. Social Work Services

- | | |
|--|--|
| <input type="checkbox"/> Social Work | <input checked="" type="checkbox"/> Attendance |
| <input checked="" type="checkbox"/> School Administrator or Designate has consulted with the Social Worker | |
| <input type="checkbox"/> In-School Team Meeting | |

5. Educational Assistant**6. Work Experience Program Services****7. ABA Facilitator****8. Educational Audiologist**_____
Print Name_____
Signature_____
Date_____
Student Name_____
Signature_____
Date

(Note: Students who are over the age of 18 years, have withdrawn from parental control or who have discussed their specific needs with the school social worker, may sign in lieu of parents)

We do not wish to access the above services with YRDSB Student Support Staff at this time.

Print Name_____
Signature_____
Date**You may withdraw your consent at any time by notifying the school in writing.**

Psychological, Speech-Language Pathology, Physiotherapy/Occupational Therapy Services, and ABA Facilitator consent will be valid for one calendar year from the date of signature. School Social Work consent will be valid until the end of the school year.

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of providing consultation and/or recommendations. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the service provider. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Consent to Exchange Personal Student Information

Student Information

Student Name
Date of Birth
School

OEN
Gender
Grade

Disclosure of Personal Student Information TO the York Region District School Board

SECTION A

This consent form is used to obtain consent for information exchange when required by the Personal Health Information Protection Act (PHIPA) and in cases where a "notice-only" provision under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is insufficient. By filling out section A, the parent/guardian/education designate, and/or student (as appropriate) is consenting to the disclosure of that student's personal information by a Third Party (e.g. agency, an institution or a person, such as a doctor, that is external to the Board) to the York Region District School Board.

I, (Parent/Guardian/Education Designate) AND/OR I

hereby give my consent to:

Name:

Phone:

Address:

to disclose the following personal student information:

Specify the type and nature of personal information to be disclosed

Type:

Nature:

to the following York Region District School Board Staff/Student Services Department:

Please check one only:

☐ Applied Behaviour Analysis Facilitator - ABAF

☐ Attendance Services

☐ Blind/Low Vision Services

☐ Deaf/Hard-of-Hearing Services

☐ Speech-Language Pathology Services

☐ Physical Therapy/Occupational Therapy Services

☐ Psychological Services

☐ School Team - School/Staff member:

☐ Social Work Services

☐ Educational Audiologist

☐ Work Experience

☐ Other: _____

Please forward to: the student services/school staff member identified above.

The personal student information being received will be shared with appropriate school staff and will be used for:

Check only those that apply:

☐ Applied Behaviour Analysis Facilitator - ABAF

☐ Physical therapy/occupational therapy assessments or consultations

☐ Psychological assessments or consultations

☐ Social Work support

☐ Speech-language pathology assessments or consultations

☐ Provision of attendance support

☐ Provision of educational programming and services

☐ Provision of special education programming and services

☐ Work Experience

☐ Other: _____

I understand that any information being collected and used by the York Region District School Board pursuant to this consent will be for the purpose of providing the services outlined above.

Disclosure of Personal Student Information FROM the York Region District School Board TO a Third Party

SECTION B

By filling out section B, the parent/guardian/education designate and/or student (as appropriate) is consenting to the release of personal student information retained by the York Region District School Board to a Third Party. The Third Party to whom the personal student information will be released must be specified.

I, (Parent/Guardian/Education Designate) AND/OR I

hereby give my consent to the York Region District School Board to release the following personal student information:

Specify the type and nature of personal information to be disclosed (Required)

Type:

Nature:

to:

Name:

Phone:

Address:

Prior to release, all requests for the release of written information must be reviewed by the appropriate chief and/or administrator at the Centre for Leadership and Learning.

Signature of Parent/Guardian/Education Designate/Student (as appropriate).

SECTION C

The consent for information exchange is valid for one year and may be specified to be less than a year. The parent, guardian, education designate or student (as appropriate) may withdraw consent for the exchange of personal student information at any time by providing notice in writing to YRDSB.

I understand that I can refuse to sign this consent form. I understand that limiting the York Region District School Board's access to, and/or use of personal student information may restrict the ability to provide educational services and programming.

The information collected and this consent form will be retained in the student file maintained by the York Region District School Board staff or Student Services Department identified above.

Parent/Guardian/Education Designate Name &
Relationship to Student

Signature

Date

Student Name

Signature

Date

Witness

Signature

Date

This consent remains valid until: (maximum one year from date of signature)

The information is collected on this form under the authority of the Education Act as amended and the Regulated Health Professions Act as appropriate. Any Questions can be directed to the person requesting the information.

Distribution: Original to identified department in Section A, 1 Copy - OSR, 1 Copy - Parent/Guardian/Education Designate/Student (as appropriate)

THE IPRC PROCESS

Ontario Regulation 181/98 requires that all school boards establish Identification, Placement and Review Committees (IPRC). The York Region District School Board's procedure NP360 complies with this regulation and outlines the procedures for an IPRC.

The purpose of an IPRC is to:

- decide whether or not the student is exceptional; and
- decide an appropriate placement for the student.

Accordingly the IPRC will also:

- describe the student's strengths and needs;
- identify the area(s) of the student's exceptionality according to the categories and definitions provided by the Ministry of Education;
- discuss the placement that best meets the student's needs;
- discuss proposals and recommendations for programs and services if the parent or the student age 16 or older requests it; and
- review the identification and placement at least once in a school year.

An IPRC committee is comprised of at least three persons, **one of whom must be a Principal or a Supervisory Officer**. Committee membership is drawn from:

- the Principal of the school.

In addition, membership may be drawn from:

- Superintendents of Education;
- Student Services Coordinators;
- other Principals and/or Vice-Principals; and/or
- teachers.

Although parents and students 16 years of age or older are not part of the IPRC quorum, they are **entitled** to be present and participate in all committee discussions about the student. Other persons who may attend an IPRC meeting include:

- students younger than 16, if appropriate, and with the permission of the parent;
- resource people such as the student's teacher, special education staff, support staff;
- a representative of the parent or student (i.e. representatives from relevant agencies or advocates);
- an interpreter, if necessary; and/or
- other individuals as requested either by the parent or the Principal of the student's school.

Most students' needs will be met in the home school and the Principal of the school will arrange the IPRC, ensuring that there is at least one member of the committee from outside the school for initial identifications (i.e. neighbouring school Principal or Vice-Principal). The IPRC considers first whether placement in a regular class with appropriate support will meet the student's needs and is consistent with the parent's preference. For students whose needs are anticipated to be met in a Community Class, the Principal must arrange the IPRC in consultation with the CEC Student Services Coordinator. In these cases, the Coordinator is a member of the IPRC committee.

When an IPRC meeting is requested in writing by a parent, the Principal within 15 days:

- acknowledges in writing, the request and indicates that an IPRC will be held within a reasonable time period; and
- provides the parents with a copy of the *Parents' Guide* including SEAC information.

For all requests for an IPRC, the Principal:

- ensures that data collected during the referral process has been discussed and shared with the parents, including:
 - In-School Team Record
 - educational assessments
 - other assessments (as required);
- ensures that parents have had an opportunity to discuss:
 - recommendations to be considered by the IPRC for identification and placement
 - the IPRC process; and
- provides parents with a copy of the following documents at least 10 days prior to the IPRC:
 - Letter of Invitation
 - *Parents' Guide and SEAC brochure*;

Once the IPRC has decided that a student is exceptional, the committee indicates the student's strengths and needs, the Category and Definition of Exceptionality according to those provided by the Ministry of Education, and the placement decision on the Statement of Decision. In any case where the committee decides placement in a self-contained class, a rationale for this decision must be included on the Statement of Decision. In addition, the committee may make recommendations for special education programs or services. These recommendations should be taken into consideration in the development of the student's Individual Education Plan (IEP).

Principals ensure that the IPRC Statement of Decision is recorded using the Statement of Decision in the I & P Planner and then validated in the I & P Planner. After the original is placed in the OSR when signed by all parties, a copy is sent to the CEC office.

Review IPRC Meeting

The identification and placement decision of each student identified as exceptional and placed in a special education program is reviewed at least once each school year. A Review IPRC can be requested after the placement has been in effect for three months. A request for a review cannot be made more often than once in a three-month period.

At a Review IPRC meeting the student's Individual Education Plan (IEP) and progress reports will be considered. Any new assessment reports provided by the school or the parents will also be considered. The IPRC review decision may confirm the identification or placement or may change either or both. Parents may waive the annual review if they feel their child is being well served by their current identification and in their current placement, with a written notice to that effect, provided to the Principal (Confirmation of Continued IPRC, NP 360-04).

Students entering an Alternate Education Program i.e. SALEP, are demitted from their special education placement. These programs are not considered to be special education placements.

Transportation

For most students, transportation needs are discussed at the IPRC meeting, following the decisions regarding identification and placement. If a student requires transportation it is noted on the Statement of Decision and the Request for Special Transportation Form NP360-03 is completed by the current school staff for submission to the Student Transportation Services.

Students who may require transportation include:

- students in special education programs, including students who are in regular classrooms;
- students in educational programs in care and treatment facilities;
- students attending Provincial and Demonstration Schools; and
- students with special needs who require transportation in order to attend summer school programs.

The school Principal in consultation with the Student Services Coordinator for the community may request that special considerations (see NP360-03) be made for transporting a student when:

- there is concern for the safety of the student or the safety of others;
- assistance is required with embarking or disembarking; and/or
- there are mobility requirements (i.e. wheelchair).

Student Transportation Services (STS) require that all drivers involved in student transportation have a minimum of a class 'E' driver's license:

- drivers are subjected to a more stringent medical examination (bi-annually), criminal record check, 8 hours of defensive driving courses, and periodic retesting;
- drivers receive 12 hours of instruction on pupil management and where appropriate "wheelchair securement" training as part of their contracts; and
- STS provides collective training and information courses on various conditions and disabilities (i.e. Epipen, Autism).

WORKING DOCUMENT

Board Procedure #NP360.0

Special Education: Identification, Placement and Review Committee

The procedure outlines the Identification, Placement and Review Committee process, requirements and timelines.

Definitions*Special Education Identification, Placement and Review Committee (IPRC)*

The purpose of an IPRC is to decide whether or not a student should be identified as exceptional, and to decide an appropriate placement for the student.

The IPRC is chaired by a principal or vice-principal and shall be comprised of at least two other people, who may include:

- ☐ superintendent of schools;
- ☐ student services coordinator if the placement is in a community class;
- ☐ principal and/or vice-principal from another school if placement is in the home school; and
- ☐ teachers with special education assignments.

Other members in attendance may include, but are not limited to:

- ☐ parents/guardians and/or students;
- ☐ representatives of parents/guardians or students 16 or older who may speak on their behalf, where requested;
- ☐ interpreter, where requested by the parents/guardians, student 16 or older, or principal;
- ☐ Student Services staff members who have relevant information; and
- ☐ representatives from care and treatment facilities with which the Board has an agreement under General Legislative Grants.

Appeal Board

The Appeal Board will be comprised of three people. No appeal board member should have had any prior involvement with the matter under appeal, and should not be a member or employee of the school board or an employee of the Ministry of Education. In selecting members of the appeal board:

- ☐ the York Region District School Board will select one member;
- ☐ the parents will select one member; and
- ☐ the chair will be selected jointly by the other two members.

The parent/guardian and student 16 or older are entitled to be present at and participate in all discussions of the appeal board. The Board and the parent/guardian or student 16 or older may, with the permission of the appeal board, bring other persons to the meeting to speak about various matters related to the appeal.

Special Education Tribunal

If the parents/guardians or student 16 or older do not agree with the decision of the Board following the appeal board report, they may appeal in writing to a Special Education Tribunal. Information about making an application to a Special Education Tribunal should be included in the Board's written decision. The Special Education Tribunal appeal process is explained under section 57 of the Education Act.

Responsibilities*The Director of Education shall:*

- ☐ allocate staff and resources to support the *Special Education – Identification, Placement and Review Committee* procedure; and
- ☐ within 15 days of receipt of a notice of appeal, ensure an appeal board is established.

*Principals shall:***Before the IPRC**

- ☐ understand that IPRCs can be conducted when a principal believes that a student may be exceptional or at parent/guardian request;
- ☐ *when a parent/guardian requests an IPRC;*
 - ☐ within 15 days of receiving a written request for an IPRC, provide parent(s)/guardian(s) with written acknowledgement of receiving the request and a copy of A Parent's Guide to IPRC,
 - ☐ arrange the IPRC as outlined below; and
- ☐ *when arranging the IPRC;*
 - ☐ for students whose needs are anticipated to be met in a community class, arrange the IPRC in consultation with the CEC Student Services Coordinator,
 - ☐ take into account previous in-school team meetings where the growth plan, intervention strategies and progress were considered,
 - ☐ ensure that an educational assessment has been conducted, and understand that the following records may also be used:
 - ☐ a report by the student's teacher(s),
 - ☐ a report by a member of the psychological services staff of observations of the student,
 - ☐ a report of a psychological assessment only if deemed necessary, ensuring parent/guardian is requested to give informed consent in writing in accordance with Procedure #355.0, Quest for Psychological Consultation and/or Assessment Procedure,
 - ☐ a report by a regional support staff member,
 - ☐ a health assessment by a legally qualified medical practitioner, and
 - ☐ any available reports supplied by parent(s)/guardian(s) (from private sources);
 - ☐ discuss with the parent(s)/guardian(s) and/or student aged 16 or older;
 - ☐ the IPRC process, including providing them with A Parent's Guide to IPRC and information regarding the Special Education Advisory Committee,
 - ☐ the range of placement options, and
 - ☐ recommendations the school staff wishes the IPRC to consider regarding identification and placement;
 - ☐ understand that they may refer the student to IPRC on written notice to a parent/guardian;
 - ☐ arrange the date, time and location of the meeting;
 - ☐ invite the parent(s)/guardian(s) and/or student 16 or older in writing at least 10 days before the meeting using the Letter of Invitation, including the date, time and location of the meeting;
 - ☐ consider inviting students under 16, where appropriate;
 - ☐ inform committee members;
 - ☐ invite any Student Services staff members who have relevant information;

- ☐ consider inviting professional personnel from inside and/or outside the system to provide information at IPRC meetings;
- ☐ if the parent chooses not to attend or does not return a signed copy of the Letter of Invitation, note this on the student's In-School Team Record and proceed with the meeting as indicated;
- ☐ share all written data relating to the IPRC, including the In-School Team Record, with the parent(s)/guardian(s) before the meeting;
- ☐ provide copies of all data to be discussed to the quorum members and other committee members as appropriate;
- ☐ file copies of the Letter of Invitation in the student's Ontario Student Record (OSR);
- ☐ prepare the Statement of Decision for use at the IPRC meeting;
- ☐ collate all relevant information about the student, including but not limited to information from outside agencies provided by the parent(s)/guardian(s), summarize on page one of the In-School-Team Record for presentation at the IPRC meeting, and share this information with parent(s)/guardian(s) or student over 16 before the meeting;
- ☐ provide support, as required, in accordance with [Board policy #407.0 Accessibility](#).

During the IPRC meeting

- ☐ chair the IPRC meeting;
- ☐ welcome and introduce committee members (quorum) and others attending the meeting;
- ☐ review the purpose and process of the IPRC meeting;
- ☐ ensure all participants have an opportunity to participate in discussions;
- ☐ present all relevant information about the student;
- ☐ ensure that all data presented by the school and the parent(s)/guardian(s) or student 16 or older is considered;
- ☐ facilitate the discussion and decisions regarding identification and placement;
- ☐ complete the Statement of Decision, including:
 - ☐ whether the student has been identified as exceptional, and
 - ☐ where the student has been identified as exceptional, include the following,
 - ☐ the category and definition(s) of exceptionalities identified by the committee,
 - ☐ a description of the student's strengths and needs,
 - ☐ the committee's placement decision,
 - ☐ where the committee has decided that the student should be placed in a special education class, state the reasons for that decision,
 - ☐ recommendations regarding special education programs and services, if any, and
 - ☐ the date when the Board will be notified of the committee's decision and the date when the placement will become effective;
- ☐ indicate on the Statement of Decision if transportation is required;
- ☐ ask the parent(s)/guardian(s) or student 16 or older to indicate, by signing their name, agreement with the identification and placement decisions made by the IPRC;
- ☐ where the parent(s)/guardian(s) or student 16 or older needs more time, encourage them to review the Statement of Decision and return within 30 days, and ensure that a photocopy is taken and filed in the OSR; and
- ☐ forward the IPRC Statement of Decision to the parent(s)/guardian(s) or student 16 or older for signature, where they are unable to attend the meeting, and ensure that a photocopy is taken and filed in the Ontario Student Record (OSR) and SSNet.

After the IPRC meeting

- ☐ ensure the signed Statement of Decision are distributed to:
 - ☐ the student's OSR,
 - ☐ the parent(s)/guardian(s) or student 16 or older, and
 - ☐ the appropriate Community Education Centre office;
- ☐ arrange transportation, if necessary, on the Request for Special Transportation form;

- within 30 school days of placement into the special education program, ensure the [Individual Education Plan](#) is developed in consultation with the parent(s)/guardian(s) or student 16 or older;
- if a parent/guardian or student 16 or older requests a second meeting within 15 days of receipt of the statement of decision, arrange the second meeting with the IPRC to discuss the identification and/or placement; and
- understand that if a parent/guardian refuses or fails to consent to the placement recommended by an IPRC and refuses or fails to give notice of appeal and has not instituted proceedings in respect of the determination of the IPRC, the Board after 30 days, may direct the principal to place the student in accordance with the findings of the committee and to notify the parent(s)/guardian(s) of the student of the action that has been taken.

Reviewing the IPRC

- where a student has been placed in a special education program;
 - ensure the the identification and placement decision is reviewed annually, and
 - understand that parent(s)/guardian(s), student 16 or older, and/or the principal may request a review once the placement has been in effect for three months;
- at least once in a school year, bring together the school special education team to discuss the progress of all students receiving special education services and programs at the school, and discuss recommendations of the team with the parent(s)/guardian(s) or students 16 or older with one of the following applying;
 - parent(s)/guardian(s) or student 16 or older agree with continued identification and placement in a special education program, and wish to waive their right to a review meeting by signing the [Confirmation of Continued IPRC Identification and Placement](#),
 - the school, parent(s)/guardian(s) or student 16 or older wish to make a change in the identification or placement decision and a review IPRC meeting will be held, requiring the same notification and acknowledgement as initial IPRC meetings, using the [Letter of Invitation](#) and the [Statement of Decision](#),
 - the school principal, the parent(s)/guardian(s) or student 16 or older wish to request a review IPRC to discuss the identification and placement although no change in identification and/or placement has been recommended, requiring the same notification and acknowledgement as initial IPRC meetings, using the [Letter of Invitation](#) and the [Statement of Decision](#),
 - for students moving to secondary school, hold an IPRC review meeting and invite a representative from the receiving secondary school to the meeting, requiring the the same notification and acknowledgement as initial IPRC meetings, using the [Letter of Invitation](#) and the [Statement of Decision](#), and
 - for students in a community class setting, hold an IPRC review meeting and invite the student services coordinator, requiring the the same notification and acknowledgement as initial IPRC meetings, using the [Letter of Invitation](#) and the [Statement of Decision](#);
- ensure that when the parent(s)/guardian(s) or student age 16 or older waive the right to a review IPRC, [Confirmation of Continued Identification and Placement](#) is attached to the most recent Statement of Decision in the student's OSR, and a copy is forwarded to the parent(s)/guardian(s) or student 16 or older, and the Community Education Centre Office; and
- following a review IPRC;
 - request that parent(s)/guardian(s) or student 16 or older demonstrate consent to the decision by signing the Statement of Decision, and
 - if parent(s)/guardian(s) or student 16 or older do not consent to the decision, follow the same process as the initial IPRC outlined above.

Student Services shall:

- ☐ provide support throughout the IPRC process, as required;
- ☐ ensure the appeal board is provided with necessary administrative services; and
- ☐ ensure appeal board members' travelling and other expenses are reimbursed in accordance with Board policy and procedure;
- ☐ within 30 days of receiving the recommendations of an appeal board, ensure the school board considers these recommendations and decides on an appropriate course of action; and
- ☐ ensure the Board's decision is implemented following an appeal board when
 - ☐ the parents consent in writing,
 - ☐ there is no appeal to a Special Education Tribunal, and
 - ☐ the appeal to the Special Education Tribunal has been dismissed or abandoned; and
- ☐ ensure the Board's decision following an appeal board explains how to make an application to a Special Education Tribunal.

Community Education Centre Student Services Coordinators shall:

- ☐ provide support throughout the IPRC process, as required; and
- ☐ for students whose needs are anticipated to be met in a community class, consult with the principal in arranging the IPRC.

Identification, Placement and Review Committee members shall:

- ☐ review all available information;
- ☐ consider the educational assessment and any other assessment information;
- ☐ consider any information parent(s)/guardian(s) or student 16 or older submits;
- ☐ understand that while the parent(s)/guardian(s) or student 16 is not a member of the IPRC quorum, their participation should be encouraged;
- ☐ decide if the student is exceptional;
- ☐ summarize the student's area(s) of strengths and needs;
- ☐ identify the Category and Definition(s) of exceptionality;
- ☐ consider whether placement in a regular class with appropriate special education service will meet the student's needs and is consistent with parent/guardian preference;
- ☐ decide on the placement;
- ☐ if the decision is for placement in a Student Support Centre or Community Class (partial or fully self-contained class), record the reason for the placement on the Statement of Decision;
- ☐ discuss any proposal made regarding special education program or services;
 - when a student has been identified as exceptional:
 - ☐ describe the student's strengths and needs,
 - ☐ identify the area(s) of the student's exceptionality according to the categories and definitions provided by the Ministry of Education,
 - ☐ discuss the placement that best meets the student's strengths and needs,
 - ☐ discuss proposals and recommendation for programs and services if the parent/guardian or the student age 16 or older requests it, and
 - ☐ review the identification and placement at least once in a school year; and
- ☐ at an IPRC Review meeting;
 - ☐ consider the student's Individual Education Plan and progress reports, as well as any new assessment reports provided by the school, parent(s)/guardian(s) or student 16 or older, and
 - ☐ provide a decision that confirms the identification or placement, or changes either or both.

Parents/guardians and/or students over 16 shall:

- ☐ if they wish to request an IPRC meeting, submit a request in writing;
- ☐ review the Parents' Guide to an IPRC and other relevant material provided by the principal and/or chair of the IPRC;
- ☐ participate in the IPRC meeting;
- ☐ understand that while they are not a member of the IPRC quorum, their participation is encouraged;
- ☐ indicate, by signing their name, agreement with the identification and placement decisions made by the IPRC;
- ☐ where more time is needed, consider taking the Statement of Decision home to review and return within 30 days; and
- ☐ if unable to attend the IPRC meeting, review and sign the IPRC Statement of Decision to indicate their agreement;
- ☐ understand that if they disagree with the Statement of Decision, they can make a request within 15 days for a second meeting with the IPRC to discuss the identification and/or placement;
- ☐ understand that if they continue to disagree with the determination of the IPRC after a second meeting and choose to appeal they must provide written notification of appeal along with a statement outlining why they disagree to the Director of Education within 30 days of the IPRC meeting or within 15 days of the second meeting;
- ☐ understand that if the decision is taken to an appeal Board;
 - ☐ they are entitled to be present at and participate in all discussions of the appeal board,
 - ☐ they may, with the permission of the appeal board, bring other persons to the meeting to speak about various matters related to the appeal,
 - ☐ if they do not agree with the decision of the Board, they may appeal in writing to a Special Education Tribunal; and
- ☐ understand that parent(s)/guardian(s), student 16 or older, and/or the principal may request a review once the placement has been in effect for three months.

The Appeal Board Chair shall:

- ☐ arrange a meeting within 30 days after the board has been established; and
- ☐ ensure all participants have an opportunity to participate in discussions.

The Appeal Board shall:

- ☐ receive and consider all information reviewed by the IPRC and may interview any person about the matter under appeal;
- ☐ consider requests from the Board and/or the parent/guardian or student 16 or older to bring other people to the meeting to speak about various matters related to the appeal;
- ☐ make recommendations within three days of their final meeting, which could consist of;
 - ☐ agreeing with the IPRC and recommending that the decision be implemented, or
 - ☐ disagreeing with the IPRC and making a recommendation to the Board about the student's identification or placement or both; and
- ☐ report its recommendations in writing to the parent(s)/guardian(s) or student 16 or older and to the Board, providing the reasons for the recommendations.

Legislative Context

[Ontario Regulation 181/98](#)

Department

Student Services

Procedure History

Revised September 2000
Working Document May 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Letter of Invitation

Date:

Student ID:

Dear Parent/Guardian

You are invited to attend an Identification, Placement and Review Committee (IPRC) meeting to discuss your Identification and Placement.

On _____ the school staff discussed with you the learning strengths and needs. Based on that discussion, staff will make a recommendation for consideration by the Committee. The recommendation will be to identify you as exceptional, in the area of:

1. **Communication** - Learning Disability

As well, a placement in a special program will be recommended as follows: **Regular Class with Withdrawal Assistance**

The Identification, Placement and Review Committee has the responsibility of deciding the identification and placement for you.

You will receive a copy of any documentation that the IPRC will review in making its decision prior to the meeting.

A Guide to the Identification, Placement and Review Committee (IPRC) is attached for your reference.

You are welcome to provide the IPRC with any additional information. Your attendance and your participation is encouraged at the IPRC meeting that is scheduled for:

Date/Time:

Location:

Sincerely,

Principal's Signature

Inclement Weather Day - When the Board declares an Inclement Weather Day all meetings scheduled for that day will be cancelled, including IPRC meetings.

Please complete the following two sections below and return to the school:

1.
 - ☐ I agree with the recommendation for identification and placement. I have provided my comments to the school staff and will not be attending the IPRC meeting.
 - OR**
 - ☐ I will be attending the IPRC meeting.
 - OR**
 - ☐ I will **not** be attending the IPRC meeting and I do not agree with the identification and placement. I do not wish to proceed.
 - OR**
 - ☐ I will **not** be attending the IPRC meeting and I do not agree with the identification and placement. I wish to demit from accessing Special Education Services.
2.
 - ☐ I have received a copy of the Parents' Guide to Regulation 181/98.

Additional Comments:

Date_____
Parent/Guardian/ Student 16 years or
over Signature

[Click Here to download, print, and attach the IPRC Parent Guide](#)

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of Identification and Placement of the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the service provider. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Statement of Decision of Identification, Placement and Review Committee (IPRC)

Student Information

Student Name:
Preferred Name:
Date of Birth:
School:
Grade:

Student Number:
OEN:
Gender:
IPRC Type:
IPRC Meeting Date:

Summary of Student Strengths

Summary of Student Needs

Placement Decision

This student is exceptional

1. **Communication** - Learning Disability

Placement:

Regular Class

- ☐ Regular Class with Indirect Service
☐ Regular Class with Resource Assistance
☐ Regular Class with Withdrawal Assistance

Special Education Class

- ☒ Partially Integrated Placement in a Special Education Classroom
☐ Fully Self-Contained

Demission

- ☐ Demit

Location: Home School

Reason(s) for the decision to place Daniel in a Special Education Class (Partially Integrated):

Recommendations Regarding Program and Service (optional):

Signature of IPRC Chair

12/28/2017
Board Notification Date

02/21/2018
Effective Date

IPRC Committee Members (quorum)

Others in Attendance

Special Transportation Request

Special Education Transportation Required: ☒ Yes ☐ No

☒ Continue with existing Transportation Plan ☐ Create New Request for Transportation Plan

Please note: continuing with an existing transportation plan must only happen when there are NO changes to a student's current transportation arrangements, including: harness details, seatbelt requirements, etc. If any of these things are changing, a new Request for Special Transportation form must be completed.

Transportation Start Date:

Transportation Planner:

To be Completed by Parents/Guardians

I understand and agree with the decision for:

Identification: ☐ Yes ☐ No

Placement: ☐ Yes ☐ No

Comments:

Date

Parent/Guardian/ Student 16 years or
over Signature

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of Identification and Placement of the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the service provider. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca

MINISTRY OF EDUCATION CATEGORIES & DEFINITIONS

BEHAVIOUR

Behaviour (B)

A learning disorder characterized by specific behaviour problems such as 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.

COMMUNICATION

Autism (A)

A severe learning disorder that is characterized by:

- disturbance 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.

Deaf and Hard-of-Hearing (H)

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Learning Disability (D)

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

- is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference;
- results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language [listening, reading];
 - language processing [thinking, conceptualizing, integrating];
 - expressive language [talking, spelling, writing];
 - mathematical computations; and
- may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia.

Language Impairment (L)

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.

Speech Impairment (L)

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

INTELLECTUAL

Giftedness (G)

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

Mild Intellectual Disability (S)

A learning disorder characterized by:

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

Developmental Disability (T)

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.

PHYSICAL

Blind and Low Vision (V)

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

Physical Disability (P)

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 pupils without exceptionalities who are of the same age or development level.

MULTIPLE

Multiple Exceptionalities (M)

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.



Confirmation of Continued IPRC Identification and Placement

Date: 11/17/2015

Student Information

Student: .. ,

Student ID:

School:

Grade:

Birth Date:

Dear :

The identification and placement of every student who is identified as exceptional is reviewed yearly. Identification, Placement and Review Committee (IPRC) meetings are currently being established to consider the progress . has made in relation to **{.his,her}** IEP goals and to review the current identification and placement. Over the course of the school year you have had the opportunity to discuss .s progress. School staff have recommended that . continue to be identified with the exceptionality(ies) of:

1.

Placement:

Should you wish to discuss or change either the **identification** or **placement** decision, please indicate below. A date will then be set for a review IPRC meeting.

Sincerely,

Principal's Signature

Please complete the following two sections below and return to the school within 5 business days.

Retain one copy for your records.

1. ☐ I have discussed this matter with school personnel and agree with the continued identification and placement as stated above. Therefore, I do not feel a review IPRC is required at this time.

OR

- ☐ I wish to attend an IPRC meeting to discuss my child's identification and/or placement.
2. ☐ I have received a copy of the Parents' Guide, which outlines the IPRC process, parental rights and SEAC (Special Education Advisory Committee) information.

Date

Parent/Guardian/ Student 16 years or over Signature

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of continued identification and placement of the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the service provider. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Request for Special Transportation

Student Information

Name of Student:	Student Number:
Preferred Name:	OEN:
Birthdate:	City:
Home Address:	Home Phone#:
Postal Code:	
Parent/Guardian:	
Emergency Contact:	Current School:
Emergency Phone#:	Current Grade:
Transportation Safety Plan Required: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Transportation Request Prepared by:
Health Support Services: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Transportation Information

Transportation Required To:

School Name:

☐ Yes ☒ No Does Address Differ from Current Home Address

Days Attending: Full Week ☒ M ☐ T ☐ W ☐ Th ☐ F

☒ Full Day

☐ Alternate Times:

Requested Start Date:
Requested End Date:
Arrival Time at School or Centre:
Departure Time from School or Centre:
☐ **Must Travel Alone:**

Reason for Request

☐ ASD

☐ Deaf/Hard of Hearing

☒ Section 23

☐ ME

☐ Gifted

☐ SAC - Social Adjustment Class

☐ DD

☐ Pride

☐ Medical

☐ Mid/Intensive

☐ Access

☐ Other:

Notes:

Individual Student Transportation Information

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of organizing special transportation requirements. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website:

www.yrdsb.ca

Individual Student Transportation Plan

Transportation Profile (completed by school board) Please check all boxes in Section A

STSYR Use Only

☐ **Transportation Request Complete**

Section A

Yes / No	Particulars	Comments
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require assistance in loading or unloading?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Can the student ride a full size, 70 passenger school bus?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student need to be met at the school and home?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require additional supervision while in transit?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require ancillary aids during transportation?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is the student physically challenged?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require a mobility apparatus?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will the student pose a risk of injury to either himself or to others?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is a seatbelt required?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will the student require a harness to remain in his seat. If so, requires parent consent. Please provide waist measurement in inches with the winter coat on.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student have a medical condition that may present itself during transportation?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are there any special instructions regarding the response to those medical conditions?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are there any special strategies that can be utilized to assist the student while in transit?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student have a medical plan or safety plan? (Medical plans must be scanned and attached in the Medical/Safety Plan Section of the Request for Special Transportation. **The Transportation Safety/Medical Plan section must be completed in full).	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Was there consultation with Parent/Guardian?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Was there consultation with the student, if appropriate?	

Transportation Coordinator:

Student Services
Coordinator/Principal Name

Student Services
Coordinator/Principal Signature

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of organizing special transportation requirements. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Transportation Safety/Medical Plan

This section must be completed for students requiring safety or medical plans related to transportation

Student Information

Student Name: _____ **Date of Birth**
Preferred Name: _____ **(mm/dd/yy):** _____
Gender: _____ **Grade:** _____
School: _____ **AM Route# (STSYR**
use only): _____
PM Route# (STSYR
use only): _____

Transportation Requirements

Yes / No	Requirements	Additional Details
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require ancillary aids?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student need to be met?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student have a medical condition that may present itself during transportation?	

Driver cannot transport student unless all requirement(s) indicated with YES below are in place.

Yes / No	Requirements	Additional Details
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require a seatbelt?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require a seatbelt cover?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will the student require a harness restraint?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the student require a travel nurse/aide?	

Transportation Procedures

Procedure	Details
Student Loading Procedure (i.e. who assists during loading, any special order in student loading or seat placement):	
Student Unloading Procedure (i.e. who assists student unloading, any special order in student unloading or seat placement):	
Travelling Procedures (i.e. music or no music, any use of comfort item):	

Potential Student Behaviours

Yes / No	Behaviours	Additional Details
<input type="checkbox"/> Yes <input type="checkbox"/> No	Yelling, loud vocalizations, crying?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Exaggerated body movement?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Self Injurious Behaviours	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Hitting/kicking?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Throwing of objects ?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Other Behaviours?	

Driver Medical/Emergency Response Plan

Response Details

- In the event of a medical emergency, driver to pull over and call 911.

IPRC PROCEDURE SUMMARY CHART

		Legal Requirement: IPRC QUORUM requires THREE (3) One member MUST be a Principal or S.O.						PAPERWORK REQUIRED (in SSNet)				
	Formal Meeting	Home School Prin./VP	Community Class Prin./VP	Other Neighbouring Prin./VP	Student Services Co-Ord.	SERT/ Sp. Ed. Staff	Other Staff	Letter of Invitation NP360-01	Statement of Decision NP360-02	In-School Team Record	Confirmation of Continued IPRC NP360-04	Transport. Form NP360-03
INITIAL IDENT.												
1. Home School Service	M	Q-Chair		Q		Q		M	M	M		By Home School P/VP
2. Community Class Placement (Home School to a Community Class at any location)	M	M	Q-Chair		Q	Q		M	M	M		M
3. Home School to Gifted Community Class	M	Q	Q-Chair (P/VP-Gifted)			M or Q	M or Q (SERT-Gifted)	M	M	Gifted I.S.T. Rec.		M
4. Home School to PrIDE	M	Q		Q - Chair		Q		M	M	Gifted I.S.T.Rec.		M
CONFIRMATION OF CONTINUED PLACEMENT (IPRC Waived)												
1. Home School Service (No changes to ident. or placement.)											M (parents must agree)	M (if already in place)
REVIEW												
1. Home School Service (IPRC requested - no change to ID or placement)	M	Q-Chair				Q	Q	M	M			
2. Home School Service (change of ident. and/or placement)	M	Q-Chair		A		Q	Q	M	M	-use IEP		
3. Community Class	M		Q-Chair		Q	Q		M	M	-use IEP		M
TRANSITION TO SECONDARY												
1. Elementary School to High School	M	Q-Chair Elementary		A Secondary		Q	Q Subj. Head	M	M	-use IEP		
2. Elem. Home School to Secondary Comm. Class	M	A Elementary	Q-Chair Secondary		Q	M Home School	Q Subj. Head	M	M	-use IEP		M Yes (if applicable)
3. Initial Identification transition	M	Q-Chair		Q Secondary		M Elem SERT / Spec Ed teach	Q Subj. Head	M	M	M		
4. Elementary Home School to Secondary Gifted	M	Q-Chair Elementary	A Secondary			Q Home School	Q Subj. Head	M	M	M		

NOTE:

*Home School denotes school student is attending at time of IPRC

*Parents may request an IPRC after three (3) months in a placement.

*Transportation forms are completed by the Principal of the school where the student is currently attending.

*Legend: **M**=Must be done/attend **A**=Advisable, **Q**=Quorum.**OSR must be available at the IPRC**

REVISED: March 2016

A Parents Guide to ...



Identification, Placement and Review Committee (IPRC)

Ontario's Education Act requires school boards to provide special education programs and services for children who need them.

School Boards are required to establish Identification, Placement, and Review Committees (IPRCs) in order to identify those students who need special education programs and services. These committees must have at least three people, one of whom must be a school principal or a Board supervisory officer. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

The York Region District School Board is committed to student success. We recognize that students develop and learn in different ways, and that some students will require special education programs and services, tailored to meet their individual needs.

This Parent Guide explains how IPRCs identify students who need special educational programs, outlines your rights as a parent and describes how your involvement will help to make good educational decisions for your child.

The IPRC:

- decides whether a child should be identified as "exceptional." (An exceptional pupil is defined 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 by a committee);
- identifies the category and area of exceptionality;
- decides on an appropriate placement for the child who is identified as exceptional; and
- reviews the identification and placement at least once in each school year.

Access the full version of [A Parents Guide to Identification, Placement, Review Committee \(IPRC\)](#) on our Board website.

THE INDIVIDUAL EDUCATION PLAN (IEP)

The Individual Education Plan (IEP) is a requirement of Regulation 181/98. The Individual Education Plan must be written within 30 school days of a student's placement in a special education program. An Individual Education Plan is written for students who are receiving special education supports and services. It is designed in accordance with the requirements of [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\)](#) which was developed by The Ministry of Education to support educators in the implementation of effective programs and/or services for students with special education needs.

Individual Education Planning is a process

In York Region, this process is facilitated through the use of:

- the In-School Team Record;
- the Individual Education Plan form; and
- the electronic SSNet

Every Individual Education Plan (IEP) must include the following elements:

- the strengths and needs that relate to the student's learning;
- relevant assessment data;
- specialized health support services needed to enable the student to attend school;
- a list of all subjects/courses in which the student requires modified expectations and/or accommodations, and all alternative programs;
- a list of the accommodations the student requires;
- the student's current level of achievement in each modified subject or course and/or alternative program area;
- annual program goals and learning expectations for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area;
- the assessment methods to be used to assess the student's achievement of the modified or alternative expectations;
- a clear indication of the way in which student progress will be evaluated and the dates on which reports will be issued to parents;
- documentation of consultations with parents and the student (if the student is 16 or older) during the development of the IEP and any subsequent reviews, and a record of the review and updating of the learning expectations by school staff;
- a transition plan for students 14 years of age and older (optional for students identified as gifted);
- a Safety Plan when there is a concern for the safety of the student or others; and
- parent consultation form.

Individual Education Planning is an ongoing process of gathering information, setting goals, identifying steps for achieving these goals and monitoring the student's progress.

Roles and Responsibilities

Although the Principal should assign to one teacher the primary responsibility for coordinating the development of the IEP, all team members have important roles and responsibilities in the IEP process.

Principal:

- assigns to one teacher the primary responsibility for coordinating the student's IEP;
- facilitates collaborative planning, evaluating and updating;
- ensures that IEPs are completed within 30 school days of a student's placement in the program;
- ensures that IEPs are implemented and that, as part of the implementation, the student's learning expectations are evaluated and updated at least once per reporting period;
- ensures that any recommendations made by the IPRC regarding programs and services are taken into account in developing the IEP;
- ensures parents and the student, if the student is 16 years of age or older, are consulted in the preparation of the IEP and transition plan;
- ensures there is consultation with community agencies and post-secondary institutions as appropriate in the development of the transition plan;
- ensures that a copy of the IEP is provided to the parents and to the student, if the student is 16 years of age or older; and
- ensures that the updated IEP is stored in the OSR unless the parent objects in writing.

When reviewing IEPs, the Principal looks for the threads that connect through the IEP:

- Does the assessment data set a baseline for establishing relevant goals and expectations?
- Will focusing on the expectations lead to the accomplishment of the goals?
- Are the expectations clear, observable and measurable?
- Is it clear how the expectations will be assessed?
- Is there a clear picture from reading the IEP what instruction, strategies and accommodations would be visible in the classroom?

Classroom Teacher:

- collaborates in the IEP process;
- provides input into the information-gathering stage (background information, assessment information, work samples, observations, etc.);
- demonstrates awareness of the parents' expectations for their child's program;
- plans and carries out instructional programs for the student as outlined in the IEP;
- modifies or differentiates the expectations for the student's learning as required by the IEP;
- implements accommodations required by the student to achieve the learning expectations;
- develops strategies for assessing and communicating the student's progress; and
- maintains ongoing communication with the student's parents, other teachers and other professionals involved with the student.

Special Education Resource Teacher:

- collaborates in the IEP process;
- administers diagnostic assessments as appropriate to the student's strengths and needs;
- collaborates with classroom teacher on strategies and planning for program modifications and/or accommodations;
- provides advice about materials and resources;
- provides support to the student's classroom teachers as appropriate;
- plans and carries out instructional programs for the student as outlined in the IEP;
- monitors, assesses and communicates the student's progress on an ongoing basis;
- collaborates with the student, teacher advisor, guidance staff, other teachers, parents, Student Services staff and agencies or post secondary staff as appropriate in the development of the transition plan; and
- acts as a case coordinator to maintain ongoing communication with the student's parents, teachers, support staff, Student Services staff and other related agency or hospital personnel as appropriate.

Educational Assistant:

- as a member of the student's educational team, collaborates in the IEP process;
- helps the student with learning activities under the direction of the teacher;
- assists with appropriate modifications and accommodations as described in the IEP;
- monitors and records the student's achievements and progress relative to the expectations described in the IEP under the direction of the teacher; and
- maintains ongoing communication with the student's teachers.

Student Services Personnel:

- participate in the IEP process and serve on the IEP team, as requested;
- help determine the student's strengths and needs;
- develop strategies for incorporating into classroom routines the learning and therapy that meet the needs of the student;
- train staff to implement strategies;
- provide advice about materials and resources;
- provide technical assistance;
- act as a resource and support to the student's family;
- maintain ongoing communications with the student's teacher, IEP team and relevant agency or hospital supports; and
- conduct assessments as necessary, with informed parental consent.

Parents and students 16 years of age or older, must:

- be consulted in the development of the IEP;
- receive a copy; and
- be asked to sign the IEP.

In rare instances where parents disagree with the program developed to meet the educational needs of the student as set out in the IEP, school staff:

- encourage parent dialogue and input;
- consult with Student Services staff as appropriate in the development of the IEP;
- regularly monitor achievement and keep parents aware of achievement of the identified goals and expectations; and
- schedule regular sessions to provide feedback to parents.

Equipment

Personalized equipment may be required for some students with special needs. In these instances, the school Principal in collaboration with special education staff and the appropriate Student Services staff (i.e. Speech Pathologist, Psychologist, Physical or Occupational Therapist) 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 which states the disability that the device will help ameliorate and that the particular device is essential in order for the student to benefit from instruction;
- a completed SEA Claim form signed by Student Services staff and Principal;
- a copy of the student's IEP; and
- comparative samples of work (where appropriate).

A regional budget for Special Equipment Amount (SEA) purchases is established for personalized equipment expenditures. All personalized equipment meeting the SEA requirements is ordered through Student Services in accordance with the Ministry of Education submission timelines.

Transition Plan

Following the mandate of [PPM 156](#), each and every student with an IEP is required to have a transition plan.

PPM 156 states that, "A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP."

The transition plan is reviewed and updated as part of the IEP review process. The transition plan addresses the physical, social/emotional and learning needs of the student as they move through their academic career.

The "All About Me (K-6) portfolio and the Individual Pathways Plan (IPP Gr. 7 to Graduation) which are required for all students, may be used as a source of information when developing the IEP and transition plan.

Transition planning is a team approach that involves consultation with the parents and/or guardians, the student (where appropriate) and can involve school board support staff, school staff, health care workers, community workers and others who support the student.

For more information on Transitions, please see Section F: Transitions

Essential Routine Health Services Plan

An *Essential Routine Health Services Plan* is established for a student with medical needs such as:

- medication needs that exceed the standard oral/inhalant (puffers) or topical cream medications;
- shallow suctioning;
- administration of continuous pre-set passive oxygen;
- application of condom for urinary drainage;
- monitoring clean intermittent catheterization once taught;
- diabetes monitoring; and
- seizures.

This plan is approved by a physician, parent/guardian and the school administrator, and clearly outlines procedures to be followed in the school setting. Where there is an Individual Education Plan (IEP), this plan will become part of it.

To ensure that the health and safety needs of medically fragile children who travel unattended on a bus are being met, schools are required to provide to Student Transportation Services, the *Essential Routine Health Services Plan* and/or *Emergency Health Care Plan* as appropriate, along with the Board *Request for Special Transportation* form.

Safety Plan

Students are best served in a classroom that is positive, supportive and has planned responses to address their academic, social/emotional and behavioural needs. Some children require specific training and instruction to help them develop self-control and strategies to manage their behaviour. The goals, expectations and strategies for doing so, are described in the student's IEP. These skills are taught with a focus on helping the student to demonstrate them successfully under various conditions.

A small number of children with disabilities, however, have specific “triggers” (sounds, actions, images etc.) that disrupt their way of behaving and cause escalated responses that impact on the safety of themselves and/or others. In these instances, a *Safety Plan* is developed as part of the IEP, to assist staff in recognizing, managing and de-escalating specifically targeted behaviours. When adults anticipate the triggers and recognize the warning signals, escalation of the student's responses can often be avoided.

The *Safety Plan* provides a description of:

- behaviours that are a concern for the safety of the child and/or others;
- triggers that precipitate the behaviours;
- strategies to prevent the behaviours; and
- progressive interventions that are used to respond to the student's behaviour.

The York Region District School Board supports safe de-escalation practices and control positions as developed by the National Crisis Prevention Institute (CPI). These techniques are designed to safely control an individual's behaviour until self-control is regained. Administrators and staff members who may be required to use control positions as a last resort, must be trained in CPI. **CPI is the only physical restraint technique supported by the York Region District School Board.** In each school there must be at least two staff members with current CPI training.

It is essential that parents and Board staff work together to share information about triggers and responses. The *Safety Plan* becomes part of the IEP, and as such must be regularly reviewed and revised as patterns of behaviour suggest the need for new responses.

For specific details reference Standing Memorandum S33.

School Effectiveness Framework and IEPs

The School Effectiveness Framework (SEF) visits to individual schools provides an opportunity to monitor the development and implementation of IEPs. During the school visits, administrators are asked to provide an IEP from a primary, junior, intermediate and/or senior student as appropriate to the elementary or secondary panel. The SEF team reviews the IEPs with the school administrator(s) using the IEP Standards Checklist for Principals as a guide to discussing the development of each IEP. Specific note of the SEA equipment, accommodations and staff supporting the student provides a framework for observation during the class visits. To monitor application of strategies outlined in an IEP, the following are questions to ask students with an IEP:

- What are you working on right now?
- How do you know you are completing the work accurately?
- Who supports you when completing your work?
- Is this your own computer? Or do you use a computer/technology?
- How does the computer help you complete your work?
- What strategies or accommodations help you learn?

During a walk through the classroom, reflective questions would include:

- Are there clear targets for learning?
- Are they achievable?
- What success criteria is evident?
- What are the accommodations for each student in the classroom?
- What are the relevant instructional strategies?
- How are the required assistive technologies used?



SSNET IEP Checklist for Administrators

For more information around IEP Standards, please visit:

[Special Education in Ontario: Kindergarten to Grade 12 Policy and Resource Guide, 2017](#)

Student Information:

- IEP Completion Date – ensure date is **within 30 school days** of the student's placement within a special education program.
- Safety Plan -- **Checkbox:** ☐ **Yes** or ☐ **No**
- Health Support Services -- **Checkbox:** ☐ **Yes** or ☐ **No**
 - If yes, two additional check boxes will appear for Health Care Plan(s) and/or Essential Routine Health Services Plan
 - These documents need to be scanned and attached to the request for special transportation

*Note: Medical Care Plans are **not** included in an IEP*

Rationale for developing the IEP:

- **Student Identified as Exceptional by IPRC:** pre-populated from student profile – not editable
- **Student Not Formally Identified by IPRC but Requires Special Education:** pre-populated from student profile – not editable
- Must include a brief statement describing characteristics of the student that make a special education program and/or services necessary

Placement Information:

- Identification: pre-populated from student profile – not editable
- Placement: pre-populated from student profile – not editable
- Placement Date: determined by the IPRC
- Last IPRC Date: pre-populated from student profile – not editable
- If No IPRC: first date of placement in a special education program

Subject, Courses or Alternative Programs to which the IEP Applies:

- List of courses with corresponding teacher(s) to be updated as changes occur
- Program Type -- all subjects are listed and checked as either **AC or MOD**
- Alternative program areas are listed and checked as **ALT**

Evaluation:

- Reporting Dates: pre-populated but editable for schools with alternate reporting dates (i.e. BCSS, KHS, SDHS etc.)
- Reporting Format: must select **Provincial Report Card** or **Attachment to the Ontario Report Card** as appropriate

- Secondary: Attachment to the Ontario Report Card is selected **ONLY** for students who are taking K-coded courses, or for students who are receiving a mark for significantly modified credit bearing courses (Y coded courses) and/or who are working on alternative learning expectations (e.g., life skills, advocacy, social skills, hearing).
- Secondary Students: student is working towards the attainment of: OSSD, OSSC, Certificate of Accomplishment
- Elementary: Attachment to the Ontario Report Card is used *in a very few instances* and selected **ONLY** for students who working on **alternative curriculum** expectations.

Human Resources (teaching/non-teaching):

- SERT is listed with type of service, frequency and location that corresponds to the student's placement.
- When student has had an IPRC, ensure this section of the IEP aligns with the statement of decision.
- EA is listed with type of Service, frequency and location that corresponds to the student's placement.
- EA is listed **ONLY** for students who require the support of an EA on a regular scheduled basis such as a student who has a SIP claim, requiring personal care or in a Community Class.

*Note: Name of EA **NOT** to be listed*

- Choice of Semester 1, Semester 2, or Semester 1 & 2 **OR** Term 1, Term 2, Term 1 & 2
- Additional information text box should be empty unless student has a SIP claim or special notes are required.

Signatures:

- Principal Signature and Date
 - Must sign to indicate his or her assurance that the plan is appropriate to the student's strengths and needs and that it meets all standards
- Teacher(s) Signature and Date
 - Not required, but recommended
- Parent/Guardian/Student Signature
 - Student signs if 16 years or older
- Principal must ensure parents, and students if 16 years or older, are consulted in the development of the IEP

Sources Consulted Page:

- Assessment Summary:
 - Diagnosis that supports the identification of a student's exceptionality is listed
 - Relevant and current information as related to the need for a special education program and/or services with date and source is included
 - Percentile and numerical scores are **NOT** included
- Student Strengths and Needs:
 - Strengths and needs align with relevant assessment reports

- Strengths are reflective of learning styles and preferences, acquired learning skills and cognitive processing and communication skills
- Needs are reflective of broad cognitive and/or processing challenges, skill deficits related to student's exceptionality and/or interfere with ability to learn
- Strengths and needs are balanced

Accommodations Page:

- Only specific strategies and supports that differ from normal classroom instruction and assessment (i.e. chunk information using colour codes)
 - All accommodations documented in the IEP must be made readily available to the student
- Accommodations are **specific** to the individual student
 - Instructional Accommodations
 - Environmental Accommodations
 - Assessment Accommodations – should reflect appropriate accommodations as per instructional accommodations listed in the instructional accommodation column
 - Individualized equipment – SEA equipment which has been deemed essential for a student to access curriculum and/or attend school
 - Provincial Assessments is checked if it is an EQAO/OSSLT year for the student and permitted accommodations are listed– should reflect appropriate accommodations from the Assessment Accommodations column and consistent with those permitted by EQAO

Program Pages:

- Baseline level of achievement is completed with data from most recent report card
- Description of achievement level for curriculum areas and with data from recent reports/assessment/observations for alternative areas
- Annual Program Goals are statements describing what a student can reasonably be expected to accomplish in a particular subject, course, or skill area by the end of the school year.
 - Annual Program Goals are expressed as observable, measurable outcomes.
 - Annual program goals represent reasonable objectives, not rigid requirements.
 - Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or the student's rate of acquisition of knowledge and skills change.
- Annual Program Goals may be modified from overall expectations
 - Learning Expectations are specific, realistic and observable
 - Learning Expectations are included for each term
 - A reasonable number of Learning Expectations is included
 - Learning Expectations include the grade level of the expectations for curriculum areas
 - Learning expectations expressed in such a way that the student and parent can understand, to the extent possible
 - Assessment methods align with learning expectations and are specific
 - Percentages and terms such as 3 out of 4 times ONLY appear as appropriate to instruction and assessment

Transition Plan Page:

- Must be developed and included as part of a student's IEP
- If no need of transition support at this point in time, no actions required must be checked
- Reflects key transitions that a student makes in the course of their education
- Reflects student's interests
- Reflects student's strengths and needs
- Goals will vary depending on student's needs (e.g., Post-Secondary, employment, future education and /or community living.
- Next steps to achieve this Goal – as appropriate
- Actions to Date – list of actions identified for current school year to continue to progress toward student's goals
- Each action identified should have a clear timeline or completion date
- Future Recommendations—if possible actions for future years should be identified to:
 - clarify the student's progression towards his or her goals;
 - test the appropriateness of the planned steps and actions as ways to help the student achieve the goals;
 - alert team members to future responsibilities
- Anticipated Secondary School Graduation Year (this date will either reflect the anticipated grade 12 graduation date or June of the calendar year in which the student turns 21)
- To be completed in consultation with parent/guardian and/or student

Safety Plan-as Required:

- Student Information
- Staff Information
- Developed By
- Shared With
- Staff Available to Support
- Sources Consulted
- Personal Protective Equipment
- Signature
- Precipitating Factors
- Triggers
- Student Behaviour/Staff Response
 - Anxiety/Supportive/Intervention
 - Defensive/Directive/Intervention
 - Risk Behaviour/Non-Violent Physical Crisis Intervention/Intervention
 - Tension Reduction/Therapeutic Rapport/Intervention

**All safety plans must be accompanied by
Notification Risk of Injury Form A: Students with Special Needs**

IEP Consultation Log:

- Date/Person Contacted/Type of Contact/Actions or Outcomes
- There is evidence the parent and/or the student (if 16 or older) has been part of the IEP development and on-going updates
- Should only include information around discussions pertaining to IEP



York Region District School Board Individual Education Plan

Student Information

Student Name: . . . **Student Number:** 1
Preferred Name: . . . **OEN:** . . .
Gender: . . . **Date of Birth:** . . .
Student Number: 1 **Grade:** . . .
School: . . . **Current School Year:** 2015-16
Principal: . . . **IEP Coordinated By:** Jonathan Lee
IEP Completed: 03/06/2016 **Health Support Services:** ☐ Yes ☒ No
Safety Plan: ☐ Yes ☒ No

Rationale for developing the IEP

☐ Student identified as exceptional by IPRC ☒ Student not formally identified by IPRC but requires special education

Rationale for No IPRC:

Date Special Education Support Initiated: 11/17/2015

Subjects, Courses or Alternative Programs to which the IEP Applies

The following staff members were consulted in the development of the IEP.

Course	Teacher	Program Type
Orientation and Mobility		ALT

Evaluation

Reporting Dates: November 2014 February 2015 June 2015
Reporting Format: ☒ Provincial Report Card and ☒ Attachment to the Ontario Report Card

Principal/Teacher Signatures

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal Signature

Date

Teacher Signature

Date

Parent/Guardian Signature



York Region District School Board Sources Consulted

Student Information

Student Name: ..

Current School Year: 2015-16

Grade:

Date of Birth:

School:

Assessment Summary

Source

Report Card

Description: Previous Report Card

Parent Consultation Form

Description: Parent Consultation

Strengths	Needs
Strengths	Needs



York Region District School Board Accommodations

Student Information

Student Name: ..

Current School Year: 2015-16

Grade:

Date of Birth:

School:

Provincial Assessments

This is a provincial assessment year ☐ Yes ☒ No



York Region District School Board Transition Plan

Student Information

Student Name: . .	Student Number: 1
Preferred Name:	OEN:
Gender:	Date of Birth:
Student Number: 1	Grade:
School:	Principal:
Teacher:	Placement:
Identification:	

Student Interests	Student Strengths	Student Needs
	Strengths	Needs

☐ No Transition Support is required at this time.

Transition Goals

Actions To Date

Actions	Responsibility	Timelines
No Actions entered		

Future Recommendations

Actions	Responsibility	Timelines
No Actions entered		



Report to Teachers

Student Information

Student Name: . .

Student Number: 1

Preferred Name:

Current School Year: 2015-16

Grade:

Date of Birth:

School:

SERT: Jonathan Lee

Identification:

Placement:

Subjects, Courses or Alternative Programs to which the IEP Applies

Course	Teacher	Program Type
Orientation and Mobility		ALT

Strengths

Strengths

Needs

Needs



Individual Education Plan Consultation Form

Student Profile Information

Student Name . . .	Student Number 1
Preferred Name	OEN
School	Grade
Date of Birth	Principal
Identification	Placement

Parental/Guardian input is an essential part of the on-going development of the Individual Education Plan. (IEP) The use of this form is one way in which we consult over the course of this school year. Your co-operation in completing this form and returning it to the school as quickly as possible is greatly appreciated.

In order to support us in developing a plan for your child, please indicate (.his,her):

Strengths:

Needs:

Planning for transitions is important. Please provide relevant information that we require to support your child with transitions (e.g., new situations such as a new school or new courses and activities, different teachers):

What hopes and dreams for the future do you and your child have, including any short and/or long term goals?:

Additional Information/Comments:



IEP Consultation Log

Student Information

Student Name: .. **Current School Year:** 2015-16
Preferred Name: **Date of Birth:**
School: **Grade:**

Log Information

Date	Person Contacted	Type of Contact	Actions or Outcomes
03/01/2016	Parent/Guardian	Phone call	Information
03/02/2016	Student	Meeting	Information
03/03/2016	Teachers	Meeting	Information

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of program planning for the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca

	EMERGENCY HEALTH CARE PLAN ANNUAL UPDATE REQUIRED
NAME _____	<div style="border: 1px solid black; width: 250px; height: 100px; margin: 0 auto;"> PHOTO </div>
DATE: _____	
DOB: _____	
SCHOOL: _____	
GRADE / ROOM: _____	
TEACHER: _____	PHONE CONTACTS: _____
PHYSICIAN: _____	DR's PHONE #: _____
TRAINED SUPPORT PERSONNEL AND BACK UP:	PARENT PHONE #: _____
1. _____	EMERGENCY CONTACT: _____
2. _____	_____
ALLERGIES: _____	
DIAGNOSIS OF CONDITION: _____	

SYMPTOMS: _____	

WARNING	
SIGNS: _____	

ACTION 1: _____	
ACTION 2: _____	

FORM P662-05 – April 2013

DISTRIBUTION LIST:

OSR

STUDENT SERVICES COORDINATOR

TRANSPORTATION IF APPLICABLE

RELEVANT FORMS ATTACHED:

P662-01 Referral to the CCAC of York Region School Health Support Services

P662-02 Staff Administration of Medication

P662-03 Self-Administration and Storage of Medication

P662-04 Student Medical Log

P662-06 Anaphylactic Reactions Protocol

DOCTOR'S ORDERS

IEP

I/We hereby request that the York Region District School Board, its employees or agents, as outlined, administer the above procedure to my/our child. The York Region District School Board and its employees will exercise reasonable care and diligence in the administration of the procedures identified for the student. Parent(s)/guardians and students acknowledge that the employees of the York Region District School Board, who will administer the related procedures, are not medically trained. At all times it remains the responsibility of the parents to ensure that clear instructions and current doctors' orders are provided to the principal.

PARENT NAME (print)

PARENT SIGNATURE

PRINCIPAL'S SIGNATURE

FORM P662-05 – March 2009



Essential Routine Health Services Plan

Part I: Student Information

Name: _____ Date of Birth: _____
day/month/year

School: _____ Homeroom Teacher: _____

Parent/Guardian: _____

Phone: _____ home _____ work _____ cell

Emergency Contact: _____

Phone: _____ home _____ work _____ cell

Physician: _____ Phone: _____

Description of student's health/medical condition(s):

Part II: Routine Care Plan

Complete Part II separately for each service required.

Note: Provision of medication to manage an ongoing medical condition is considered an essential routine service.

Describe the care required:

How often is this required?

Describe the student's ability to self-administer/self-care?

Any additional instructions (i.e. apparatus, equipment, storage, care of equipment, accessibility of medication):

Parent's Responsibilities:

School's Responsibilities:

Student's Responsibilities:

Please provide any other information that would help us understand your child's needs.

The school staff listed below have received the necessary training to provide the care described on the previous page.

All Staff

Name	Title

I have verified the (Name of service) may be used by the above named persons for the care of this student and find it acceptable.

Authorized health care professional: _____
Signature

Name Phone Number Title Date
OR Parent/Guardian: _____ Date: _____

Note: the signature of an authorized health care professional may be required by the principal depending on the level of complexity of the service requested.

Principal's Signature: _____ Date: _____

Information is collected pursuant to the *Education Act* and will be used for the purpose of addressing the medical needs of the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are found at www.yrdsb.edu.on.ca.

Retain: 12 months
Copy Distribution: Parents, OSR



Essential Routine Health Services Plan Annual Review

Note: if the requirements of the service requested have changed, complete a new Essential Routine Services form. If there are no changes, use this sign-off sheet to confirm the plan has been reviewed with the parent.

This plan remains in effect for the ____ - ____ school year without change.

Parent/Guardian: _____ Date: _____
Signature day/month/year

Principal: _____ Date: _____
Signature day/month/year

This plan remains in effect for the ____ - ____ school year without change.

Parent/Guardian: _____ Date: _____
Signature day/month/year

Principal: _____ Date: _____
Signature day/month/year

This plan remains in effect for the ____ - ____ school year without change.

Parent/Guardian: _____ Date: _____
Signature day/month/year

Principal: _____ Date: _____
Signature day/month/year

This plan remains in effect for the ____ - ____ school year without change.

Parent/Guardian: _____ Date: _____
Signature day/month/year

Principal: _____ Date: _____
Signature day/month/year

This plan remains in effect for the ____ - ____ school year without change.

Parent/Guardian: _____ Date: _____
Signature day/month/year

Principal: _____ Date: _____
Signature day/month/year

Safety Plan

Student Information

Student Name: _____ Student Number: _____
 Preferred Name: _____ OEN: _____
 Grade: _____ Date of Birth: _____
 School: _____ Current School Year: _____
 Date: _____ Review Date: _____
 SERT: _____ (ID) [look up](#)

Staff Information

[Click Here to Download Notification of Risk of Injury Document](#)

Developed By

Staff Name	Role
look up / non look up	(Correct Title, if necessary)
+	

Shared With

Staff Name	Role
look up / non look up	(Correct Title, if necessary)
+	

Staff Available to Support

Staff Name	Role
look up / non look up	(Correct Title, if necessary)
+	

Sources Consulted

☐ CSR ☐ IEP/Relevant Program Pages
☐ Behaviour Tracking ☐ Functional Behaviour Assessment
☐ Behaviour Management Plan ☐ Human Resources/Specify: _____
☐ Other: _____

Personal Protective Equipment

☐ Hand/Arm Protector Sleeve ☐ Visor
☐ Protective Shin Guard ☐ Safety Glasses
☐ Padded Gloves ☐ Light Protective Knee Pad
☐ Forearm Protector ☐ Active Aide Top
☐ Headgear with Ratchet ☐ Other: _____

Signatures

Reviewed By:

Principal	Signature
Parent/Guardian	Signature
look up / non look up	Signature
+	

Precipitating Factors

Student Name: Hayden Weller-Boothby

Triggers

Student Behaviour / Staff Response

Anxiety	Supportive
Behaviour: look up / non look up	Prevention: look up / non look up Intervention: look up / non look up
+	
Defensive	Directive
Behaviour: look up / non look up	Prevention: look up / non look up Intervention: look up / non look up
+	
Acting Out	Non Violent Physical Crisis Intervention
Behaviour: look up / non look up	Prevention: look up / non look up Intervention: look up / non look up
+	
Tension Reduction	Therapeutic Rapport
Behaviour: look up / non look up	Prevention: look up / non look up Intervention: look up / non look up
+	



THE INDIVIDUAL EDUCATION PLAN (IEP)

A Guide for Parents

The IEP summarizes the following

- your child's strengths and needs
- assessment data
- special education services provided to your child
- accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- alternative programs/courses not represented in the Ontario Curriculum (such as Personal Care, Orientation/Mobility Training, Auditory Verbal Intervention Strategies, and/or development of American Sign Language skills.)
- your child's current level of achievement in each program area
- goals and specific expectations for your child
- assessment strategies for reviewing your child's achievements and progress
- regular updates, showing dates, results and recommendations
- a Transition Plan
- medical/health supports/services
- a Safety Plan

What is an Individual Education Plan (IEP)?

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

Access the full version of [The Individual Education Plan – A Guide for Parents on our Board website.](#)

Section F: Transitions

Entry to School Procedures	F.1
<ul style="list-style-type: none">• Kindergarten Entry with Early Intervention Services Support• Early Intervention Services Transition/School Timetable• Student with Special Needs Entering YRDSB for the First Time• Connections for Students• Kinark: Connections for Students Documentation Package• Student Profile for Transition to School	
Transitions within the School Day	F. 28
Transition from One School Year to the Next	F. 29
Transition Between YRDSB Schools	F. 30
<ul style="list-style-type: none">• A Student Profile for Transitions between YRDSB Schools	
Transition to a School Within YRDSB Mid-Year	F. 34
<ul style="list-style-type: none">• Mid-Year Transfer Checklist	
Transition to a School Outside YRDSB	F. 36
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<ul style="list-style-type: none">• Transition Planning Guide Grade 7• Transition Planning Guide Grade 8	
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ENTRY TO SCHOOL PROCEDURES

The following section is divided into three components:

- Kindergarten Entry with Early Intervention Services Support
- Students with Special Needs Entering YRDSB for the First Time
- Connections for Students (CFS)

Kindergarten Entry with Early Intervention Services (EIS) Support

All children entering kindergarten in York Region are initially enrolled in their home school. When a child is identified as having special needs by his or her parent(s)/guardians or by Early Intervention Services (EIS) personnel, a transition meeting is held prior to school entry. The meeting may be attended by:

- a school administrator;
- parent(s)/guardian(s);
- child;
- school staff – Kindergarten teacher, Special Education Resource Teacher (SERT);
- York Region District School Board Student Services staff (i.e., Speech-Language Pathologist, Physical or Occupational Therapist, Student Services Coordinator);
- Community personnel (i.e., EIS, Applied Behaviour Analysis (ABA) Providers, if the child has been receiving service and parents/guardians have provided consent); and
- others.

The purpose of the meeting is to exchange information about the child's strengths and needs to facilitate the transition of the child to school. Information and assessment data about the child's developmental milestones, level of skill development and individual needs are shared with school staff. With parent permission, EIS will share the *Transition to School Report* to guide the discussion/development of the *Student Profile for Transition to School* document. By working together, information can be used to proactively plan for experiences and programs that will maximize the child's strengths.

The YRDSB and EIS have made a commitment to provide training to their respective staff to facilitate this process of transition to school. Several presentations such as: *Using the HELP Assessment Tool to Determine Skill Levels and Develop the IEP* and *Working Together to Ensure a Successful Transition to Kindergarten* have been provided for Kindergarten teachers, Special Education Resource Teachers, special education teachers and support staff. The Ministry document [Planning Entry to School: A Resource Guide \(2005\)](#) is another resource to support the transition to school.



Community and Health Services Department
Social Services Branch – Early Intervention Services

Early Intervention Services (E.I.S.) Transition to School Timetable
 York Region District School Board

Time Period of Activity	Infant and Child Development Services (I.C.D.S.)	Inclusion Support Services (I.S.S.)
September of the year prior to school entry	<ul style="list-style-type: none"> Early Interventionist (E.I.) informs parent/guardian of school options for their child. 	
September - October	<ul style="list-style-type: none"> E.I. provides the parent/guardian with the “Getting Ready for School” folder. 	
September – August	<ul style="list-style-type: none"> E.I. reviews with parent/guardian and child care providers the kindergarten classroom expectations. Family and child care goal plans include opportunities to learn kindergarten skills and routines as appropriate. 	
October – November	<ul style="list-style-type: none"> The Board and E.I.S. set dates for parent/guardian information evenings. 	
October – December	<ul style="list-style-type: none"> E.I. schedules meeting with the parent/guardian (whose child receives C.T.N. therapy services) and the family’s support team (S.L.P., O.T., etc.) to identify anticipated supports, services and classroom adaptations. Transition to School Notification report is completed. The E.I. obtains written consent from the parent/guardian to release information to the Board. 	<ul style="list-style-type: none"> E.I. schedules meeting with the parent/guardian and the family’s support team (S.L.P., O.T., etc.) to identify anticipated supports, services and classroom adaptations as needed.
November	<ul style="list-style-type: none"> Transition to School Notification reports are sent to the Board. 	
December – January	<ul style="list-style-type: none"> School Board Information Evening is announced to E.I.S. families. 	
January – early February	<ul style="list-style-type: none"> School Board Information Evening is held. 	
February	<ul style="list-style-type: none"> Parent/Guardian registers their child at the local elementary school. Therapists complete O.T./P.T. Transition to School Checklist (for child receiving C.T.N. therapy services) and provide copies to parent/guardian to bring to their transition meeting 	
February – June	<ul style="list-style-type: none"> Principal of home school arranges transition meeting with parent/guardian. 	
March – June	<ul style="list-style-type: none"> Parent/Guardian, Board staff, and other team members attend transition meetings at the home school. E.I. attends meetings (for child receiving CTN therapy services) at the parent’s request. 	<ul style="list-style-type: none"> Parent/Guardian, Board staff and other team members attend transition meetings at the home school. E.I. attends at the parent’s request.
March - August	<ul style="list-style-type: none"> Parent/Guardian is encouraged to prepare a portfolio of information describing their child’s interests and abilities. 	
August	<ul style="list-style-type: none"> E.I. completes a discharge report with input from the parent/guardian. Parents are encouraged to provide a copy of the report to the child’s classroom teacher. Child and family discharged from Early Intervention Services. 	<ul style="list-style-type: none"> E.I. completes the Transition to School Report with input from team members and parent/guardian. A copy will be provided to the child’s classroom teacher with parent consent. Child and family discharged from Early Intervention Services if the child will not be attending a licensed before and after school program in September

C.T.N. = Children’s Treatment Network Simcoe York

Admission of Students with Special Needs Entering the YRDSB for the First Time

This section pertains to students with special needs who have not accessed EIS or CFS. When a Principal becomes aware that a student with special needs will be entering school for the first time, the following procedure shall be followed:

- the Principal contacts the CEC Student Services Coordinator when he or she feels the child requires intensive support or specialized equipment;
- the Principal asks the parents/guardians for copies of assessment reports and any relevant information;
- The Principal reviews all relevant reports and consults with the CEC Student Services Coordinator to determine which Student Services staff are needed to support the transition;
- The Principal invites the required staff, parents and child to a transition meeting at the school and completes the Transition to School Profile;
- The Principal encourages the parents to invite the community service provider as appropriate (i.e., Kinark, Kerry's Place, Bloorview, the Children's Treatment Network) when parents request a Community Class placement for their child and it is the recommendation of the Board through the CEC Student Services Coordinator that this would be an appropriate placement, an IPRC meeting will be held after the child is enrolled at the school; and
- Student Services staff and Special Education Consultants are available to provide additional program support as requested.

Connections for Students (CFS)

The **Connections for Students** model is centred on interdisciplinary, student-specific, school-based transition teams that are established approximately six months before a child transitions from the Autism Intervention Programme (AIP) to a YRDSB school setting. Transition teams will develop plans tailored to the specific support needs of individual students and provide support for at least six months after a child leaves the AIP programme.

The mandate of each team is to achieve seamless transitions to school by supporting students according to their individual needs. To facilitate this goal, there is a transfer of information about the student's strengths and needs from the AIP provider to the school staff, enabling both the team members and the transition plans to be tailored to the specific support needs of individual students.

The Connections for Students Transition Process

Step 1 - A clinical decision is made by the staff at Kinark Child and Family Services to discharge the child/youth/young adult from the Autism Intervention Programme (AIP).

Step 2 - The AIP provider contacts the appropriate Student Services Coordinator to initiate the transition process.

Step 3 - After consultation with parents/guardians, AIP and YRDSB staff, the Student Services Coordinator identifies the student's placement. Parents/guardians and the school Principal are notified by the Student Services Coordinator of the placement recommendation. If required, an IPRC will be convened once the student is enrolled in the school.

Step 4 - The school Principal or designate of the school in which the student will be transitioning establishes and leads an inter-professional transition team. The team includes a school administrator, parent(s)/guardian(s), teacher(s), Kinark School Support Programme (SSP) Autism Spectrum Disorder Consultant, and other school and Student Services staff as appropriate.

Step 5 - Approximately six months prior to the planned date of admission to school, the transition team develops and implements a transition plan that is tailored to the specific support needs of the individual student; addresses any specific needs to ensure school and student readiness for entry to school; and provides assistance to teachers as required to support the student's transition into the classroom setting.

Step 6 - Once the student enters school full-time, the transition team meets monthly (or more frequently as needed) to address any issues related to the transition and program development and provides support for a minimum of six months.

Step 7 - After the student has been in school full-time for six months, the Principal or designate, parent(s)/guardian(s) and teacher will continue to work together to monitor the student's progress at key transition points in order to provide appropriate supports.

Introduction to the Connections for Students (CFS) Documentation Package

The purpose of this resource package is to guide the transition team through the CFS process. As students in the Ontario Autism Program (OAP) transition into school or increase their school hours, the enclosed resources can act as a guide to structure the planning and implementation of the CFS model. These documents are saved on the disc that is included and can be reproduced as needed.

- These documents provide a running record of the student's transition, which will facilitate a seamless transition into school. They help to provide a consistent framework which, in turn, facilitates effective collaboration and practice throughout the transition process.
- These documents are to be completed by the school-based transition team during the monthly transition team meetings.
- As with all student records, these documents can be housed in the student's Ontario School Record (OSR).
- Copies of this document can be made available to members of the transition team upon request.

CFS Frequently Asked Questions

- This document outlines and answers questions about the CFS service.
- It outlines the actions that can be completed both prior to and after entry to school or increase in school hours.

School Transition Guiding Questions

- These guiding questions are to facilitate information sharing on student strengths and areas of need between transition team members.
- It is suggested that this form be completed during the initial transition team meeting.
- This information can be used to assist in the development of the student's transition goals.

Transition Team Contact List

- This template can be used to collect the pertinent information of all transition team members.
- This can be photocopied and shared with all members once completed.

Transition Team Meeting Minutes Template

- This template can assist the transition team in tracking the student's performance and progress in respect to identified transition goals.

- The principal or designate can ensure the completion of the meeting minutes document.

Transition Team Meeting Checklist (Optional)

- This checklist can provide a summary of transition steps throughout the CFS process (i.e., from initial transition team meeting to subsequent meetings).
- Assists with the tracking of step completion (date/person) during meetings.

Commonly Used Acronyms

OAP – Ontario Autism Program
ASD – Autism Spectrum Disorder
SSP – School Support Program
CFS – Connections for Students
ABA – Applied Behaviour Analysis

Connections for Students Frequently Asked Questions

Q: What is Connections for Students?

A: The Ministry of Education (EDU), and the Ministry of Children and Youth Services (MCYS) have developed Connections for Students (CFS) as a collaborative approach to improving transitions for school-aged children and youth with Autism Spectrum Disorders (ASD) who are in the former Autism Intervention Program (AIP). This service is offered to support a child's individualized needs across publicly funded school settings as their school situation changes (e.g., school attendance increases). The CFS model is centered on interdisciplinary, student-specific, school-based transition teams that are established before the child's school situation changes. CFS support is time-limited and based on a 12-month transition timeframe that best meets the needs of students and their families. Transition teams will develop transition plans tailored to the specific support needs of individual students and provide support to the school team after the child's transition.

Q: What is a transition team?

A: A transition team is a collaborative mechanism to facilitate a student's transition as their school situation changes. The teams support the student to achieve a seamless transition to school according to their needs. To facilitate this goal, there will be a transfer of information about the student's strengths and needs between the OAP service provider and the school, enabling both the teams and the transition plans to be tailored to the specific support needs of individual students.

Q: Who may be a member of a transition team?

A: The transition team will be interdisciplinary and include members who have an understanding of the individual student; as well as those professionals with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

Members may include:

- Parent(s)/guardian(s)
- Principal or designate to chair the team meetings
- Classroom Teacher(s), Special Education Resource Teacher (SERT) and/or Educational Assistant (EA)
- School Support Program (SSP) ASD Consultant from Kinark Child and Family Services
- School board staff with applied behavioural analysis (ABA) expertise **as required** (Occupational Therapists, Physiotherapists, psychology services staff, Speech and Language Pathologists, intervention team members, autism team members, regional behaviour team members, Special Education Consultants, Student Services Coordinators)
- The OAP service provider
- The OAP Family Support Worker
- Other professionals providing services to the child

Q: What is the role of the school-based transition team?

A: The transition team is responsible for the following:

- The transition team will identify target behaviours that will be the focus of support to the child/youth as s/he prepares to begin or continue in school.
- The transition team will develop a transition plan; goals and expectations are embedded into the student's individual education plan (IEP) where applicable.
- The transition team will address any specific needs to ensure school readiness (e.g., professional development opportunities, school consultation and/or resource development) and student readiness for entry to school.
- The transition team will ensure a monitoring mechanism is put in place, and measures of success are identified.
- The transition team will collect information through the monitoring mechanism. Specific measures will be used to inform effective transition plan implementation.

Q: Why collect data and who is responsible for it?

A: Data is collected through the transition period to monitor progress and to inform transition goals. At the transition team meetings it will be determined who will be responsible for collecting data. It may include a combination of school teams, parents/guardians and the ASD Consultant.

Q: How often does the transition team meet?

A: The transition team meets monthly (or as needed) to address any issues related to the transition.

Q: Where is the Ministry document on CFS?

A: [Ministry of Children and Youth Services: Educational Transitions - Connections for Student](#)

Overview of the Connections for Students (CFS) Process

Prior to change in school situation	After change in school situation
<ul style="list-style-type: none"> ASD Consultant contacts school board contact to indicate that a student will be transitioning into school. Student Services Coordinator facilitates initial meeting to begin CFS process. ASD Consultant arranges additional meetings (as required) and observations of student within the OAP behavioural services and/or school setting. ASD Consultant gathers information regarding student's strengths and needs to share with transition team. Transition team, with the support of the ASD Consultant, develops transition plan including transition goals. ASD Consultant may assist with any professional development needs for school staff prior to student's increase in school hours. Parents/guardians may share any relevant documents related to transition (e.g., OAP Behaviour Plan, OAP Family Service Plan, psychological assessments). 	<ul style="list-style-type: none"> Monthly meetings (or as needed) of the transition team to review progress on the transition plan and goals. Principal or designate to chair meetings including inviting parent(s) and other transition team members. School-based transition team members to implement transition plan with support of the ASD Consultant. ASD Consultant to continue observations to monitor progress and assist with modifying transition goals as needed. ASD Consultant may assist with any on-going professional development for school staff. Once the CFS program nears completion, ASD Consultant fades support while the remaining members of the transition team continue to support as needed. The OAP Family Support Worker updates the Family Service Plan to reflect post CFS needs and supports

School Transition Guiding Questions

Note: This form/plan is a working document to be reviewed and updated as needed.

These guiding questions are for the transition team members to learn about the student as s/he transitions to school or increases their school hours. This form is to be completed during the initial transition team meeting.

Student Name: _____

Date of Birth: _____

Student is presently attending school: ☐ yes ☐ no

School student will be attending: _____

Grade/Placement student will be entering: _____

Estimated date of change in school hours: _____

The student is transitioning from which OAP service provider setting:

- ☐ Home based
- ☐ Clinic (primarily 1:1 instruction)
- ☐ Centre (includes dyads, triads and small group learning)
- ☐ Transition classroom
- ☐ Other agencies involved: _____

When transitioning to school, it would be best for the student if:

- ☐ The student starts full-time school immediately
- ☐ The student has a gradual/staggered entry into full-time school
- ☐ The student has ____ visits to the school prior to entry
- ☐ Other: _____

Areas of Strength	Areas of Need

Potential transition goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Please list 3 key strategies/supports that have been successful with the student:

1. _____
2. _____
3. _____

Please list 3 of the student's areas of interest:

1. _____
2. _____
3. _____

The student will likely require support for:

- ☐ Academics, specifically _____
- ☐ Self-help skills, specifically _____
- ☐ Safety concerns, specifically _____
- ☐ Classroom routines, specifically _____
- ☐ Self-management, specifically _____
- ☐ Other: _____

The student communicates using:

- ☐ Verbal Communication (average number of words per sentence _____)
- ☐ Picture Exchange Communication System (Phase _____)
- ☐ Sign language
- ☐ Gestures
- ☐ Voice output devices : _____

The student is motivated by:

- ☐ A special interest, specifically _____
- ☐ Toys, specifically _____
- ☐ Activities, specifically _____
- ☐ Tokens: The student earns _____ before receiving a reinforcer
- ☐ Verbal praise, specifically _____
- ☐ Edibles, specifically _____
- ☐ Other: _____

The student interacts with peers by:

- ☐ Engaging in cooperative play (interacting with peers towards a common goal)
- ☐ Engaging in cooperative play related to special interest only
- ☐ Engaging in parallel play (playing beside or nearby peers without interacting)
- ☐ Having structured play opportunities facilitated by an adult
- ☐ Other: _____

The student understands best when you use the following visual supports:

- ☐ Photographs
- ☐ Written words
- ☐ Picture symbols (e.g., BoardMaker pictures, line drawings, clip art)
- ☐ Objects
- ☐ Gestures
- ☐ Other: _____

Special concerns (e.g., diet, medical, mobility, allergies, etc.):

To assist the school team in programming, parents/guardians may provide the student's:

- ☐ Assessment of Basic Language and Learning Skills (ABLLS)
- ☐ Verbal Behaviour – Milestones Assessment and Placement Program (VB-MAPP)
- ☐ OAP Behaviour Plan / OAP Family Service Plan
- ☐ Psychological Assessment
- ☐ Specific behaviour protocols
- ☐ Other: _____

Current OAP service provider goals in progress (if applicable):

1. _____
2. _____
3. _____
4. _____
5. _____

Next meeting date: _____

Next steps (e.g., professional development, teacher consultation, data collection, OAP behavioural services visits, classroom observations):

Transition Team Contact List

Name	Role	Contact Information (print contact information or attach business card)

Connections for Students
Transition Team Meeting Minutes
York Region District School Board
(To be completed by Principal or designate)

Student Name: _____

Date of Meeting: _____

School/ Grade: _____

Status of Ontario Autism Program (OAP) supports (e.g., current weekly hours/setting):

Status of school entry (e.g., entry plan, schedule): _____

Transition Team Members:

<input type="checkbox"/> Parent(s)/guardian(s):	<input type="checkbox"/> Teacher(s):
<input type="checkbox"/> Principal or designate (Chair):	<input type="checkbox"/> Kinark ASD Consultant:
<input type="checkbox"/> School Board staff as required: (e.g., OT/PT, Psychologist, SLP, Coordinators, etc.):	<input type="checkbox"/> SERT:
<input type="checkbox"/> Educational Assistant :	<input type="checkbox"/> Others (e.g., OAP service provider, Community Agencies):

Updates - *Please try to highlight one success and one challenge since our last meeting.*

Parents/guardians:

Student (if possible):

CFS:

School staff:

Outside agencies:

Additional information:

Current Goals:

Goal:

Progress Update:

Data Reviewed:

☐ Yes (Please specify) _____

☐ No (Please specify) _____

Action(s)	Responsibility	Time Line(s)

Goal:		
Progress Update:		
Data Reviewed:		
<input type="checkbox"/> Yes (Please specify) _____ <input type="checkbox"/> No (Please specify) _____		
Action(s)	Responsibility	Time Line(s)

Goal:		
Progress Update:		
Data Reviewed:		
<input type="checkbox"/> Yes (Please specify) _____ <input type="checkbox"/> No (Please specify) _____		
Action(s)	Responsibility	Time Line(s)

Upcoming School Visits (e.g., observations, consultation, professional development):

Date of Next Transition Team Meeting: _____

Transition Team Meeting Checklist

Initial Meeting

Completed (√)	To be completed by (date/person)	Transition Steps
		Provide overview of the Connections for Students' process, including timelines and projected start/end dates
		Ensure all consent forms are signed by parents/guardians
		Complete team contact list
		Review student's strengths and areas of improvement (input from family, Ontario Autism Program (OAP) service provider, school team, ASD Consultant, other services)
		Generate and discuss goals for upcoming monthly meetings
		Discuss transition process/schedule
		Review other professional involvement
		Discuss other relevant documents or information (e.g., Individual Education Plan-IEP)
		Discuss potential staff professional development and student information sessions
		Discuss safety considerations
		Schedule observations of student in OAP service or school if applicable
		Schedule monthly meetings for 6 months post school entry

Ongoing Meetings

Dates:	Agenda Items:
	Review previous minutes and action items
	Progress update (input from parents/guardians, school team, School Support Program-ASD Consultant, and other services)
	Update on goals, review data collected and any other relevant assessments
	Develop an action plan for each goal including the person responsible and timeline
	Schedule subsequent observations
	Identify potential staff professional development and student information sessions
	Discuss other business



CONFIDENTIALITY AGREEMENT

I, _____ agree that
(Name of visitor/volunteer)

I will maintain confidential information that I acquire as a result of my visit and/or assigned volunteer duties to -

(Name of classroom(s))

at _____
(Name of school)

And that I will not disclose nor make known any information about - any student for whom I do not have parent/guardian consent; any York Region District School Board staff member; any school volunteer; or any other board-affiliated personnel such as a transportation driver, crossing guard or lunch assistant associated with the aforementioned classroom/school. This Confidentiality Agreement is not limited by the day of the visit/volunteer work to the classroom(s) and thus will be respected indefinitely.

Signature of Visitor/Volunteer

Date

Witnessed By

Print Name

Retain: Student Services

File: LEG – Consents, 12 months from signing

YORK REGION DISTRICT SCHOOL BOARD

Student Profile for Transition to School

York Region District School Board
9/1/2012

The Student Profile for Transition to School document may be used by school administrators and/or community partners to compile information about a student transitioning to school from Early Intervention Services (EIS), Autism Intervention Program (AIP) through the Connections for Students process, community services or from other schools when it is indicated that the student may have special needs. The Board views education as a shared responsibility and therefore, administrators may choose to convene a transition meeting with the student's parent/guardian, school staff, regional support staff and community partners to gather the information for the Student Profile. The profile will assist the administrator in determining the supports that the student requires to make a successful transition to school.

Student Profile for Transition to School

York Region District School Board

Student Profile for Transition to School

Student:	Date of Birth:
School:	Grade:
Previous School/Child Care:	Contact for Previous School/Child Care:
Parent/Guardian:	Daytime Number/e-mail for Parent/Guardian:
Number and Age of Siblings:	School(s) Siblings Attend:
Profile Information gathered in: <input type="checkbox"/> meeting <input type="checkbox"/> observation <input type="checkbox"/> telephone conversation <input type="checkbox"/> other (please specify):	Source of Information i.e. name (s)/assessment:
Profile Completed by:	Date of Profile:

DIAGNOSIS and/or MEDICAL STATUS
☐ yes ☐ no ☐ pending

Notes

PROFESSIONAL SUPPORTS☐ not applicable

<input type="checkbox"/> Behaviour Therapist	<input type="checkbox"/> Case Manager and/or Service Coordinator
<input type="checkbox"/> Early Interventionist	<input type="checkbox"/> Occupational Therapist
<input type="checkbox"/> Physician and/or Registered Nurse	<input type="checkbox"/> Physiotherapist
<input type="checkbox"/> Psychiatrist	<input type="checkbox"/> Psychologist
<input type="checkbox"/> Recreation Therapist	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Speech-Language Pathologist	<input type="checkbox"/> Other (please specify)
Notes (e.g. Professional and Agency names)	

Student Profile for Transition to School

ASSESSMENT(S) <input type="checkbox"/> not applicable		
<input type="radio"/> Audiology	Name _____	Date _____
<input type="radio"/> Medical	Name _____	Date _____
<input type="radio"/> Psychological	Name _____	Date _____
<input type="radio"/> Speech-Language	Name _____	Date _____
<input type="radio"/> Vision	Name _____	Date _____
<input type="radio"/> Other (please specify): _____		

Health Information <input type="checkbox"/> not applicable
<p>Would any of the following health concerns affect the student's attendance and/or participation in any aspect of the school programme?</p> <ul style="list-style-type: none"> <input type="radio"/> Allergies <input type="radio"/> Food restrictions <input type="radio"/> Hearing <input type="radio"/> Motor/Physical <input type="radio"/> Vision <input type="radio"/> Other (please specify) _____
Notes

Equipment Needs <input type="checkbox"/> not applicable
<ul style="list-style-type: none"> <input type="radio"/> Manual Wheelchair <input type="checkbox"/> (please indicate if SEA equipment) <input type="radio"/> Power Wheelchair <input type="checkbox"/> (please indicate if SEA equipment) <input type="radio"/> Stander <input type="checkbox"/> (please indicate if SEA equipment) <input type="radio"/> Computer <input type="checkbox"/> (please indicate if SEA equipment) <input type="radio"/> FM System <input type="checkbox"/> (please indicate if SEA equipment) <input type="radio"/> Other (please specify) _____

Medication <input type="checkbox"/> not applicable
Please identify any medication that the student is taking; what is the medication for; and how often the student takes the medication.
Notes

Student Profile for Transition to School

Personal History	<input type="checkbox"/> not applicable
Identify any event/crisis during the student's lifetime that could influence school adjustment e.g. death of a parent, medical condition requiring lengthy hospitalization, birth/adoption of a sibling, divorce	
Notes	
Identify any factors that could impact the student's adjustment to a new school e.g. difficulty with transitions, extreme shyness, weak social skills, fear of authority figures	
Notes	

Cognitive			
Reading Comprehension/Reading Readiness	<input type="checkbox"/> age-appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Writing Skills/Writing Readiness Skills	<input type="checkbox"/> age-appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Math Skills/Math Readiness Skills	<input type="checkbox"/> age-appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Problem Solving Skills/Reasoning	<input type="checkbox"/> age-appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Functional Communication and Language			
Receptive Language	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Following Oral Directions	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Expressive Vocabulary	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Verbal Communication	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Non-verbal Communication (if applicable)			
<i>identify means of communication</i>	<input type="checkbox"/> Eye Gaze	<input type="checkbox"/> Facial Expressions	<input type="checkbox"/> Gestures
	<input type="checkbox"/> Sign Language	<input type="checkbox"/> Augmentative System/Visual Supports	
<i>indicate if student understands</i>	<input type="checkbox"/> Photographs	<input type="checkbox"/> Picture Communication Symbols	
	<input type="checkbox"/> Other (specify)		
Functions of Communication (if Communication below age appropriate)			
	<input type="checkbox"/> Greeting	<input type="checkbox"/> Requesting	<input type="checkbox"/> Protesting
	<input type="checkbox"/> Choice-making	<input type="checkbox"/> Commenting	<input type="checkbox"/> Social Interactions
Notes (if below age-appropriate indicate age/grade level)			

Student Profile for Transition to School

Speech			
Articulation	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Fluency	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Voice/Resonance	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Gross Motor			
Weight-bearing	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Sitting	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Walking/Running	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Jumping	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Climbing	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Stairs	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Catching/Throwing	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Fine Motor			
Writing	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Scissors	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Grasp	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Blocks/Puzzles	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Paper Activities (folding, gluing)	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Self-Regulation/Self-Control			
Follows classroom routines/rules	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Follows school routines/rules	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Makes Transitions between activities	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Cleans work area	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Locates and cares for own possessions	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Accepts limitations	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Deescalates Behaviour	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Reacts to Change/New Situations	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Controls voice	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Modifies behaviour when directed	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Social Interaction			
Works/plays with others	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Cooperates/shares with others	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Maintains personal space	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Initiates interactions with others	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Demonstrates game-playing skills	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Focuses visual attention on speaker	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Participates appropriately in group activities	<input type="checkbox"/> age appropriate	<input type="checkbox"/> below age	<input type="checkbox"/> above age
Notes (if below age-appropriate indicate age/grade level)			

Self Help Skills		<input type="checkbox"/> not applicable	
Dressing	<input type="checkbox"/> independent	<input type="checkbox"/> with prompts	<input type="checkbox"/> full support required
Drinking	<input type="checkbox"/> independent	<input type="checkbox"/> with prompts	<input type="checkbox"/> full support required
Eating	<input type="checkbox"/> independent	<input type="checkbox"/> with prompts	<input type="checkbox"/> full support required
Toileting	<input type="checkbox"/> independent	<input type="checkbox"/> with prompts	<input type="checkbox"/> full support required
Hand washing	<input type="checkbox"/> independent	<input type="checkbox"/> with prompts	<input type="checkbox"/> full support required
Notes			

Student Profile for Transition to School

Next Steps		
Future Meeting(s)	Date(s):	Attendees:
Consultation Follow-up	Name of Consultant(s)/Regional Support Staff	
Off-site Observation Visit(s)	Date(s):	Location:
School Observation Visit(s)	Date(s):	Attendee(s):
Acquisition of Consent Form(s)		

TRANSITIONS WITHIN THE SCHOOL DAY

Many transitions occur for students during the school day. Sometimes referred to as small “t” transitions, examples of these transitions include changes from:

- Arrival to locker
- Locker to classroom
- Classroom to recess
- Classroom to lunch
- Classroom to washroom break
- Activity to activity
- Preferred activity to non-preferred activity
- Classroom to home, etc.

Within the School

For some students, preparation is required in order to transition from one activity to another within the classroom/school setting. Suggested strategies include:

- Advance warning;
- Visual schedules;
- Timers;
- Provision of extra time for transitions;
- First/Then or First/Next/Then; and
- Positive Behaviour and reinforcement strategies.

Rotary/Secondary School Schedule

- Personalized timetables adapted to student needs (colour coded; hand timetabling);
- Opportunity for student to walk through his/her timetable prior to initiation; and
- Opportunities for teachers to communicate with each other regarding student strengths, needs, strategies and supports.

TRANSITION FROM ONE SCHOOL YEAR TO THE NEXT (WITHIN THE SAME PANEL)

For some students, preparation is required to ensure a successful transition from one school year to the next. Suggested strategies include:

- the student meets new key staff member(s) before the summer;
- an opportunity for the student and/or family to drop into the classroom(s) the week before the first day of school;
- an opportunity for the student to become familiar with the new environment before the first day;
- an opportunity for the student to “walk through his/her new timetable” before the first day;
- give consideration to and/or allow the student choice in such things as: location of desk/locker;
- the creation of a social narratives, transition book/binder, introductory letter; and
- the SERT(s) and classroom teacher(s) meet prior to the first day of school, if possible to discuss the student’s strengths, needs, strategies and required supports.

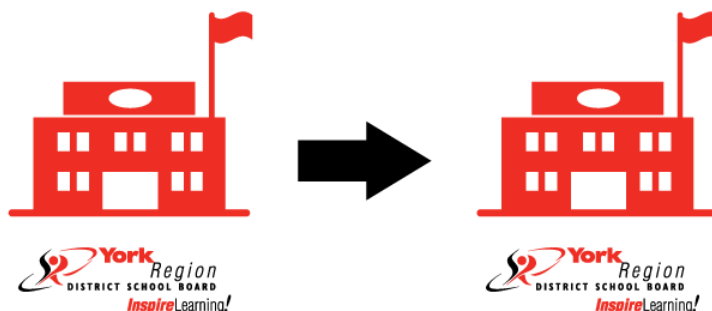
TRANSITION BETWEEN YRDSB SCHOOLS

There is a variety of tools to facilitate the transfer of information, including:

- All About Me Portfolio
- Individual Pathways Plan (IPP)
- Transition Plan in SSNet once the student has pre-registered in their new YRDSB school
- Checklist for Students with Special Needs Entering School (K-grade 12)
- Day Treatment Re-Entry Plan (for students returning to their home school from a day treatment setting)

Suggestions to support seamless transition:

- The Special Education Resource Teacher contacts the Special Education Resource Teacher at the new school prior to the student attending the new school to share student information and program strategies.
- Arrange a visit at the new school to:
 - decrease anxiety;
 - familiarize the student with the new surroundings;
 - provide an opportunity for the student to meet the new teacher and for the teacher to become familiar with the student; and
 - provide an opportunity for the family/student to prepare for the transition to the new school environment.
- Ensure the OSR is requested by the School Office Administrative Assistant (SOAA) of the receiving school as soon as the student first attends the new location.
- Once the student is demitted from the original school location, the SERT from the original school must release the student from his/her caseload on the I & P Planner.
- The SERT at the new location adds the student to his/her caseload once the student is attending the new school and active in the Trillium system.
- If the student has a SEA claim, the SERT contacts the Technology Resource Teacher (TRT) of the appropriate CEC with the student name, personalized equipment, new location and date for the transition.
- The SERT makes arrangements for the transfer of equipment.



A Student Profile for Transitions between YRDSB Schools

(SERT to complete and bring copy of this profile to the IPRC)

STUDENT'S NAME: _____

DATE OF BIRTH: _____

PARENT/GUARDIAN/PHONE: _____

ELEMENTARY CONTACT/PHONE: _____

In order to develop and provide the appropriate strategies necessary for the student to learn, the school must first gain information through observations and discussions with parents/guardians and previous school staff.

COMPONENTS FOR CONSIDERATION	COMMENTS/CONCERNS/QUESTIONS
1. Program Components:	
In what areas does the student have special needs? (i.e., communication, socialization, cognition, physical, medical, technology)	
In what areas does the student have special needs? (i.e., communication, socialization, cognition, physical, medical, technology)?	
What professional supports will be required in the new school setting? (i.e., speech and language, occupational therapy, physiotherapy, psychology, behaviour management, audiology)	
How will the necessary support personnel be involved in the transition process?	
Does the student require specialized equipment? Will the equipment be available? Who has been responsible for training, using and maintaining this equipment?	
Will the student benefit from a modified timetable or course load? Or a "substitution" of credit (i.e., for French)	
Additional Comments/Information Needed	

COMPONENTS FOR CONSIDERATION	COMMENTS/CONCERNS/QUESTIONS
2. Observations of the Student:	
<p>Who does the student prefer to spend time with in the current school setting?</p> <ul style="list-style-type: none"> • Self • Other students • Adults 	
What are the student's interests?	
How does the student communicate needs and wants? (i.e., verbal, picture symbols, sign language, etc.)	
Are supports required for activities of daily living (i.e. dressing, feeding, toileting)? If so, in what area(s)?	
<p>Are medications required at school? If so, where will they be kept and who will be responsible for administering the medications?</p> <p>Who will advise the student of this information?</p> <p>Have appropriate forms been completed?</p>	
Does the student face challenges that interfere with mobility in the classroom?	
How does the student handle transitions and new students?	
What challenges will the student face in moving from the current school to a new school?	
What needs have the parents expressed relating to their child's move from the current school to the new school?	

COMPONENTS FOR CONSIDERATION	COMMENTS/CONCERNS/QUESTIONS
3. Scanning the School Environment:	
Is the school building accessible?	<ul style="list-style-type: none"> • gym • library • washroom facilities • cafeteria • hallways • computer room • all classrooms • portable(s) • elevators
Are special requirements for emergency procedures needed? (i.e., fire drills, evacuation)	
Additional Comments/Information Needed	
4. Plan of Action:	
What steps need to be taken to facilitate the transition process?	
What system of communication with the parents needs to be arranged?	
What information needs to be shared regarding the transfer of SEA equipment?	
Additional Comments/Information Needed	

TRANSITION TO A SCHOOL WITHIN YRDSB MID-YEAR

One of the outcomes of local collective bargaining between YRDSB and ETFO-YR, was an agreement to further support the transition planning for students with high needs that require a safety plan and/or medical care plan when internally transferring mid-year from one YRDSB school to another.

To this end, the following checklist, Mid-Year Transfer Checklist, has been created and is to be used by both the sending and receiving school staff when these transfers occur.

The checklist, Mid-Year Transfer Checklist, is to be used when a student move is being initiated, with support from the area Student Services Coordinator. The purpose of the checklist is to support the effective transition planning for identified high needs students (including those with documented significant health concerns) and/or students with safety plans (due to their significant needs).

To this end, the transition plan checklist is to be completed by the sending school and shared with the receiving school and impacted staff prior to the child starting in the new school on transfer.

Student Services Coordinators are to be involved in this process where the mid-year transfer is the result of a change of program for the student



Mid-Year Transfer Checklist

The purpose of this form and checklist is to support the effective transition planning for identified high needs students (including those with documented significant health concerns) and/or students with safety plans (due to their significant needs). This will be used when a student is transferred mid-year from one YRDSB school or program to another. Student Services Coordinators would be involved in this process where the transfer is the result of a change of program for the student.

This transfer checklist shall be completed by the sending school and shared with the receiving school and impacted staff prior to the child starting in the new school on transfer. Receiving school staff should be aware of the needs of the student to support a smooth and safe transition between schools.

Based on the needs of the student, the following information is to be shared:

Sending School information to share:

- ☐ Individual Education Plan (IEP) or Individual Action Plan (IAP)
- ☐ Safety Plan
- ☐ Transition Plan
- ☐ Essential Routine Health Services Plan – if a medical need exists
- ☐ Emergency Health Care Plan – if a medical need exists
- ☐ Recent IPRC and involvement of IDT staff – if involved
- ☐ Transportation - update needed if a community class student
- ☐ Communication systems, behavioural systems currently being used
- ☐ SEA equipment to be transferred

Receiving School

SSNET access will be available as soon as the student is active in your school so that staff can review the information from the list above.

Further information such as the following should also be reviewed, where applicable:

- ☐ Communication Logs with Parent/Guardian(s)
- ☐ Recent IPRC and involvement of IDT staff
- ☐ Review of OSR
- ☐ Communication with Student Services Coordinator
- ☐ Transportation - update needed if a community class student
- ☐ Staff to sign [Notification of Risk of Injury Form](#) (indicating that they have been informed and that they have had the opportunity to review the current Safety Plan)

Signature of Sending School Principal/Vice Principal

Signature of Receiving School Principal/Vice Principal

Date Completed

Date Completed

There are numerous resources available to support a smooth transition for our staff and students. Please visit the [Transitions for Identified Students page on the BWW](#) for more Transition Resources, if you require further information.

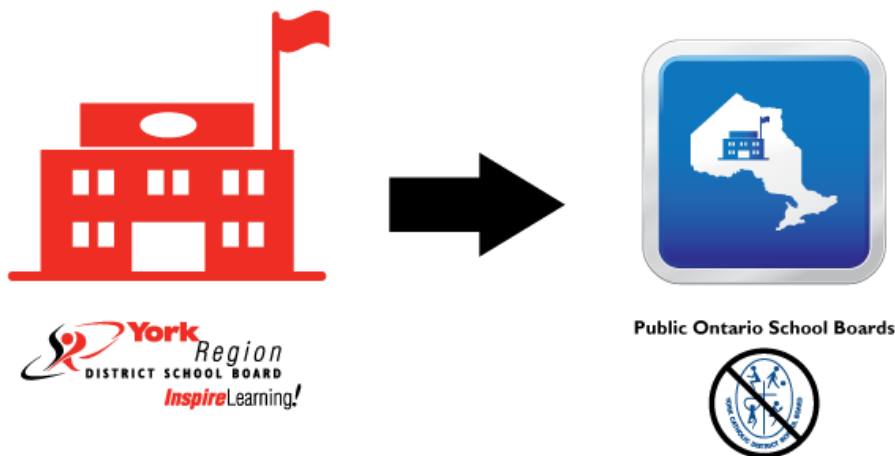
TRANSITION TO A SCHOOL OUTSIDE YRDSB

When a student transitions to another school board within Ontario:

- The OSR and SEA equipment will be sent to the new school upon request by the new/receiving school.

When a student transitions to a school outside of Ontario:

- The OSR is not sent out of province
 - Encourage parents to provide copies of assessments, the IEP and report cards to the new school; and
 - A letter from the current school staff outlining key student learning strengths, needs and program strategies may be written. Review the letter with the current administrator before sending to the new school.
- SEA equipment is returned. Contact the Technology Resource Teacher for the CEC for further assistance.



ELEMENTARY TO SECONDARY TRANSITION

Overview

The successful transition of exceptional students from one program to another, or from elementary to secondary school requires effective communication among the staff. To facilitate the sharing of information regarding the student's strengths and needs the following activities will be implemented:

- facilitating the sharing of previous assessments, both formal and informal, and program information with the receiving school;
- ensuring students entering the Board who are receiving special education services in another board are brought to the attention of the Student Services Coordinator for Community Class placement or to the attention of the Principal and SERT/Subject Head at the school for other placements.
- inviting secondary Subject Heads to a pre-IPRC meeting at the elementary school to discuss programs and course selection for students with special needs;
- inviting secondary special education personnel to the IPRC meetings for grade eight students from their feeder schools;
- sharing of information between the elementary staff who support grade eight exceptional students and the secondary special education staff who will support them in grade nine;
- holding information evenings for all parents, including a Special Education session for parents of exceptional students who are expected to attend secondary schools;
- facilitating visits by parents, special education staff and exceptional students to schools when necessary;
- promoting ongoing discussions between the guidance and special education personnel from both elementary and secondary panels regarding course options and selections for exceptional students;
- establishing peer helpers and/or mentors to be assigned to some exceptional students; and
- collaborating of Special Education Resource Teachers, special education teachers, teachers, guidance staff to inform and counsel students and their families regarding course requirements, selection and modifications.
- Upon pre-registration at the appropriate YRSDB secondary school, a SERT at the secondary school can review the current IEP, Transition Plan and Safety Plan in SSNet.

Transition Timeline - Grade 7 Year

Student Name:

Date:

Parent/Legal Guardian:

Date of Birth:

Date of Secondary School Entry:

Graduation Date:

Transition Team Members:

Main School Contact (SERT):

OVERVIEW AND TIMELINE

Careful planning, open and on-going communication and team collaboration are necessary to develop a smooth transition process.

Steps to Transition For Exceptional Grade 7 Students		Projected Date	Persons Responsible	Date of Completion
1	CEC Student Services Coordinator assists elementary school staff with the identification of students for whom in-depth transition planning is required (i.e. those in Community Classes/SSC).	Nov. before 1 st term interviews	Pre-reviews: CEC Student Services Coordinator, Elementary Principal, SERT	
2	Elementary SERT discusses transition process/program placement with the parent/guardian and student	Nov. – May	SERT, Elem. Principal	
3	Elementary SERT discusses program options with parents or provides name(s) of contact person(s) who can provide parents with this information	Nov - May	SERT, Elem. Principal	
4	Proactive planning for grade 7 students requiring intensive support	Nov. – May	SERT, Elem. Principal	

Transition Timeline – Grade 7 Year

Explanation of Steps in the Process

1. Identifying Students for In-Depth Transition Planning

The Student Services Coordinator will provide assistance to the Principal and SERT in the selection of students and the identification of possible program placement for students with significant exceptional needs (i.e. students in Community Classes; students with Special Equipment Amount (SEA) claims) for those who require in-depth transition planning. This process should begin during the pre-reviews in the grade seven year.

(Note: Elementary SERTs/Principal must notify the Student Services Coordinator of any student(s) who are age appropriate for Grade 8 and note that at age 14, students should be transitioned to secondary. Effective September 2014, all students with an IEP are required to have a Transition Plan as part of their IEP.

2. Early Discussion of Transition Process

At IPRC reviews, in the grade seven year, the SERT encourages the family and student to begin thinking about the student's goals and needs for secondary school. Parents and students are encouraged to visit the open house at their local high school to begin exploration of programs to ensure a well informed decision is made.

3. Engage Parents in Discussion of Program Choices

Discussions with the appropriate Student Services Coordinator will enable the SERT from the elementary school, (or designated staff) to become familiar with programs offered in the various secondary schools. The SERT should be prepared to discuss program option(s) with the family and the student in order to direct them to the appropriate secondary school. Discuss programs not locations as program locations and available space can change from one year to the next.

It may be necessary for the SERT or appropriate Board personnel to help the family and the student understand individual strengths and needs and how they relate to the criteria of the program being recommended. Use the November Elementary Progress Report Card interview and/or annual IPRC as a time to discuss the transition process and student strengths and needs.

4. Proactive Planning for Exceptional Students with Intensive Support Needs in Grade Seven

The elementary school SERT will contact the Student Services Coordinator in the new year (i.e. after January) of grade seven to advise of the student's needs. These needs may include: support personnel, specialized equipment and any building modification requirements. The Student Services Coordinator, family and student should discuss educational programs and destinations as well as the criteria required for placement in secondary school special education programs. The elementary SERT would remain the family's primary contact throughout this process. The role of the SERT during this period will be to support the parents/guardians and student and provide the Student Services Coordinator with pertinent data regarding the student.

Consider whether an updated assessment is required for programming, transition and/or Developmental Services Ontario (DSO) Central East eligibility.

Encourage secondary school special education staff to come to the elementary school to talk with a small group of parents who may have questions about secondary school programs.

Transition Timeline - Grade 8 Year

Student Name:

Date:

Parent/Legal Guardian:

Date of Birth:

Date of Secondary School Entry:

Graduation Date:

Transition Team Members:

Main School Contact (SERT):

OVERVIEW AND TIMELINE

Careful planning, open and on-going communication and team collaboration are necessary to develop a smooth transition process.

Steps to Transition For Exceptional Grade 8 Students		Projected Date	Persons Responsible	Date of Completion
1	A transition information session is held to discuss programs available in secondary schools.	End of Oct.- Begin Nov.	CEC Student Services Coordinator, Special Education Subject Heads, Principal	
2a)	In collaboration with parents/guardians, pre-reviews for grade 8 students occur. Complete appropriate profile package for students who will require a Community Class placement.	Nov.- before 1 st term report interviews	CEC Student Services Coordinator, Special Education Subject Heads, Elementary Principal, SERT	
2b)	Submit completed <i>Community Class Profile</i> to CEC Student Services Coordinator.	End of Nov then submitted to CEC Student Services	SERT, CEC Student Services Coordinator	December 1st

		Coordinator		
2c)	Offers of placement for Community Classes are sent to elementary Principals (cc to Secondary Head)	End of Dec to March	CEC Student Services Coordinator	IPRCs completed by early March
3	On-going dialogue continues to occur with secondary staff in regards to individual grade 8 students	Nov. – June	Elementary Principal and SERT, Special Education Subject Head	
4	Consultation with parents in elementary schools in regard to suggested program/placement options. Invite secondary school Special Education Subject Heads to the elementary school to engage with parents about the programs offered at secondary school.	Nov. – Feb.	Elementary Principal, SERT	
5	Parent/Guardian Information sessions for students in grade 8 held at secondary schools.	Nov.- Feb	Secondary Special Education Subject Heads	
6	Parents/guardians and student choose educational options and discuss with elementary Principal and SERT.	Jan. – mid. Feb.	Elementary Principal, SERT	
7a)	The elementary special education staff invites parent/guardian, student, secondary Special Education Subject Head and appropriate support staff to IPRC for Resource/ Withdrawal Assistance or Indirect Service placements.	Jan. – early Mar.	Elementary Principal, SERT and Secondary Special Education Subject Head	

7b)	Secondary school personnel attends elementary school IPRCs; receives copy of IEP and reviews or completes course selection form previously provided by secondary school	Jan. – early Mar.	Elementary Principal, SERT and Secondary Special Education Subject Head	
7c)	Community Class IPRCs are held at the secondary school as per CEC Student Services Coordinator's schedule. Elementary SERT sends <i>Letter of Invitation</i> to parents and brings Statement of Decision and Transportation forms (if applicable), OSR, course selection (if applicable) and copy of IEP for Special Education Subject Head.	Jan. – early Mar.	Elementary Principal, SERT and Secondary Special Education Subject Head, CEC Student Services Coordinator	
8	Ensure all relevant secondary staff are aware of student needs. Elementary Principal and SERT arrange for information about goals, programming, strategies, equipment needs, support plan to be shared with secondary school personnel* See <i>Transition Plan in SSNet</i>	Apr. - June	Elementary staff	
9	Student is introduced to new school environment and teachers. Transition visits are arranged for individuals and small groups as appropriate and as often as needs dictate.	Jan. – June	Elementary SERT in conjunction with secondary staff	End of June
10a)	Ensure that all Grade 8 SEA equipment has been transferred to secondary school.	By end of June	Elementary Principal, SERT, Student	End of June

			Services staff	
10b)	Order required resources where applicable (Braille, large print, extra copies of texts).		Secondary Special Education Subject Head	End of June
11	Discuss transition challenges (programming, support needs, problem solving) in fall of Grade 9 year.	At secondary school entry i.e., Sept.	Secondary staff	
12	OSRs to secondary – Sent by elementary school in June. Out of Board OSRs to be requested immediately and receipt expedited.	End of June (feeder schools) to early Sept (other boards)	Elementary Principal, secondary guidance and Admin	Early Sept – prior to IPRC deadline for out of Board students

Transition Timeline – Grade 8 Year

Explanation of Steps in the Process

1. Elementary and Secondary School Meetings to Begin the Grade 8 Transition Process (Late October – November)

The Student Services Coordinator and Special Education Subject Heads will organize information sessions to discuss:

- Secondary special education programs
- Criteria for placement
- Proposed location of classes
- Pathways
- Transportation
- Transfer of IEPs, equipment, OSRs, etc.
- Parent Information Evenings
- Course option sheets
- Substitution of credits
- Accommodations for Literacy Test
- Service delivery model(s)
- *Community Class Student Profile* forms
- Transition Plan
- IPRC expectations

2. Pre-reviews for Grade 8 Students

CEC Student Services Coordinators will schedule pre-reviews for each respective CEC and distribute this information to elementary schools and secondary school Special Education Subject Heads. Pre-reviews for grade 8 students should be completed before the end of November. Whenever possible, invite secondary heads to pre-reviews. Data gathered at the pre-reviews, such as *Community Class Student Profiles* and parental wishes will be shared with the Student Services Coordinator to assist with placement and Community Class organization for the following school year.

3. On-going Dialogue Between Secondary Special Education Subject Heads and Elementary School Personnel

Following the pre-reviews, dialogue should continue between panels detailing specific needs of individual students and families.

4. Consultation with Parents in Elementary Schools

By the end of November, elementary SERTS will discuss secondary school programs with parents. At this time, the transition timeline will be shared, i.e., Parent Information Evenings at secondary schools, opportunities for school visits, etc. The Special Education Subject Head from the secondary school can be invited to the elementary school to talk with a small group of parents students with special education needs.

5. CEC Parent Information Sessions

Secondary schools will host parents and students at annual Parent Information Evenings. Special education programs and services will be discussed in detail. Parents will be encouraged to contact Special Education Subject Heads to discuss their specific concerns. Include SEAC information or invite SEAC or community agency representatives.

6. Choosing the Secondary School Program

The family will discuss with the elementary Principal and/or SERT which program they feel is most appropriate for their child given his/her strengths, needs and options available.

Parents will be invited to attend the Grade 8 to 9 Open House evenings at the appropriate secondary schools (#5 above). They will be given an overview of the Grade 9 program and course and level options (i.e., Applied, Academic, Locally Developed, Open or non-credit).

Course selection will be completed by the student and parent with the support of the elementary SERT, and in consultation with the secondary Special Education Subject Head.

If a Community Class has been recommended, visits to these classes will be arranged by the elementary school in conjunction with the CEC Student Services Coordinator. Parents/guardians should be given sufficient time to make informed, tentative decisions.

7. IPRC Scheduling

- a) The Student Services Coordinator will schedule and attend all IPRC's for Community Classes. Personnel from the elementary and secondary school, as well as parents and, the student where appropriate, will be in attendance. For a student requiring a placement other than a Community Class, the elementary school will schedule the IPRC and invite a secondary school representative.

Paperwork required as appropriate:

- **Statement of Decision** – top half and dates completed
 - **Course selection sheets** – for Head to verify appropriate courses selection
 - **IEP** (a hard copy for the secondary school including Transition Plan, Safety Plan, Emergency Health Care Plan or Essential Routine Health Services Plan, if applicable).
 - **Transportation** forms will be completed where eligible
 - **SEA** profile cover sheet
- b) The elementary SERT will invite support staff to the IPRC where appropriate.
 - Speech and Language Pathologist
 - PT/OT
 - Vision and/or Hearing Itinerant
 - Interpreter

Note: If a student has an IPRC at one school but requests a transfer to another secondary school, the IPRC and other information must be shared with the Special Education Subject Head at the new receiving school, once the transfer has been approved.

8. Exchange of Information and Proactive Planning

Once the needs have been identified, if necessary, the appropriate Board personnel will consider the request for additional resources, if applicable. It is important, at this point, to ensure that the family has given written consent to obtain information from other agencies, if applicable. The following list contains examples of steps taken by Board personnel to address equipment and staffing needs:

- Obtain necessary information regarding specialized equipment (i.e. computers, toileting needs, augmentative communication equipment, etc.) SEA Profile cover sheet provided to Special Education Subject Head);
- Student Services Coordinators consult with school administration/SERT to establish need for educational assistant support for the next school year;
- As required, make referrals to school health support services (Community Care Access Centre), for required services such as physiotherapy, occupational therapy, speech therapy or nursing services (Policy 662);
- Ensure all medical issues have been identified for medically fragile students, appropriate forms completed, and an Emergency Health Care Plan and/or Essential Routine Health Services Plan be prepared (Policy 662);
- Identity transportation needs and arrangements will be made by the elementary school;
- Identify school support staff who are likely to be involved with the student (i.e. Speech and Language Pathologist, Psychologist, etc.);
- Principal makes requests for accessibility and environmental accommodations, if necessary, to the Student Services Coordinator. If building modifications are not feasible, an alternate school setting will be chosen by the Student Services Coordinator; and
- Ensure safety issues have been identified and a plan is in place for the first day of school. If appropriate, an updated Safety Plan (Memo S33) must be provided to all relevant staff.

9. Student Visits the Secondary School

As part of the IEP process, the elementary Principal provides an opportunity for the family to discuss which type of setting is most appropriate for their child given the strengths, needs and programs available.

Encouraging the student and the family to visit the secondary school provides an opportunity to:

- Introduce the student to the new school and some of the classroom teachers;
- Prepare both the student and the teachers for a smooth transition;
- Experience some of the routines of the new school;
- Assess the physical set-up of the classroom(s); and
- Determine if changes are necessary prior to the student's entry (i.e. mobility around classroom, toileting facilities, seat/desk placement, etc.) During these visits, a student "buddy" should be arranged to assist the student in becoming

acquainted with the school setting. This will be an opportunity to facilitate social connections and to develop beginning friendships among students with and without disabilities.

Exceptional students may be invited individually or in small groups to visit and experience the secondary school environment.

10. Transferring of Equipment and IEPs

- a) Whenever possible, the SERT and a classroom teacher from the secondary school will be invited to visit the student in the elementary school setting. This gives the secondary school personnel an opportunity to meet the student and observe how he/she is supported in the present learning environment.
- b) In order to facilitate a smooth transition the following steps will be followed:
 - Prior to transfer, where the student has personalized equipment, the elementary SERT will complete the SEA transfer form, and ensure the equipment has been properly labelled. The SEA Profile cover sheet is to be faxed to the Special Education Subject Head. If student has been permitted to take SEA equipment home for the summer, the Special Education Department Head is alerted; and
 - The elementary Principal will ensure that all OSRs have been received by the secondary schools by June 30.
- c) Secondary Special Education Subject Heads will communicate with the sending school of those students who are registered for September and coming from other school boards.

11. Addressing Transition Concerns

The secondary Special Education Subject Head will ensure that all teachers are aware of exceptional students in their classes at the start of September. Detailed information is shared immediately for students with Medical and Safety plans and for any other students who may be at greater risk. Throughout the first semester, on-going contact will be maintained as appropriate between the elementary SERT and the secondary school department head to address transition concerns as they arise.

12. OSRs

Out of Board OSRs: SERTs should review **new** OSRs or work closely with the Guidance department staff at the secondary level to ensure students with special needs are recognized upon registration in the school.

Administrators are required to request the OSR of a new student immediately following registration in a York Region school. Transfer of OSRs should be expedited for students with special needs in order to facilitate the timely development of an IEP and the setting of an IPRC meeting, if appropriate, to meet student needs.

SECONDARY TRANSITIONS TO VARIOUS POST SECONDARY OPTIONS

Overview

Staff assists students in clarifying their educational options and career alternatives as they make decisions related to post-secondary opportunities. The Individual Pathways Plan (IPP) and the Individual Education Plan (IEP), with the Transition Plan, will all be instrumental in this process.

Effective September 2014, all students with an IEP are required to have a Transition Plan as part of their IEP. Each year of school presents different opportunities and challenges to the student who is identified as exceptional. The student's goals and the actions planned in support of those goals should become more clearly focused as the exit/graduation date approaches. The specific goals and actions required should be clearly noted in both the Transition Plan and the student's IPP. *Transition Planning: A Resource Guide* (Ministry of Education, 2002) provides examples of planning that may occur at different stages prior to leaving secondary school.

Depending on the student's pathway, transition meetings with the student and family are to be arranged by the SERT to explore options related to Work Experience placements, community resources, Ontario Youth Apprenticeship Program, Specialist High Skills Majors Program, and planning for post-secondary education and living.

The *IEP Transition Plan* is intended to guide the "transition" actions required through secondary school to post secondary destinations. The Plan should be updated regularly and identify specific skills and actions to support the student in meeting the minimum requirements to achieve his/her outlined goals. Post secondary goals/destinations may include one or more of the following:

1. Further Education	2. Work	3. Community Living
<ul style="list-style-type: none"> • Community College • University • Apprenticeship • Literacy Programs 	<ul style="list-style-type: none"> • Paid Employment • Supported Employment • Volunteerism 	<ul style="list-style-type: none"> • Day Programs • Independent Living • Recreation and Leisure

Transition planning:

- Must be documented in the student's Individual Education Plan (IEP);
- Is an ongoing, collaborative process which is teacher led;
- Should outline the actions that are necessary year by year (up to seven years with an IEP) to assist the student in achieving his/her goals; and
- Documentation should include a record of collaborative involvement of student, parent(s)/guardian(s), school and community partners and must include graduation/exit date.

Some strategies include:

- Providing/considering specific information regarding appropriate educational and employment opportunities (for example, Cooperative Education or Work Experience Program);
- Visiting post secondary institutions or work placements;
- Providing presentations by personnel from post secondary institutions or businesses;
- Providing individual staff contacts in post secondary institutions or businesses;
- Providing post secondary workshops for students regarding the provisions of accommodations available at the post secondary level and guidance with course selections;
- Assisting parents/guardians, where additional support is required, in making connections with community agencies;
- Teaching self-advocacy and facilitating a student meeting with a psychologist to review information in the psycho-educational assessment in order to have a better understanding of the diagnosis;
- Teaching skills (i.e., executive function, self-advocacy, financial literacy, interpersonal, stress/time management, problem solving, etc.) necessary for successful transition;
- Discussing with students and parents the importance of self-advocacy and disclosure (advantages, disadvantages, and other considerations);
- Providing information regarding summer transition programs, financial supports, including OSAP, bursaries, etc.;
- Considering post secondary education requirements, such as an addendum to the psychological assessment, for those students who require access to university/college programs; and
- Considering post secondary Developmental Services Ontario (DSO) requirements for those students who will benefit from adult developmental services (refer to Transition Meeting Record form WEP-81 and Transition Planning Resource Document).

Responsibility

The Special Education Resource Teacher (SERT) develops the Transition Plan in partnership with the student and parent and includes as appropriate:

- Guidance Counsellor
- Student Success teacher
- Cooperative Education teacher (re: apprenticeship)
- Student Services staff (Work Experience Program Coordinator, Special Education Consultant, etc.)
- Administrator
- Community Service Agencies

TRANSITION FOR STUDENTS IN COMMUNITY CLASSES

Students who are in Community Classes may be working towards a Certificate of Accomplishment or an Ontario Secondary School Certificate (OSSC) and will likely require a more comprehensive transition plan, which addresses both the written plan and planning process. Transition planning is used to identify learning goals and guide the student's Individual Education Plan throughout secondary school. Post-secondary transition planning is a partnership involving the Special Education Resource Teacher (SERT), school and resource staff, parent/guardian, student and community service provider(s). The student should be involved in the planning process and given the opportunity to express his/her goals and interests. The transition plan is twofold:

- 1) It should include the outlined actions for students to achieve specific/generic skills and knowledge. Generic skills are needed to make the transition to work, further education and/or community living. Examples of generic skills to support a successful transition to adulthood include:

- Self-advocacy skills
- Study skills
- Vocational/job skills
- Employability skills (e.g. dress, punctuality, responsibility)
- Daily Living skills for independence
- Interpersonal skills
- Stress management skills
- Problem solving/decision making skills
- Financial Literacy

(Adapted from: Transition Planning: A Resource Guide, 2002 Ministry of Education)

- 2) Provide a step-by-step guide to access resources and points of transition (e.g. Application to Developmental Services Ontario-DSO, Ontario Disability Support Program-ODSP, Community Living, etc.) and identify who is responsible for each action.

Transition Planning Meeting Guideline and Responsibilities

Board resource staff, including Work Experience Program (WEP) Coordinators, is available to consult and assist with transition planning meetings. A recommended guideline for hosting transition meetings is a minimum of three times i.e., during the student's 2nd, 6th and final secondary school years, and/or more often.

The Community Class teacher will:

- Invite parents/guardians to the transition planning meeting;
- Include the student in the transition planning meeting, where appropriate;
- Invite Student Services staff, the WEP Coordinator, school staff and community service provider(s), where appropriate;
- Chair the transition meeting;

- Complete the Transition Plan in SSNet as part of the IEP;
- Provide a copy of the completed Transition Plan to parent/guardian; and
- For follow-up meetings, refer to the Transition Plan on the student's IEP to determine completed, pending, and/or new actions.

The Work Experience Program Coordinator will:

- Inform the student, family and teacher of community services and resources and how to access them;
- Inform families of current trends and issues related to developmental services and supports for adults within York Region;
- Liaise and coordinate with representatives from community agencies;
- Attend case conferences and transition meetings to plan for senior students' transitions from secondary school to adult life options; and
- Provide parents/guardian with the book Connections: A Guide to Transition Planning for Parents of Children with a Developmental Disability and the *Transition Planning Resource Document*.

The Principal will:

- Ensure that Transition Plans are developed and maintained in accordance with Board policies and Ministry regulations.

EDUCATION PROGRAMS IN CARE AND TREATMENT CENTRES

Background

A school board and a government approved agency establish an education program in a care and treatment centre through a formalized partnership. In some cases, an agency has a joint agreement with two school boards. Ministry funding requires that a written agreement be negotiated on an annual basis. Provincial policy and Legislative Grant Regulations establish guidelines for:

- the development of educational programs;
- the funding of teacher and educational assistant salaries/benefits;
- provision of consultative services; and
- purchase of instructional supplies and equipment.

The Ministry of Education investigates and approves all agreements prior to confirmation of funding and monitors and renews existing programs on an annual basis.

Referral Process

When a student is experiencing significant difficulty attending school because of his/her treatment needs, the parent/guardian and the school work together to make a referral to an appropriate day treatment service. Prior to a referral being made, a *Day Treatment Referral Checklist* is completed by the school with reference to *Referral Criteria: York Region Central Intake for Day Treatment Services*. A pamphlet, *Education Programs in Care and Treatment Centres-York Region*, is available following this section.

Some agencies receive referrals from the parent/guardian and some agencies receive referrals from the professional community.

Agencies providing day treatment programming support referrals through the York Region Central Intake for Day Treatment Services Committee. Referrals received by each individual agency are reviewed monthly by the Central Intake Committee for consideration of the appropriate and timely placement. The central intake process requires only one agency to be contacted for the referral to be considered by all agencies delivering day treatment services.

Admission Process

A student is admitted to a day treatment program through the agency's admissions process. Relevant information is shared by the sending school with the receiving day treatment team. Involvement of the parent/guardian is critical both to the acceptance of the student and the ongoing success of the student in the program.

Placement Process

In most cases, the day treatment program is intended to be a short-term placement. The ultimate goal for each student is successful re-entry to a school or transition to post-secondary education, job training or employment.

To support successful re-entry to a school, school staff, day treatment centre staff, the Student Services Coordinator, the Care and Treatment Program Coordinator and involved community agencies/resources collaborate to support the student's success throughout the referral, admission, placement and re-entry process.

Attendance

While students are clients of the agency, day treatment programs follow the school year calendar. Some variations in student attendance may exist based upon the particular needs of the students and program.

The Program

A collaborative interdisciplinary team, including the parent/guardian and student develops a program that addresses both the treatment and educational needs of the student.

The range of agency professionals varies and may include child and youth workers, social workers, Speech and Language Pathologists, Psychologists, Psychiatrists and medical doctors.

The academic programs are individualized, flexible and integrated with the treatment plan. Credit and non-credit courses are available to secondary level students. The teacher, as a member of the treatment team, is responsible for the educational assessment of, and program planning for, students.

Some day treatment centres offer a summer program.

Review Process

Conferences to review student progress are regularly scheduled by the day treatment program to be attended by the parent/guardian and the student, if appropriate. When appropriate and possible, the Care and Treatment Program Coordinator attends review conferences to provide relevant information to the Student Services Coordinator. The day treatment team, including

the teacher, presents progress made toward the goals developed during the admission process. At each review conference, goals may be modified and student readiness for re-entry to a York Region school is assessed.

Re-Entry Process

A student is considered for re-entry to a school board program through the following process:

1. A decision regarding student readiness for re-entry is made by the day treatment team;
2. Immediately following a re-entry decision and at least six weeks* prior to transition, relevant information is shared with the Care and Treatment Program Coordinator and the Student Services Coordinator to support the identification of appropriate educational programs;
 - In the event a special education Community Class placement is recommended, a *Community Class Referral* form is to be submitted to the Care and Treatment Program Coordinator in December for consideration of a September placement in the following year.
3. Placement options are presented to the parent/guardian and the day treatment team;
4. The Care and Treatment Program Coordinator schedules a re-entry/transition planning meeting to be attended by the receiving school Principal or designate, the parent/guardian, the student (when appropriate), the day treatment team, the Student Services Coordinator or designate and/or the Care and Treatment Program Coordinator. Other involved agencies may attend with the permission of the parent/guardian.

The teacher and appropriate agency staff present relevant information to the staff of the receiving school.

The Care and Treatment Program Coordinator completes a Re-entry Plan which articulates actions to be taken by the student, parent/guardian, day treatment program staff, receiving school staff, Student Services staff and other involved agencies to ensure a successful transition. [Refer to attached Re-entry Plan template for possible actions to be considered.]
5. An I.P.R.C. meeting, if required, is scheduled by the receiving school once the student is enrolled in a school.

Administration

Each day treatment centre has a school Principal assigned who is responsible for the supervision of the educational staff and the administration of the educational program.

The Care and Treatment Program Coordinator supports the programs throughout York Region.

Records Management

1. Student enrollment and attendance are maintained in TRILLIUM by the Administrative Assistant, Care and Treatment Programs.
2. Daily attendance records are maintained by the teacher of the day treatment program and submitted to the Administrative Assistant, Care and Treatment Programs. A student placed in a partial re-entry program remains full-time on the register of the day treatment program until full re-entry is achieved. It is the responsibility of the teacher of the day

treatment program to track and record student attendance at the treatment centre and the receiving school during the period of partial re-entry.

3. The O.S.R.s for students enrolled in day treatment programs are transferred to the day treatment program as outlined in the *Guidelines for Approval of Educational Programs in Government-Approved Care, Treatment, Custodial and Correctional Facilities and Ontario Student Record (O.S.R.) Management (NP656.0), April 14, 2004* which governs the administration, accessibility and content of The Ontario Student Record.
4. Student enrolment in day treatment programs is reported by the Board to the Ministry of Education based on the total number of students in classes supervised by teachers employed by the Board.

Transportation

Transportation is provided by the Board. A *Request for Special Transportation* (Form NP360-03) is completed by the agency and forwarded to the Care and Treatment Program Coordinator for approval and submission to Student Transportation Services.

Program Locations

Day treatment programs are located within elementary schools, secondary schools, hospitals and community treatment centres.



Day Treatment Re-Entry Plan

Date of Meeting:

Student Information

Student Name: _____ Student Number: _____
 Preferred Name: _____ OEN: _____
 Date of Birth: _____ Grade: _____
 Program: _____ Home Phone: _____
 Phone: _____

Next Steps:

Parent/Guardian Information

Parent/Guardian: _____ Parent/Guardian: _____
 Phone Number: _____ Phone Number: _____
 Address: _____ Address: _____
 City: _____ City: _____
 Province: _____ Province: _____
 Postal Code: _____ Postal Code: _____

☒ Yes ☐ No Registration and course selection completed **Date:** _____
☒ Yes ☐ No Emergency Information Shared (i.e. allergies, medication)
☒ Yes ☐ No Home and School communication system established

Plan Details:

Next Steps:

Program & Receiving School Contact Information

Section 23 Program:
 Name and Contact
 Information:
 Next Steps:

Receiving School:
 Name and Contact
 Information:

Re-Entry Information

Strengths	Needs	Interests

Transition Planning Information**Section 23 Program:**

- ☒ Yes ☐ No Transfer OSR
☒ Yes ☐ No Transfer SEA
☒ Yes ☐ No Share work samples **Date:** 12/19/2017
☐ Yes ☒ No Safety Plan Required?
☐ Yes ☒ No Medical Plan Required?
☐ Yes ☒ No Request for Transportation Submitted?
☐ Yes ☒ No Previsit?

Receiving School:

- ☐ Yes ☒ No Placement **Date:** 12/13/2017
☐ Yes ☒ No IPRC to be Scheduled **Date:** 12/12/2017
☐ Yes ☒ No Initiate SEA Process or Request the transfer of Equipment. **Date:** 12/19/2017

Next Steps

Student Services:

- ☒ Yes ☐ No Support Development of Safety Plan, IEP Development, IDT Referral, Etc.
Nature of Involvement:

Other Notes, Details or Supporting Information

Distribution: Original stored electronically in YRDSB Student Services Network (SSNET) file, copy to parent/guardian

Any questions regarding the collection, use and disclosure of personal and/or health information by the Board may be directed to the School's administration, Principal/Vice-Principal and/or the Area Superintendent.

NOTE: ACTIONS

This plan may include:

- a school visitation to enable the student and parent/guardian to become familiar with the school facility, staff, routines and expectations;
- a visitation to the Section 23 program to enable receiving school staff to become familiar with successful strategies;
- modifications to the program/school day;
- identification of staff member(s) within the Section 23 program and receiving school to be responsible for ongoing communication;
- identification of staff member(s) within the Section 23 program and receiving school to provide support and the specific nature of support;
- regularly scheduled In-School Team meetings to review and assess student progress; and
- establishment of an IPRC date.



Day Treatment Referral Checklist

Student Information

Student Name:	Student Number:
Preferred Name:	OEN:
Date of Birth:	Grade:
Identification:	Placement:
School:	
CEC Area:	

1. ☒ The In-School Team process has been followed. In addition to the Psychological Services staff member, appropriate CEC support staff have been accessed for consultation and/or recommended assessment (may include: CEC Student Services Coordinator/consultant, Speech-Language Pathologist, Physiotherapist/Occupational Therapist, School Social Worker, Inter-Disciplinary Team member, COMPASS)
2. ☒ If applicable, there has been consultation with community agencies/resources involved with the student: (please identify)
3. ☒ There has been consultation with the CEC Student Services Coordinator and Psychological Services staff member to determine suitability for referral to appropriate programs, supports and services including:
 - ☒ Yes ☐ No Interdisciplinary Team (IDT) AND/OR Complex Needs Services (CNS)
 - ☐ Yes ☒ No Alternative Class Placement
 - ☐ Yes ☒ No COMPASS
4. ☒ Yes ☐ No Psychological Services staff has reviewed the student's information and supports this referral.
5. ☒ The CEC Student Services Coordinator and/or Psychological Services staff member(s) have consulted with the Principal - Care and Treatment Programs and the following Day Treatment Service provider is preferred (please complete if applicable):
6. ☒ The parent/guardian or youth is in support of the referral and has been informed of the referral process.

Electronic Signature(s)

School Principal

Psychological Services

CEC Coordinator

Distribution: Original stored electronically in YRDSB Student Services Network (SSNET) until student is the age of 31.

*from Policy Manual – York Region Central Intake for Day Treatment Services Committee

Appendix 5

Referral Criteria:

York Region Central Intake for Day Treatment Services

Mental Health Subcommittee - Participating agencies include:

- Blue Hills Child and Family Centre
- Jerome D. Diamond Centre
- Kinark Child and Family Services
- Markham Stouffville Hospital
- Skylark Youth Services
- Southlake Regional Health Centre
- The York Centre for Children, Youth and Families
- Youthdale Treatment Centres

Dual Diagnosis Subcommittee - Participating agencies include:

- Aptus Treatment Centres
- Cedar Heights Residential Living
- Children's Case Coordination
- Griffin Centre
- Surrey Place Centre

Description of Day Treatment Programs:

Day Treatment Programs, also known as Section 23 programs, are collaborative treatment and educational programs between both of the York Region School Boards and community based mental health and dual diagnosis treatment agencies in York Region. The programs are located within elementary and secondary schools, hospitals and community treatment centres. The programs are designed to provide treatment and educational services to students up to the age of 18 with identified developmental and/or mental health needs who are unable to attend regular or special education classes within a community school due to their primary need for treatment. Student must primarily reside in York Region in order to access these programs. The main objective of these programs is to provide a safe and structured environment in which each student's individual treatment, social, emotional and educational needs can be met. These programs provide stabilization and treatment and work in collaboration with the home school to develop supportive transition plans/programs upon discharge. Each student is on an individualized and flexible program with respect to academics, length of stay, and treatment goals.

Day Treatment Programs serve students with treatment needs who cannot be served through School Board programs.

Referral Process:

In order to ensure that appropriate referrals are made, school staff need to demonstrate that they have exhausted the resources available to the school. To initiate a referral to Day Treatment from a York Region District School Board school, the following steps must be taken:

- 1. Schools hold an In-School Team meeting with relevant team members to determine if all resources have been exhausted and to determine that the student's primary needs are for treatment. A representative from Psychological Services or School Social Worker should attend this meeting.*
- 2. School Principal or designate completes a Day Treatment Referral Checklist, found on SSNet.*
- 3. School Psychology and/or Social Work staff approve the referral in SSNet.*
- 4. Consultation with the CEC Student Services Coordinator for approval in SSNet.*
- 5. Consultation with the Principal of Care & Treatment Programs.*
- 6. Student will be added to the York Region Central Intake Referral List.*
- 7. York Region Central Intake Committee will review the referral and an appropriate community agency will be assigned to follow up with next steps.*

For the York Catholic District School Board Elementary Panel, consultation with the Area Case Conference and the Central Case Conference is required. For the York Catholic District School Board Secondary Panel, consultation with the Student Services Committee and the Central Case Conference is required.

Referral Criteria:

York Region Central Intake for Day Treatment Services

Referral Criteria:

The following information is required to refer a student to a Day Treatment Program:

- a) *Information regarding a student's:*
 - **cognitive functioning** (e.g. IQ)
 - **academic functioning** (i.e. measures of academic achievement)
 - **social and emotional functioning**
 - **adaptive functioning** (where appropriate)
 - *evidence of a learning disability, speech and language disability and/or developmental disability or disorder which may affect school-based adjustment.*
- This information can be provided in the following ways:*
 - *A recent and valid psychological assessment or consultation;*
 - *A previous psychological assessment that has been reviewed by a School Board Psychology staff member and is deemed to accurately reflect the student's current functioning; or*
 - *Through a review of the student information where a School Board Psychology staff member determines that all available information suggests there are no impairments in cognitive, academic or developmental functioning that would affect school adjustment.*
- b) *A current Individual Education Plan (IEP) and/or Individual Action Plan (IAP); and*
- c) *Confirmation that the child/youth "cannot attend a local school because of (his/her) primary need for the services provided by the (day treatment) facility".*
[Ministry of Education Guidelines for Approval of Educational Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities].

Furthermore, any additional information pertaining to a student's medical, behavioural, emotional, social, or learning needs (including any relevant diagnoses) would be of benefit in making the referral to day treatment.

Revised: January 2018

AGENCY PARTNERS

Aptus Treatment Centre
Blue Hills Child and Family Centre
Cedar Heights Residential Living
Griffin Centre
Kerry's Place Autism Services
Kinark Child and Family Services
Markham Stouffville Hospital
Rose of Sharon
Skylark Children, Youth and Families
Southlake Regional Health Centre
Surrey Place Centre
The York Centre
for Children, Youth and Families
York Region Children's Aid Society
Youthdale Treatment Centres

For further information, please contact:



Janet Boyne
Behaviour Resource Specialist
Tel: 905-713-2711 ext. 11150
Fax: 905-713-0451
E-Mail: janet.boyne@ycdsb.ca



Lisa Weekes
Principal, Care and Treatment Programs
Tel: 416-508-5472
Fax: 905-830-9259
E-Mail: lisa.weekes@yrdsb.ca

YORK ACADEMY

EDUCATION COMPONENT
IN
CARE AND TREATMENT
CENTRES



YORK REGION

PARTNERS:

York Region District School Board
York Catholic District School Board
Community Agencies in York Region
Ministry of Education
Ministry of Children and Youth Services
Ministry of Community and Social Services
Ministry of Health

A PARTNERSHIP

A school board and a government approved agency establish an education program in a care and treatment centre through a formalized partnership.

REFERRAL

When a student is experiencing significant difficulty attending school because of his/her treatment needs, the parent/guardian and the school work together to make a referral to an appropriate day treatment service.

Prior to a referral being made, the school principal is requested to consult with the school board contact identified on this brochure.

ADMISSION

A student is admitted to a day treatment program through the agency's admissions process.

PLACEMENT

In most cases, the day treatment program is intended to be a short-term placement. The ultimate goal for each student is successful re-entry to a school or transition to post-secondary education, job training or employment.

Involvement of the parent/guardian is critical both to the acceptance of the student and the ongoing success of the student in the program.

THE PROGRAM

A collaborative multi-disciplinary team, including the parent/guardian and student, develops a program that addresses both the treatment and educational needs of the student.

The range of agency professionals varies and may include child and youth workers, social workers, speech and language pathologists, psychologists, psychiatrists and medical doctors.

The academic programs are individualized, flexible and integrated with the treatment plan. Credit and non-credit courses are available to secondary level students. The teacher, as a member of the treatment team, is responsible for the educational assessment of, and program planning for, students.

In education documents these programs are referred to as "York Academy" in order to protect the confidentiality of the student.

Communication is maintained between the treatment program staff and the school staff during placement. The development of a re-entry plan, with the involvement of the student and parent/guardian, is a necessary prerequisite for a successful transition.

Some centres offer a summer program.

ADMINISTRATION

Each day treatment centre has a school principal assigned who is responsible for the supervision of the educational staff and the administration of the educational program.

ATTENDANCE

While students are clients of the agency, day treatment programs follow the school year calendar. Some variations in student attendance may exist based upon the particular needs of the students and program.

TRANSPORTATION

Transportation is provided by the school board.

PROGRAM LOCATIONS

Day treatment programs are located within elementary schools, secondary schools, hospitals and community treatment centres.



Transition Resources

Ministry Resources:

- *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2007)*
- *Creating Pathways to Success (2013)*
- *Planning Entry to School: A Resource Guide (2005)*
- *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Needs (2007)*
- *Ontario Early Years Policy Framework (2013)*
- OSAP (Bursary for Disabilities)
- Developmental Services Ontario
- Employment and Social Development Canada

Additional Resources:

- *Connections: A Guide to Transition Planning for Parents of Children with a Developmental Disability*. Written by: Rae Roebuck & Judy Coultres-MacLeod, August 2011
- *Stepping Stones: A Resource for Educators working with Youth Aged 12 to 25*

YRDSB Transition Resources

Print Resources:

- *Educator Support Guide for Transition Planning (Collaborative work with school boards in the Barrie Boards network)*
- *Transition Meeting Record for Community Class Programs (YRDSB)*
- *Transition Planning Resource Document, Work Experience Program Department (YRDSB)*
- *Pathways to Opportunity: Experiential Learning Opportunities – The Transition Years (Curriculum & Instructional Services, YRDSB)*

Video/Module Resources:

- Transition Plans – Mapping the Journey

Glossary

All About Me Portfolio (K-6)

This portfolio contains evidence of a student's learning in education and career/life planning (e.g. materials, information, and personal reflections) as noted in Creating Pathways to Success (MOE).

Developmental Services Ontario (DSO)

DSO is the single point of access for Adult Developmental Services and the primary contact for information about developmental services and supports. The DSO provides information for individuals regarding links to available services and supports.

Individual Education Plan (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and to demonstrate learning. The IEP lead is the school staff member, determined by the principal, to coordinate the student's IEP including the transition plan.

Individual Pathways Plan (IPP Gr. 7-Graduation)

Starting in grade 7 and building on their All About Me (K-6) portfolio, students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP).

Macro Transition

Significant transitions such as entry to school, between grades and division, from elementary to secondary, and from secondary to postsecondary destination happen periodically, are more complex and include significant changes to many aspects of a student's routine. (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 36).

Micro Transition

Transitions that occur on a regular basis between activities and settings within the routines of the school day. (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 36).

Ontario Disability Support Program (ODSP)

The Ontario Disability Support Program helps people with disabilities who are in financial need pay for living expenses, like food and housing.

Ontario School Record (OSR)

A secure student file where copies of the IEP and transition plan will be stored.

PPM 156

Policy and Program Memorandum 156: Supporting Transitions for Students with Special Needs outlines that a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional. All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the post-secondary institution (where appropriate) and relevant community agencies and/or partners. This PPM comes into full implementation in September 2014.

Transition Plan

The plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

Transition Planning

A coordinated set of activities that prepare students for change (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 208).

Transition Team

The team may include various school, board, family, and community contacts. School staff should involve the student and family to identify additional team members.



www.egorich.org
790 15 Avenue
Hanover, ON, N4N 3A1



www.2webb.on.ca
351-1 Avenue North
Chesley, ON, N0G 1L0



www.dobts.ca
650 Roseland Road West
Oshawa, ON, L1J 7G4



www.meredith.on.ca
1355 Lassdowne Street West
Peterborough, ON, K9J 7M3



www.zimeth.on.ca
46 Alliance Boulevard
Bram, ON, L4M 5K3



www.yrbc.ca
60 Wellington Street West
Aurora, ON, L4G 3H2

Writing Team

www.darham.edu.on.ca
400 Taunton Road East
Whitby, ON, L1R 2N5

www.karschoed.ca
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Peterborough, ON, K9J 6K6

www.cordoba.on.ca
1170 Highway #25
Midhurst, ON, L0L 1X3

www.kitch.ca
300 Country Road 36
Leeds, ON, N0W 4S4

www.yrbc.ca
320 Bloomington Road West
Aurora, ON, L4G 0M1



Related Links

Entry to School Transition Plan
Creating Pathway to Success

Individual Pathways Plan (IPP)

Individual Education Plan (IEP)

Transition Planning within the IEP

Supporting Transitions for Students with Social Education Needs

Transition Plan Incorporating ABA for Students with ASD

Connections for Students

Transition to School Program from Care, Treatment, Custody or Confinement (TCCO) Program

Transition Plan for Young People with Developmental Disabilities

Social Education Funding Guidelines: Social Incidence Portion

Student Action Plan (SAP) - Excluded

Student Action Plan (SAP) - Suspended

Supervised Alternative Learning Plan (SALP)

Individual Plan for Students with Anaphylaxis

Provision of Support Services

Orientation Program: Transition from Grade 8 to Grade 9

Exit Program

School-to-Work Transition Program

Student Success Teacher and Team

Ontario Schools: Kindergarten to Grade 12 Anaphylaxis Policy - Selfies's Law

<http://www.edu.gov.on.ca/eng/parents/transition/entry.pdf>
<http://www.edu.gov.on.ca/eng/documents/policies/creatingPathwaysSuccess.pdf>

<http://www.edu.gov.on.ca/eng/boiling/funding/memo/201313CreatingPathways2013.pdf>
<http://www.edu.gov.on.ca/eng/general/ken/schools/pubs/transitionplan.pdf>

<http://www.edu.gov.on.ca/eng/general/ken/schools/pubs/transitionplan.pdf>
<http://www.edu.gov.on.ca/eng/boiling/born/born156.pdf>

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<http://www.edu.gov.on.ca/eng/boiling/funding/memo/201313TransitionPlanDevotee.pdf>
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<http://www.edu.gov.on.ca/eng/boiling/funding/memo/201313TransitionPlanDevotee.pdf>

Educator Support Guide for Transition Planning

A transition brochure developed by the Barrie Region Boards to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an Individual Educational Plan (IEP).

TRANSITIONS

GOAL 1

To identify strategies required to support the transition for students with an IEP.

GOAL 2

To develop a transition plan in collaboration with a student's transition team.

GOAL 3

To implement strategies and determine next steps.

What is the Transition Plan?

A transition plan is a guide which outlines the daily, short term and long term changes in a student's programs.

PPM 156 states that "A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP."

The transition plan is reviewed and updated as part of the IEP review process. The transition plan addresses the physical, social/emotional and learning needs of the student as they move through their academic career.

Macro transitions may include:

- entry to school
- grade to grade
- school to school
- elementary school to secondary school
- secondary school to post-secondary pathway

Micro transitions are day to day transitions including activity to activity and class to class.

Contained within the transition plan are:

- individual goals
- actions required to achieve those goals
- identified individuals responsible for the actions required
- specific timelines for completion

All About Me & IPP Guiding Questions



The "All About Me (K-6) portfolio and the Individual Pathways Plan (IPP Gr 7 to Graduation) which are required for all students, may be used as a source of information when developing the IEP and transition plan. Transition planning is a team approach that involves consultation with the parents and/or guardians, the student (where appropriate) and can involve school board support staff, school staff, health care workers, community workers and others who support the student.

GOAL 1

To identify strategies required to support the transition for students with an IEP.

GOAL 2

To develop a transition plan in collaboration with a student's transition team.

GOAL 3

To implement strategies and determine next steps.

Transition Team PLANNING OPTIONS

Transitions Entry to School	Possible Actions - Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange visit to classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school scan of learning materials, resources and space
Transitions School to School	Possible Actions - Arrange receiving school/class visits • Arrange transfer of OSR with updated IEP, and transition plan • All About Me/IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. CCAC) • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)
Transitions Class to Class	Possible Actions - Create a daily schedule to prepare moving from class to class • Prompt (visual, verbal) 5 minutes prior to the end of class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) as a source of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class
Transitions Grade to Grade	Possible Actions - Identify strategies that are successful and share them with new staff • Have receiving staff observe student and meet the student to review programming needs • Arrange a visit for the student prior to school starting
Transitions Changes in School Support	Possible Actions - Introduce student to new staff in the classroom • Provide social script • Work through routines as indicated in individual schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, assistive technology) • Facilitate any job mentoring/shadowing experiences for school staff • Inform parents of change in personnel
Transitions Elementary to Secondary	Possible Actions - Identify and document strategies that are successful and share with new staff • Gather information about the receiving school's environment while considering the student's programming needs • Have receiving team observe student and programming in elementary school • Organize student visit to receiving environment
Transitions Secondary to Post Secondary	Possible Actions - Ensure that student is an active participant with knowledge of their learning needs • Update assessment information as appropriate • Assess student's ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance and special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/university/trade application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Education staff to provide information about all university and college transition programs
Transitions School to Community	Possible Actions - Explore student interests, skills, abilities, needs and appropriate self-advocacy skills • Review OSR and determine if appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Connect parent/guardian with local associations (e.g. Community Living, DSO, etc.) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student
Transitions School to Work	Possible Actions - Complete Individual Pathway Plan (IPP) • Complete job readiness skills (application form, apply for Social Insurance Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to jobs online) • Pursue summer/part-time employment in area of strength and interest • Participate in workplace experiences • Explore possible career choices

Common Actions

- Establish transition team to support the planning. It will include parents/guardians, school staff, the student (where appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- Arrange special transportation as required
- Arrange transfer of equipment
- Provide new staff with a contact list and/or appropriate resources
- Arrange for peer supports and student awareness activities
- Gather information regarding student's strengths and interests using OSR
- Incorporate self advocacy into the student's IEP
- Ensure that the student's voice in the All About Me Portfolio/Individual Pathway Plan (IPP) is incorporated into the transition planning process
- Educate student and staff about the student's strengths and needs and the use of accommodations, assistive technology and learning strategies that are applicable for his/her learning
- Determine resources/professional training opportunities that may be required for staff
- Organize materials to support student in transition (social scripts, visuals, photos, equipment transfer)
- The transition plan must be stored in the OSR
- Inform parents/guardians of any significant changes that will impact the transition plan
- A transition plan is required for all students with an IEP, however, there may be times where the transition plan may indicate that no action is required at this time



TRANSITION PLANNING RESOURCE DOCUMENT

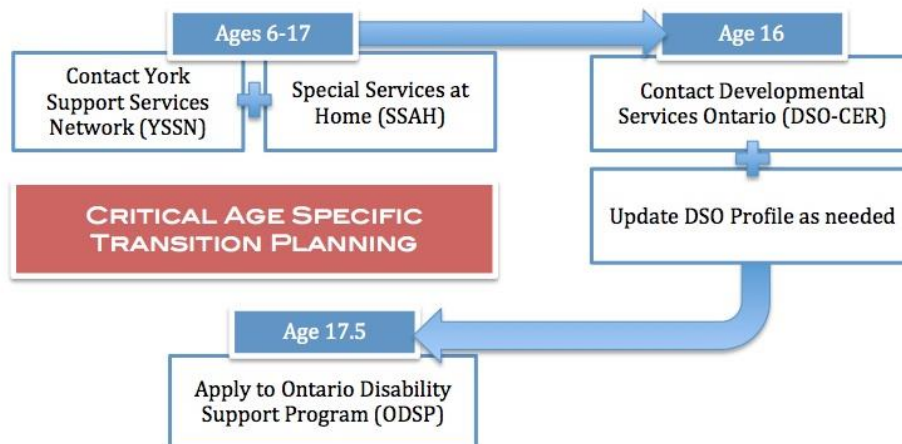
Work Experience Program

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Transition Planning Flow Chart



Developmental Services and Transition Planning

This Transition Planning Resource Document is designed to assist parents and caregivers to understand and access community developmental supports and services in York Region.

The term “**Developmental Services**” includes a variety of supports designed to assist individuals with Developmental Disabilities and their families. These supports allow individuals to participate fully as citizens in their community. Developmental services include:

- Case Management
- Caregiver Respite
- Community Participation Supports (Day Programs)
- Person-Directed Planning
- Residential Supports
- Behaviour Services
- Passport Program

For Information on Local Programs and/or To Make a Referral for Services:

Adult Developmental Services 18+ years, call the DSO CER at (905) 953-0796 or

Toll free: 1-855-277-2121 www.dsontario.ca

DSO Eligibility Requirements: Individuals must be at least 16 years of age to begin the application process however, individuals must be **18 years or older** to receive services. Requirements for the application: 1) Proof of Ontario residency 2) Proof of age 3) A psychological assessment indicating a Developmental Disability.

Children’s Developmental Services 6-17 years, call YSSN at 1-866-257-9776 Ext. 2574

www.yssn.ca

Developmental Services Ontario (DSO): funded by the Ministry of Community and Social Services to assist **adults (18+ years)** with developmental disabilities to access services and supports in their communities. The DSO is your first point of contact when seeking local programming or general information. Contact the DSO for resource information and/or to complete an application package. **Developmental Services Ontario (DSO) Central East Region (CER)** is the local DSO for York Region residents. www.dsontario.ca

York Support Services Network (YSSN): is a community-based agency that offers a range of case management and community crisis services throughout York Region to support individuals with a Developmental Disability and/or a serious mental illness in accessing appropriate supports and services. In addition, York Support Services Network maintains the Access Line for Children’s developmental services and hosts Developmental Services Ontario (DSO), Central East Region. www.yssn.ca

Central Office (North) 240 Edward St. Aurora, ON L4G 1W2. ***There is no fee for services.***

Additional Services offered through YSSN

Connections: *“Connections: A Guide to Transition Planning for parents of children with a developmental disability”* This resource guide has been written to provide parents and caregivers with information on transition planning, to identify some of the issues that need to be considered and provide information on how to access services. Click here to view: [Connections Guide](#)

Crisis Response Services: Crisis workers are available 24 hours per day 7 days per week to provide immediate telephone response. 1-855-310-COPE (2673)

Streamlined Access: a single point of entry for individual mental health case management services in York Region 1-888-695-0070 Ext. 2278

Associations for Community Living

Associations for Community Living: Local Community Living Associations offer services to people who have a developmental or other intellectual disabilities. There are 3 local Associations for Community Living in York Region. Services vary from area to area and may include: day programs/supports, residential supports, employment supports, recreation and leisure activities and community outreach services.

1. [Community Living York South \(CLYS\):](#)

101 Edward Avenue Richmond Hill, ON L4C 5E5 (905) 884-9110 1-877-737-347

Markham Office: 5694 Hwy #7 E, Unit #13, Markham, ON L3P 1B4 (905) 294-4971

Vaughan Office: 136 Winges Road, #6 Woodbridge, ON L4L 6C3 (905) 264-7262

2. [Community Living Central York \(formerly Newmarket/Aurora District\) \(CLNAD\)](#)

757 Bogart Avenue Newmarket, ON L3Y 2A7 (905) 898-3000

3. [Community Living Georgina \(CLG\)](#)

26943 Hwy 48 Sutton West, ON L0E 1R0 (905) 722-8947

Provincially Funded Resources and Supports

Ministry of Community and Social Services (MCSS) and Ministry of Children and Youth Services (MCYS)

Central East Office (Includes York Region)

17310 Yonge Street, Unit 1, Newmarket, ON L3Y 7R8

Phone: (905) 868-8900 or 1-877-669-6658

[Assistance for Children with Severe Disabilities \(ACSD\)](#) helps parents with some of the extra costs of caring for a child who has a severe disability. A parent/legal guardian whose child is under 18 years of age, lives at home and has a severe disability may be eligible to receive help under this program. The amount a family receives will depend on the family's income, the severity of the disability and the kind of difficulties the child has when walking, communicating, bathing and/or eating.

Special Services at Home (SSAH): helps families who are caring for a child under the age of 18 years with a Developmental or Physical Disability to pay for services in the home or outside the family home, as long as the child is not receiving support from a residential program (living in a group home). SSAH funds may be used to hire someone to help a child learn new skills and abilities, such as improving communications skills and/or daily living skills. SSAH funding can also be used to purchase relief/respite support.

Ontario Disability Support Program (ODSP) Income Support: a provincial benefit that provides financial assistance for eligible adults (18 years and older) with disabilities who are in need. It is designed to assist with cost of living expenses like food and housing. Individuals and their families, who are eligible for ODSP Income Support, may also be eligible to receive other benefits and supports including: health, drug and dental coverage. Individuals may apply six months prior to their 18th birthday. ***Eligibility is determined by financial situation and disability status.*** Electronic version click here: [ODSP Apply Online](#)

Ontario Disability Support Program (ODSP) Employment Support: is a provincial program that provides work-related support to eligible students (16 years and older) and adults (18 years and older) with a disability who can and want to work, prepare for and find a job. This service is separate from ODSP Income Support and is designed to connect the individual to an employment support service provider of their choice. Services include assessment, resume writing, interview skills and support, job development, job coaching and job maintenance. Click here to for application: [ODSP Employment Supports Application](#)

Ontario Works: provides income and employment assistance for people who are in temporary financial need. To be eligible for Ontario Works, an applicant must be a resident of Ontario, in immediate financial need and willing to participate in employment assistance activities. Clients may also be eligible for pharmaceutical and dental coverage, glasses, hearing aids and community and employment start-up benefits.

Passport Program: is a financial resource designed to assist adults with a developmental disability with the cost of supports including: Day Programs, Caregiver Respite ***Applications for Passport must be made through Developmental Services Ontario (DSO)*** 1-855-277-2121. Refer to the [Passport Tip Sheet](#) for this program.

Federal Government Programs

Disability Tax Credit (DTC): is available to eligible persons with disabilities. The DTC reduces the amount of tax owed by a person to the government. An individual may apply for the DTC by completing Form T2201, which can be found on the [Canada Revenue Agency's website](#).

An individual deemed eligible for the DTC will then be eligible to open a RDSP.

Registered Disability Savings Plan (RDSP): is a long-term savings plan that is designed to meet the needs of people with disabilities and their families. An RDSP may be opened by any individual who qualifies for the Disability Tax Credit (DTC). For those 49 years of age and under, the Government of Canada matches money saved in an RDSP with grants of up to \$3500 (lifetime maximum of \$90,000) and provides a bond of up to \$1000 for individuals living on a low income. An RDSP is an exempt asset under ODSP.

For more information contact your local bank/financial institution or visit The [Registered Disability Savings Plan webpage](#) from the Government of Canada.

Canada Mortgage and Housing Corporation: Funding for home renovations for people with disabilities.
Ontario Business Centre 100 Sheppard Ave. E, Suite 300, Toronto, ON, M2N 6Z1 416-221-2642.

**Post Secondary Education: GTA Community Integration through Cooperative Education (CICE)
and College Vocational Programs (CVP)**

Durham College - CICE: a two-year, post-secondary program designed for individuals with intellectual disabilities or other significant learning challenges. 2000 Simcoe Street N., Oshawa, ON L1H 7K4 (905) 721-2000 Ext. 2472. Elizabeth Campbell, Team Lead/Learning Facilitator elizabeth.campbell@durhamcollege.ca

George Brown College - CVP: a job-readiness program is designed to meet the unique educational and vocational needs of people who would not normally consider or qualify for entry into a traditional post-secondary program. **St. James Campus** 200 King Street East, Toronto, ON M5A 3W8
Jerry Nugent, Program Coordinator (416) 415-5000 Ext. 2503 or 1-800-265-2002 jnugent@georgebrown.ca

Humber College - CICE: is designed to give students with developmental disabilities the opportunity to participate in college-adapted programs and activities. North Campus 205 Humber College Boulevard, Toronto, ON M9W 5L7. Rosanna To, Program Coordinator (416) 675-6622 ext. 4288 rosanna.to@humber.ca

For more information, refer to the College Comparison Chart on the next page.

GTA College Comparison Chart

CRITERIA	Durham College	Humber College	George Brown College
Total # of Students	11000 full time 8000 part time/apprenticeship	15,000	28,924 full-time 66,410 part-time
Program Type	CICE (INTEGRATION)	CICE (INTEGRATION)	CVP (VOCATIONAL)
Program Length	2 years	2 years	8 months
# of Students	20 first year 40 total	36 First Year/ 70 Total Program	34
# of Applications	94	120	110+
Integration	Modified curriculum Electives in identified areas of interest (10 over 2 years) 3 Field placement opportunities with the community	1 elective class per semester Participation in college-wide activities Student Council involvement Field placement opportunities both within college community as well as general community	Physical and Social. Selected students tested for college-level upgrading may take other college programs. Auditing of specific college programs available
Comprehension	Grade 3 Level	Grade 1-3 Level	Grade 3 to 12+ Level.
Eligibility	OSSD + IEP/OSSC or Mature student (19 years) + 2 Secondary School English credits. Modified (gr. 9,10, 11 or 12). Academic needs requiring program modification, Level of Independence that precludes constant support, OCAS application, on line CICE Application, references, interview.	Based on questionnaire, interview, references Must have a documented developmental disability Application through Humber College (not OCAS) 19 yrs old by Labour Day	Based on: Attendance at Information Session, Intake/Testing Class, Interview Guidance and Resource input, information obtained from IEPs, school transcripts
Courses	CICE Seminar, Communication, Self-Advocacy, Computer Literacy, 3 Field Placements Elective Courses in areas of interest.	Healthy Relationships & Sexuality, Community Awareness, Personal Development, Leadership Exploration, Advocacy	Vocational Skills, Communication Skills, Life Skills, Math, Computers, Health/Fitness
Support	Curriculum modification, Accommodations, 1 hour tutoring and support per class. Academic Advisor: 1-1 Support Bursary	Approximately 5 hours a support a week: In class support, tutorial assistance, 1-1 meetings and job coaching, academic support	Academic and Personal Counseling as required External Advisory Committee input
Homework	Moderate amount – modified to meet student ability	Moderate amount	Minimal amount
Emphasis	Strategies for success in the workplace. Integration and strategies for academic success at College. Community connections.	Community integration and self-realization Development of leadership, personal goals. Advocacy skills and independence.	Choosing a realistic and achievable job goal Completing a co-op placement and finding a job in a related area.
Residence	Yes	Yes	Yes
Program Tuition	\$3991 for a full academic year	\$3800 (Approx) for a full year Institutional Bursary available	\$3447
Campus	Oshawa and Whitby	Access to both North and Lakeshore Campus for elective courses	Centralized /accessible Independent travel
Work Component	Yes	Yes	Yes

CVP Programs Outside The GTA

Algonquin College - Academic Assistance for Adults with Developmental Disabilities (AAADD): a program designed to offer various courses to adults with an intellectual-developmental disability. The overall goals of the program are to build academic and social skills within a college environment. It is a four-year program that runs 41 weeks per year August - June.

1385 Woodroffe Avenue, Ottawa, ON K2G 1V8

Lianne Calderone, AAADD Coordinator (613) 727-4723 Ext. 2900 calderl@algonquincollege.com

Northern College of Applied Arts and Technology- College Vocational Program (CVP): this program is designed to meet the unique educational and/or vocational needs of individuals with complex disabilities who require one-to-one intervention or continuous access to technology in order to benefit from academic studies.

4715 Highway 101 East, Porcupine, ON P0N 1H0

Des Quinn, (705)235-3211 Ext. 2258 quinnd@northern.on.ca

CICE Programs Outside The GTA

The CICE program model is a two-year, post-secondary, modified program designed for individuals with learning challenges such as intellectual disabilities, brain injuries, learning disabilities, Autism Spectrum Disorder, mental health issues, and other related challenges. The program provides students with an opportunity to enhance their academic skills through regular college classes, while developing vocational abilities through career-related, field placement experiences.

Conestoga College - Community Integration through Co-operative Education (CICE)

299 Doon Valley Drive, Kitchener, Ontario N2G 4M4

Shannon Lipskie, Manager, Apprenticeship and Special Programs (519) 748-5220 Ext. 3382

slipskie@conestogac.on.ca

Confederation College - Community Integration through Co-operative Education (CICE)

450 Nakina Drive Thunder Bay, ON P7C 4W1

Karen Kemp, Program Coordinator (807) 473-3739 kemp@confederationc.on.ca

Fleming College - Community Integration through Cooperative Education (CICE)

599 Brealey Drive, Peterborough, ON K9J 7B1

Sara Slater, Program Coordinator (705) 749-5530 Ext. 1189 sara.slater@flemingcollege.ca

Georgian College - Community Integration through Cooperative Education (CICE)

1 Georgian Drive, Barrie, ON L4M 3X9

Renee Ferguson, Program Coordinator (705) 728-1968 Ext. 6047 Renee.Ferguson@GeorgianCollege.ca

Lambton College - Community Integration through Co-operative Education (CICE)

1457 London Rd, Sarnia, ON N7S 6K4

Rodney Marsh, Program Coordinator (519) 542-7751 Ext. 3250 Rodney.Marsh@lambtoncollege.ca

Loyalist College - Community Integration through Co-operative Education (CICE)

376 Wallbridge-Loyalist, Belleville, ON K8N 5B9

Contact: cice@loyalistc.on.ca

Mohawk College - Community Integration through Co-operative Education (CICE)

135 Fennell Ave. West Hamilton, ON L9C 1E9

Carry Leo, Program Coordinator (905) 575-1212, Ext. 3297 catherine.leo@mohawkcollege.ca**Niagara College - Community Integration through Cooperative Education (CICE)**

135 Taylor Road, Niagara-on-the-Lake, Ontario L0S 1J0

Contact: 905-735-2211, Ext.7559 myfuturenc@niagaracollege.ca**Sault College - Community Integration through Cooperative Education (CICE)**

443 Northern Ave., Sault Ste. Marie, ON P6A 5L3

Sara Trotter, Team Leader (705) 759-2554, Ext. 2537 sara.trotter@saultcollege.ca**St. Lawrence College - Community Integration through Co-operative Education (CICE)**

100 Portsmouth Ave. Kingston, ON K7L 5A6

Robin Schock, Program Liaison (613) 544-5400 ext. 1470 rschock@sl.on.ca**Vocational and Employment Programs**

Many organizations that provide developmental programs also offer employment skills development as a component of a larger program. Supports may include: job preparation, communications skills, volunteer work and/or a work placement.

See also: ODSP Employment Supports (under Provincially Funded Resources and Supports pg 3).

Community Living York South (CLYS)

A Community Support Coordinator can make referrals to job matching services and employment preparation programs, or assist individuals and families in pursuing employment. **Richmond Hill** (905) 884-9110, **Markham** (905) 294-4971, **Vaughan** (905) 264-7262

Community Living Central York (formerly Newmarket/Aurora District) (CLNAD)

The Employment Strategies program through CLNAD assists individuals with developmental disabilities or individuals traditionally perceived as having employment barriers locate and maintain work.

460 Oak Street, Newmarket, ON L3Y 3X6

Christine Ruchlewicz (905) 868-9275 christine.ruchlewicz@clnad.com**GTA Faith Alliance Learning Centre**

Free for youths aged 12 to 28. Provides skills training and supports for youth to build promising career opportunities. Services offered include: computer training, job skills training, and youth mentoring.

10200 Yonge St. Unit 3 L4C 3B6 Richmond Hill, ON (905) 237-7711

Job Skills

Provides a variety of work related supports and programs for individuals.

Keswick 155 Riverglen Dr, L4P3M3 (905) 476-8088**Markham** 4961 Highway 7, Units 100-101, L3R 1N1 (905) 948-9996**Newmarket** 14-130 Davis Drive, Box 34, L3Y 2N1 (905) 898-5138**JVS Toronto**

Disability Services Provides free employment programs for individuals identified with a Learning Disability, ADHD, ASD or Development Disability searching for employment. Programs include employment related workshops, job search, job coaching and job maintenance support.

JVS Toronto Head Office, 74 Tycos Drive Toronto, ON M6B 1V9 (416) 649-1619

Employment Source Markham Provides employment workshops, one on one services for newcomers, recent graduates, ODSP recipients, students looking for their first job, and individuals experiencing unemployment or underemployment. 3780 14th Avenue Suite 110 Markham, ON L3R 9Y6 (905) 470-9675

1 Open Door Provides one on one employment counselling, resume and interview support, job development and connecting to employers. Joseph & Wolf Lebovic Jewish Community Campus 9600 Bathurst Street, Suite 242, Vaughan, ON L6A 3Z8 (905) 303-5838

Learning Enrichment Foundation (LEF): offering employment services, skills training, language training, childcare services and supports for children and families, newcomer services, youth programs and community enterprises programs.

116 Industry St. Toronto, ON M6M 4L8 (416) 769-0830

March of Dimes Canada

Employment Services: A Job Development Service for individuals with disabilities and/or employment barriers, 18+ years and living in York Region.

Customer Service and Retail Training Program: is a three week in-class program rotating through York Region to prepare individuals for jobs in the retail and grocery sectors. Topics include: WHMIS Training, First Aid, Safe Food Handling, Customer Service and more.

465 Davis Drive (The Tannery Mall) Unit 128, Newmarket, ON L3Y 2P1 (905) 895-7529

STEER (Success through Education, Employment & Retention)

A retail-focused 12-week Pre-employment Classroom and Hands-on Training Program. York Region residences eligible.

931 Progress Ave, Units 1, 2 & 3 Toronto, ON M1G 3V5 (416) 431-9000

Yorkworks

An employment service delivered by the York Region District School Board that assists unemployed or underemployed individuals to gain seasonal, part-time or permanent employment.

111 Sandiford Dr. Mezzanine Level, Stouffville, ON L4A 0Z9 (905) 640-2352

20887 Dalton Rd., Sutton, ON L0E-1R0 (905) 722-1480

YMCA Employment Programs

Spring and Youth Job Connection Programs

Offers pre-employment and life skills based workshops for unemployed or underemployed youth and adults with identified disabilities and health conditions. Individuals can be in receipt of EI, OW and ODSP.

10610 Bayview Avenue, Suite 12, Richmond Hill, ON L4C 3N8 (905) 780-9622

360 kids Programs

Youth Job Connection, Youth Job Connection Summer, Youth Success Strategy (YSS) 360°kids

Employment Programs are designed to empower and encourage participants to overcome employment barriers that could potentially hinder their motivation and ability to be successful at work. Our programs are unique in that we cultivate an empathic, holistic approach in preparation for employment as youth move to a state of safety and stability. 10415 Yonge St., Suite C, Richmond Hill, ON L4C 0Z3 (905) 475-6694

Day Programs and Community Participation Supports

Day Programs/Community Participation Supports: refers to a variety of community-based activities related to work or volunteerism, daily living skills, social skills, independent living, personal management and employment preparation for individuals who do not meet the criteria for funding through the Ontario Disability Support Program Employment Supports. Staffing ratios vary depending on the needs of the individuals. **Contact the DSO for more information.**

NORTH***Aurora, East Gwillimbury, Georgina, Keswick, Newmarket, Sutton***

The A.B.L.E. Network Trinity Anglican Church, 44 Metcalfe St., Aurora, ON L4G 1E6 (905) 841-7627

The Base (A Lifestyle Enriched Program) Recreation Youth Centre, 56 Charles St. Newmarket, ON L3Y 3V8 (905) 953-5120

Community Living Georgina (CLG) 26943 Hwy 48 – PO Box 68 Sutton West, ON L0E 1R0 (905) 722-8947

Connections 451 Botsford St. Unit 5 & 6. Newmarket, ON L3Y 1T2 (905) 853-3282

Destinations-CLNAD 460 Oak St., Newmarket, ON L3Y 3X6 (905) 868-9275

Full Access Network Day Program info@fanservices.org
55 Forhan Dr, Newmarket, ON L3Y 8X6 (289) 231-7563

New Leaf Living and Learning Together 19601 Leslie St., Queensville, ON L0G 1R0 (905) 478-1418

Next Steps Trinity United Church, 461 Park Ave. Newmarket, ON L3Y 1V9 (905) 251-5610

SOUTH***Richmond Hill, King, Thornhill***

The A.B.L.E. Network 11339 Yonge St., Richmond Hill, ON L4S 1L1 (905) 717-7164

Community Living York South
Marketplace and Learning Academy
101 Edward Ave, Richmond Hill, ON L4C 5E5 (905) 884-9110 Ext.224

D.A.N.I. Jewish Day Program Garnet A. Williams Community Centre, 501 Clark Ave. W., Thornhill, ON L4J 4E5 (905) 889-3264

Elqueena Gem Day Program 175 West Beaver Creek Unit 8, Richmond Hill ON L4B 101 (905) 597-8354

L'Arche Daybreak 11339 Yonge Street, Richmond Hill, ON L4S 1L1 (905) 884-3454

L.E.A.P.P. Life Skills Education and Progressive Arts Program Richmond Hill United Church, 10201 Yonge Street, Richmond Hill, ON L4C 3B2 (416) 704-1249

Leaps and Bounds 11181 Yonge Street Unit 317, Richmond Hill, ON L4S 1L2 (905) 508-6543

The META Centre Richmond Hill Day Program 10 West Pearce Street Unit 10, Richmond Hill, ON L4B 1B6 (905) 771-6843

Openmind Alliance Day Program 160 East Beaver Creek Rd. Unit 21, Richmond Hill, ON L4B 3L4 (905) 918-3852

Reena: Channels and Pathways Day Programs 49 Lebovic Campus Drive, Vaughan, ON L6A 4V4 (905) 889-2690 Ext.2201

Silver Linings Tuck Shop Silverliningstuckshop@gmail.com

Langstaff Square Care Community Nursing Home 170 Red Maple Road Richmond Hill ON L4B 4T8
(905) 731-2273 Ext. 2022

Stepping Out Towards A Better Tomorrow Inc.

Dufferin Clark Community Centre, 1441 Clark Ave. West, Thornhill, ON L4J 7R4 (905) 832-8554 Press #1 Then Ext.7727

VITA Community Living Services (416) 749-6234

Dufferin Clark Community Centre, 1441 Clark Ave W, Thornhill, ON L4J 7R4
411 Confederation Parkway Unit 3, Thornhill, ON L4K 0A8
9201 Islington Ave, Woodbridge, ON L4L 1A7

EAST***Markham, Town of Whitchurch-Stouffville*****The Centre for Dreams Inc.**

8515 McCowan Rd Suite # 200, Markham, ON L3P 5E4 (905) 209-9092

Challengers Day Program St. Andrews Presbyterian Church, 143 Main Street N., Markham, ON L3P 1Y2
(905) 479-1231

Chapter 21 Day Program

St. Andrew's United Church, 32 Main Street N., Markham, ON L3P 1X5 (416) 735-5806

Cherish Integrated Services

431 Alden Road, Unit 10, Markham, ON L3R 3L4 (905) 604-9290

Community Living York South**Marketplace****Act 4 Youth Program**

5694 Hwy 7, Markham ON, L3P 1B4 (905) 884-9110

Community on the Mount - Holistic Day Support Program

501 Alden Rd. Units 2 & 3, Markham, ON L3R 3L4 (905) 947-1796

Participation House Adult Education Day Program

9 Butternut Lane, Markham, ON L3P 3M1 (905) 294-0944

Under The Banyan Tree Adult Day Program

1020 Denison Street Units 106 & 205, Markham, ON L3R 3W5 (905) 947-0036

Unique-Glow Day Program for Females uniqueglow.dp@gmail.com

_Metro Chinese Christian Mission Church, 28 Crown Steel Dr. Unit 2, Markham, ON L3R 9Y1

Wayne's Cup

9889 Hwy #48 Unit 4, Markham, ON L6E 0B7 (905) 471-0808

WEST***Concord, Vaughan, Woodbridge*****Community Living York South Learning Academy Program**

136 Wings Rd. Unit 6, Woodbridge, ON L4L 6C3 (905) 264-7262

Creating Alternatives

4300 Steeles Ave. Unit 18, Vaughan, ON L4L 4C2 (905) 264-9007

The META Centre

Vaughan Day Program 201 Millway Ave Unit 10, Vaughan, ON L4K 5K8 (905) 660-0333

Sara Elizabeth Centre Day Program

7412 Kipling Ave. Vaughan, ON L4L 1Y4 (905) 851-3972

Clarico Place of York Region (Formerly Vaughan in Action)

10 Planchet Road Unit #19 Concord, ON L4K 2C8 (905) 761-2139

Residential Supports

Residential Supports for adults are base-funded through the Ministry of Community and Social Services and accessed through Developmental Services Ontario (DSO). They include a variety of living arrangements with varying levels of support.

Residential models include:

- Group Homes and Group Living Supports
- Supported Individualized Living (SIL)/ Individual Living Supports
- Host Family Home/Associate Living Supports
- Individual Residential Models
- Specialized Accommodation

Respite Services**Respite Services**

Provides short-term relief and/or support to caregivers of individuals with a developmental disability. Respite is offered in a variety of forms: in-home, out of home, residential, after school, day, evening and weekend. Contact agencies directly or for assistance in connecting to a Respite Option in York Region. 1-866-257-9776 Ext. 2265

The CHAP (Community Helpers for Active Participation)

Facilitates the connection of individuals with disabilities and CHAP direct respite support providers through a respite registry. CHAP also provides information on community respite services and upcoming workshops/events.

For a complete listing of agencies that offer respite please visit:

Children's Respite Services**Adult (18+) Respite Services****Elqueena Support Services Inc.**

Overnight and Weekend Respite (905) 597-8354

Meta Centre Youth and Adults/Respite Services

Offers a variety of recreational and respite programs in the evenings, on Saturdays and in the summer months. Respite creates opportunities for individuals to participate in community activities while allowing caregivers time for themselves.

Coordinator Respite Services (416)736-0199 Ext. 337

Reena Respite Programs

Offers evening, weekend and summer respite programming and residential respite for children and adults. Outreach and Respite Services Resource Supervisor (905) 889-2690 Ext. 2224

Reflections Mental Health & Behavioural Services

Develop life skills including: social engagement and interaction, coping, peer interaction, behavioural planning, transit training, job training, self-regulation.

286 King St, West Unit 302, Oshawa, Ontario L1J 2J9 (289) 385-3322

Autism Services

Autism Services: The Ministry of Children and Youth Services fund a range of services and supports for children and youth with autism. Additionally, service is provided by a number of community agencies in York Region and the Greater Toronto Area. Specialized services and supports are available to address individual needs.

ABACUS Registry of Applied Behaviour Analysis (ABA) Providers

Source of information for parents, caregivers, and the general community on Applied Behavioural Analysis (ABA) services for individuals with Autism Spectrum Disorder (ASD) in Ontario.

Aspergers Society of Ontario (ASO)

The ASO is the only agency in Ontario that is devoted to serving those with Asperger Syndrome, their families and other interested individuals. (416) 651-4037

Autism Ontario York Region Chapter

Increase public awareness about autism including advocacy, government relations and responses to various issues that affect people with autism and their families. (905) 780-1590

Geneva Centre for Autism

Services include early intensive intervention program, speech and language services, occupational therapy and psycho-educational assessments, family education and service coordination, social skill building groups, behaviour/communication services, intervention planning and respite. Fee for services for individuals living outside of Toronto. (416) 322-7877

JVS ASD Job Readiness Program

Supports individuals 18 to 30 years of age. Services include an eight week workshop to develop job readiness skills; weekly one-on-one sessions, a work experience placement for up to 14 weeks, on-site job coaching and job retention workshops. (416) 649-1619

Kerry's Place Autism Services

Services include: consultation, employment supports, day, evening & weekend groups and activities, person-directed planning, respite options, training for direct support providers, vacations and excursions. (905) 713-6808 Ext. 350

➤ **Foundations Program**

Supports individuals making the transition from high school to post secondary school or adult life options. Supports include employment, volunteering, continuing education and social/recreation.

➤ **Ready, Willing and Able**

Services connect job seekers with Autism Spectrum Disorder to paid employment opportunities in the Greater Toronto Area.

Kinark Child and Family Services

Provides clinical assessment and intervention for complex and high risk children and youth from ages 0-18 years. Services are provided in the areas of Child and Youth Mental Health, Autism, Forensic Mental Health and Youth Justice. 1-888-454-6275

Muki Baum Foundation

Provides services for individuals identified with autism and/or complex needs. Services include Early Intervention, Day Program, Social Skills and Dental Treatments (MukiSmile) for uninsured/underinsured children and adults with disabilities. (416) 661-8222

Open Mind Alliance Academy

Adult Program providing job skills training and employment. Eligibility is Grade 3 literacy level. An Aquaponics Program (growing plants and vegetables without on water without the use of soil) is available at The Farm in Uxbridge. Two hour after school programs include piano lessons, basic computer skills and movement therapy. 160 East Beaver Creek Road Unit 21, Richmond Hill, ON L4B 3L4 (905) 918-3852

Specialisterne Canada

Specialisterne's recruitment, job training and employment for individuals with ASD. 533 College Street, Suite 403, Toronto, ON M6G 1A8 (416) 479-0689

Spirale

Source for information of services for individuals with Autism Spectrum Disorder. (416) 246-9592 Ext. 232

York ASD Partnership

Provide information on services supporting individuals 16 years of age and older with ASD including Ministry funded and Fee-for-service (private) providers. (647)850-7780

Electronic version, refer to the [Transition Planning Checklist](#)

Legal and Financial Supports

ARCH Disability Law Centre

Provides free legal advice and information in the following areas of law as they relate to disability: abuse of people with disabilities in certain contexts, accessibility laws, attendant care services, legal capacity, and the right to make your own decisions, discrimination/human rights, education and employment.

425 Bloor St. E., Suite 110, Toronto, ON M4W 3R4 (416) 482-8255 or 1-866-482-2724

Community Legal Clinic of York Region

Provides legal representation for low-income families regarding specific issues including: public service eligibility refusals, service denial such as Mobility Plus and ODSP benefits.

21 Dunlop Street, Suite 200, Richmond Hill, ON L4C 2M6 (905) 508-5018 or 1-888-365-5226

Pooran Law

Provides services focusing on disability and related issues including: wills, Henson Trusts, Inheritance Trusts, Powers of Attorney for Property and Personal Care, Ontario Disability Support Program (ODSP), Registered Disability Savings Plan (RDSP).

1500 Don Mills Rd. Suite 400, Toronto, ON M3B 3K4

Brendon Pooran (416) 860-7572 bpooran@pooranlaw.com

Ron Malis Financial Advisor

Financial solutions for people with disabilities and their families including RDSP, ODSP and Estate Planning.

20 Holly Street, Suite #207, Toronto, ON M4S 3B1 (416) 562-5570 rmalis@ifcg.com

Special Needs Planning Group (SNPG)

Provides free coordinated financial and estate planning supports to families including DTC, RDSP, Wills, Henson Trust and support for trustees. Graeme Treeby (905) 640-8285

Recreation and Leisure Services

Many local attractions and community programs provide reduced rates for people with disabilities. Prior to purchasing tickets ask for discounts for individual's with disabilities and their caregivers.

Access 2 Card

Offers free admission for an attendant accompanying a person with a disability to movie theatres and attractions across Canada. An Easter Seals Canada Program.

Easter Seals Canada, 40 Holly Street, Suite 401, Toronto, ON M4S 3C3 (416) 932-8382 Ext. 227

Electronic version click here: [Application Form](#)

CARD (The Community Association for Riding for the Disabled)

Offers therapeutic horseback riding programs for children and adults, including programs with a focus on physical rehabilitation, adapted sport and educational rehabilitation and summer camp programs.

G.W. Ross Lord Park, 4777 Dufferin St., North York, ON M3H 5T3 (416) 667-8600

The Disability Travel Card

Offers its holder discounts to the attendant accompanying a person with disability when traveling on Via Rail, Greyhound bus lines and Coach Canada.

Easter Seals Canada, 40 Holly Street, Suite 401, Toronto, ON M4S 3C3 (416) 932-8382 Ext. 241

Electronic version click here: [Application Form](#)

The Disabled Sailing Association of Ontario (DSAO)

Provides the opportunity to learn about and enjoy sailing, barrier free, for people regardless of ability or age.

283 Queen's Quay W. Toronto, ON M5V 1A2 (416) 214-0358

Hand Over Hand

A peer driven social network dedicated to mobilizing people with disabilities free of charge through monthly social group events, pen pal program and parent supports. Events are mainly held in Markham and Richmond Hill area.

info@handoverhand.ca

Horses at Heart-Therapeutic Riding

Provides leadership and partnership skills, emotional awareness, boundary-setting, authentic communication, goal-setting and an enhanced understanding of the equine relationship.

17900 Dufferin St., Newmarket, ON L3Y 4V9 (905) 898-1530

Horses of Course

Provides inclusive programs for riders of all ages and abilities. Semi-private and/or group lessons and summer programs available. 5 Warden Ln, Whitchurch-Stouffville, ON L4A 7X5 (416) 691-8554

Markham Islanders Sledge Hockey Club

An inclusive hockey club for all ages and abilities. The season runs October to May at R. J Clatworthy Arena.

2400 John St. Thornhill, ON, L3R9W3 (905) 881-6363

R.E.A.L. LIFE (Recreation and Education for Active Living) Specialized Therapeutic Education for Physical and Social Skills

Programs include therapeutic horseback riding; summer and school year programs to promote independence and develop life skills.

4852 Vandorf Road, Stouffville, ON L4A 7X5

Laura Hunter, Director (416) 771-2217 laura@stepsprograms.com

Special Hockey International Grandravine Tornadoes Hockey for the Developmentally Challenged Grandravine Special Program

A hockey program designed for individuals of all ages and abilities on Saturdays from 9 am. to 2 pm. from October to April. (416) 245-7601

Special Hockey International Newmarket Nighthawks

An inclusive ice hockey club for all ages and abilities on Saturdays between 10 am. -1 pm. from October to April. Coaches are on the ice to assist players during games.

Games are played at: Magna Centre 800 Mulock Dr. Newmarket, ON, L3Y 9C1

Bob Mackenzie (905) 898-7451.

Special Need Child Canada

Database for discounted prices for many GTA and Toronto attractions, camps, recreational services, and respite supports.

Special Olympics Ontario (SOO)

Provides sports training and competition opportunities for individuals with intellectual and/or multiple disabilities. Opportunities are available for competition at the provincial, national and international levels.

65 Overlea Boulevard, Suite 200 Toronto, ON, M4H 1P1

Hellaina Rothenburg, Central Ontario (416) 447-8326 or 1-888-333-5515 Ext. 276

hellainar@specialolympicsontario.com

Variety Village

A fitness and life skills facility offering inclusive specialized fitness and athletics programs including adaptive sports equipment and a pool.

3701 Danforth Ave., Scarborough, ON M1N 2G2 (416) 699-7167

Wake Robin Farm- Equine Therapy

Using horses to promote physical, emotional and cognitive growth. 4 years of age and up. Adult riders are welcome. Participate in weekly one hour sessions. Sessions include 30 minutes on-ground interaction with a horse and 30 minutes of riding instruction.

18647 Centre Street, Mount Albert, ON L0G 1M0 (416) 526-1298

YSSN Inclusive Recreation Resource Service

Promotes recreation and leisure activities for children, youth and adults.

Click to view: [York Region Inclusive Recreation Program & Activity Guide](#)

For children 21 years old and under: Contact Children's Treatment Network Service Navigation Team 1-866-377-0286

For adults: Contact Developmental Services Ontario Central East Region 905-953-0796 or 1-855-277-2121

Weekend and Camp Programs

Autism Ontario York Region: offers summer camp programs for children, youth and young adults including Autism Ontario Kids Camp (AOK) ages 4-21 for 1:1 support, Autism Ontario Adults Summer Program (AOA) ages 21+ for 1:1 support, Pre-Vocational Youth Camp ages 14+, Social Skills Summer Institute (3SI) ages 18+ for practical social skill building. 11181 Yonge St, Suite 215, Richmond Hill ON L4S 1L2 Sarah Shaw, Chapter Manager (905) 780-1590 Ext. 101

Camp Hope (Community Living Georgina): for individuals aged 12 and up

26943 Highway 48 PO Box 68 Sutton, ON L0E 1R0

(905) 722-8885 Ext. 306

Camp Kodiak and Club Kodiak: Camp Kodiak (18 years and under) and Club Kodiak (19 years and over) offers an inclusive camp for individuals with LD, ADHD, and ASD. Programs include a variety of activities including life skills. Camp programs are offered to individuals who have a high level of independence.

6-18: [Camp Kodiak](#)

19 +: [Club Kodiak](#)

4069 Pheasant Run, Mississauga, ON L5L 2C2 (905) 569-7595 or 1-877-569-7595

Camp Kennebec: a summer camp for children and teens with special needs, learning disabilities, and developmental delays: Autism, Aspergers's, ADHD, ADD, Down syndrome, OCD, brain injury, anxiety, social skill and other challenges.

1422 Cox Rd, Arden, ON K0H 1B0 (613) 335-2114

Community Living Associations: offer summer day camp programs in a variety of settings. Contact your local Association for details.

Heartfit Farm Respite: a working farm offering experiential, interactive, farm fun as a vacation destination for adults 18+ with developmental differences. One week sessions available (June-October) with a maximum of 8 guests per session.

1398 Frankford Rd., Quinte West, ON K0K 2C0 (613) 968-2428

Holland Bloorview Community Recreation and Life Skills Programs: summer programs for youth 15+ with a disability focusing on transition and independence.

416-425-6220 Ext. 3503

Shadow Lake Residential Camp Community Living Toronto: provides a co-educational, residential camping program during the summer for individuals of all ages with an intellectual disability. 15041 9th Line, Stouffville, ON L4A 7X3 (905) 640-6432

VITA Camp: 18+ with a developmental or intellectual disability, choose your own program, come as many or as few days as you like. FeeForService@vitacamps.org 411 Confederation Parkway #3, Vaughan, ON L4K 0A8 (905)597-6336 or 416-749-6234

Bursaries and Scholarships

Community Living Ontario Bursaries and Awards

Every year, Community Living Ontario recognize the remarkable efforts and contributions of individuals and organizations that further the Community Living movement. For a complete list of all the awards offered please visit: [Community Living Ontario Awards](#)

[Autism Ontario Scholarships](#)

Application deadline is beginning of May. (416) 246-9592

- **Eleanor Ritchie Scholarship:** \$500 scholarship for individuals on the autism spectrum entering their first year of a post-secondary program.
Electronic version click here: [Application Form](#)
- **Jeanette Holden Educational Scholarship:** for siblings of a person on the autism spectrum who are entering the first year of a post-secondary program.
Electronic version click here: [Application Form](#)
- **MacDonald Family Educational Scholarship:** for students with a parent with ASD.
Electronic version click here: [Application Form](#)

Ceridian Cares

Financial assistance grants (\$200-\$5000) are available for families in financial need. Applicants must be 18+ years of age. Ceridian will provide grants for clothing and footwear, food and basic household needs, medical devices and therapies, and personal development & recreation. 1-866-313-2827

Electronic version click here: [Application Form](#)

Jennifer Ashleigh Children's Charity

This charity provides financial assistance to help with extraordinary costs incurred directly as a result of a child's illness or disability. Students must be 18 years of age and under with a family income must be less than \$60,000 per year. (905) 852-1799

Electronic version click here: [Application Form](#)

Jenny McWilliams Memorial Scholarship

This \$5000.00 annual scholarship is available to students in their final year of high school. Applications are due at the end of May of each year.

Ann Fudge Schormans (416) 461-9735 fschorm@mcmaster.ca

President's Choice Children's Charity (PCCC)

This special needs grant provides direct financial assistance to eligible families earning \$70,000 or less per year to purchase specialized equipment or therapy. To be eligible child must be 18 or under, diagnosed with a physical or developmental disability, and must be a Canadian citizen and/or have permanent resident status in Canada. 1-866-996-9918 Email pccharity@loblaw.ca

Electronic version click here: [Application Form](#)

Health Care Services

Assistive Devices Program (ADP): Assists people with long-term physical disabilities to pay for customized equipment, such as wheelchairs and hearing aids. ADP covers 75% of the cost for equipment and supplies and the individual pays 25%. Eligibility is based on requiring equipment for 6 months or longer.

Ministry of Health and Long-Term Care, 5700 Yonge Street, Toronto, ON M2M 4K5
(416) 327-8804 or 1-800-268-6021

Bartimaeus Inc

Provides specialized services, supporting agencies, organizations and institutions, that work with children, adolescents, adults and seniors who are experiencing behavioural, social, emotional and psychiatric difficulties. Bartimaeus serves all of Ontario.

290 North Queen St, Suite 112, Toronto, ON M9C 5L2 (416) 243-3330 or 1-866-226-2565

Mackenzie Health's Behavioural Management Services

Provides care for individuals living in York Region or Simcoe County who have a developmental disability, autism or an acquired brain injury. Services address general management issues, aggression, self injury, skill promotion, and social problem solving.

Centre for Behavioural Health Sciences, 13311 Yonge St., Richmond Hill, ON L4E 3L6 (905) 773-2362

CCAC (Community Care Access Centre Central)

A centralized agency that coordinates the necessary health care and specialized supports for individuals living at home. It is funded by the Ministry of Health and Long-Term Care. A case manager will assess the individual's needs and determine eligibility for various supports in the home including: nurses, therapists, dietitians, and personal support workers. Anyone can make a referral to CCAC. Once eligibility is determined CCAC managers develop a customized care plan.

1100 Gorham Street, Unit 1, Newmarket, ON L3Y 8Y8 1-888-470-2222

Identification Registries

Ontario Photo Card: Provides government-issued identification to those Ontarians who do not have a driver's license to open a bank account and perform any other activities that require official identification. Eligibility criteria: no driver's license, a resident of Ontario and 16 years of age and older. 1-800-267-8097 Ext. 6203

York Regional Police Project Lifesaver: Program combines radio technology with a coordinated police response to locate wandering and disoriented loved ones due to Alzheimer's, autism or other conditions. 1-866-876-5423 Ext. 6668

Vulnerable Persons Registry: In the event a vulnerable person requires police assistance, valuable caregiver contact and vulnerable person descriptive information can be accessed by police. Drop off application at your nearest York Regional Police Station Attention: Community Services or mail to York Regional Police Community Services Vulnerable Person Registry 47 Don Hillock Drive Aurora, ON L4G 0S7
1-866-876-5423 Ext. 6877 Electronic version click here: [Application Form](#)

Transportation

Adapt Transportation

One of the services offered through ADAPT (The Association for Differently Abled People Together). Adapt operates specially equipped vans on a 24-hour, seven days a week basis. 194 Eagle St. Newmarket, ON L3Y 1J6 (905) 868-9523

The BTS Network

Specializing in dedicated taxi sedan, minivan, shuttle van, and wheelchair accessible transportation. 9024 Keele St. Concord, ON L4K 2N2 1-877-284-7433 or (905) 907-0203

Routes Connecting Communities

Facilitates transportation for individuals living in Georgina. 112B High St. Sutton, ON L0E 1R0 (905) 722-4616

York Region Transit (YRT)

Conventional public transit includes accessible low-floor or kneeling buses which travel on fixed-route public transit routes. The family of services include Viva bus rapid transit, local YRT routes, Community Bus routes, Dial-a Ride and Travel Training.

5th Floor, 50 High Tech Rd, Richmond Hill, ON L4B 4N7 905-762-2100 or 1-866-668-3978

- **YRT Support Person Assistance Cards** identify the cardholder as a person who, because of their disability, needs to be accompanied by a support person. The Support Person Assistance Card permits a support person to travel on YRT/Viva with the eligible fare-paying customer (cardholder) at no additional cost. The card is valid for a maximum period of three years and must be renewed upon expiry. Electronic version click here: [Application Form](#)
- **York Region Transit Mobility Plus** provides door-to-door, shared ride, accessible public transit service for individuals with disabilities. This service is available to registered users who are unable to use regular public transit due to a physical or functional disability. 905-762-2112 or 1-866-744-1119
Electronic version click here: [Application Form](#)

Online Community Databases

[211 Ontario](#)

A helpline and online database of Ontario's community and social services. Call 211 or 1-877-330-3213

[CivicYork](#)

Link to York Region online database of community and social services. info@civicyork.ca

[York Info](#)

Community information and volunteer database for York Region.

Family Support Groups

Community Living York South Family Network

Provides educational workshops that help guide/inform/empower and support parents/family members and people with intellectual disabilities. Monthly meetings are held at CLYS from 7pm-9pm and offer networking opportunities.

101 Edward Ave, Richmond Hill Or 144 Main Street Markham.

For more information: Contact Sadia Shaukat at 905-884-9110 Ext. 640 sshaukat@communitylivingyorksouth.ca

[Family Support Network \(FSN\)](#)

A parent/family network created to support families who care for a child or adult with an intellectual disability. Monthly meetings are held at CLNAD on the second Wednesday of each month. For more information: Contact Susan Popper at info@familysupportnetwork.ca

[Partners For Planning Resource Network](#)

A future planning resource for people with a disability, their families and caregivers. Learning modules include: relationships and networks, community and contribution, options for home, wills, estate and financial planning. 276 Carlaw Ave, Suite 308, Toronto ON M4M 3L1 (416) 232-9444

[Spirit of Life Heep Chi Association: Support for People with Developmental Disabilities and their Families](#) [協智](#)

Heep Chi Association follows the principle of Person Directed Planning and observes the needs of families in the context of their cultural background, with a focus on the needs of Chinese speaking families (Cantonese and Mandarin speaking). Families support one another by sharing information, knowledge, experience and resources. 108-1020 Denison Street, Markham, Ontario L3R 3W5 (905) 474-9500 info@solhc.ca

York Resource Family Network

A voluntary resource network that provides support and direction to families with children who have disabilities. This committee stays abreast of changes to legislation affecting developmental services in an effort to ensure that all families are aware of changes.

1111 Davis Dr. Unit 1, Suite 167, Newmarket, ON L3Y 7V1 (905) 478-2888

For more information: Contact Sandra Palmisano yrfn@neptune.ca

Service Dogs

[Lions Foundation of Canada Dog Guides](#)

Lions Foundation of Canada's mission is to assist Canadians with a medical or physical disability by providing them Dog Guides at no cost. Dog guide programs offered: Canine Vision, Hearing Ear, Autism Assistance, Service, Seizure Response, Diabetic Alert.

152 Wilson Street, Oakville, ON L6K 0G6 905 842-2891 or 1-800-768-3030

[National Service Dogs](#)

Enriches the quality of life and enhances the independence of children and families living with autism and special needs by providing them with specially trained Labradors and Golden Retrievers. Training Centre, 1286 Cedar Creek Rd., Cambridge, ON N1R 5S5 (519) 623-4188

Driving Programs

[Marketplace G1 Course](#)

G1 preparation and training course. Community Living York South, 5694 Hwy 7, Markham, ON L3P 1B4 (905) 294-4971

[St. Elizabeth Driving Assessment and Training](#)

Provides service to clients with disabilities and special needs who have already obtained their G1 license. Specialized instruction is available for new learners who cannot obtain a driver's license through conventional driver education programs and for individuals who require vehicle modifications and/or experience anxiety and stress related to driving.

100 Tempo Ave. Suite 330 Toronto, ON M2H 2N8 (416) 398-1035 or [1-877-397-1035](tel:1-877-397-1035)

WORK EXPERIENCE PROGRAM DEPARTMENT - NOV 2017
YORK REGION DISTRICT SCHOOL BOARD

*This transition planning resource document is not a complete list of all the agencies and services available to families in York Region. We encourage you to contact **YSSN (1-866-257-9776)** or **DSO (1-855-277-2121)** to access a complete list of programs and resources, appropriate for your child's needs. All efforts have been made to ensure the accuracy of the information as of the latest date of revision. The York Region District School Board does not endorse any one program/service or agency over another. This document is updated annually.*



York Region District School Board Transition Plan

Student Information

Student Name: ..	Student Number: 1
Preferred Name:	OEN:
Gender:	Date of Birth:
Student Number: 1	Grade:
School:	Principal:
Teacher:	Placement:
Identification:	

Student Interests	Student Strengths	Student Needs
	Strengths	Needs

☐ No Transition Support is required at this time.

Transition Goals

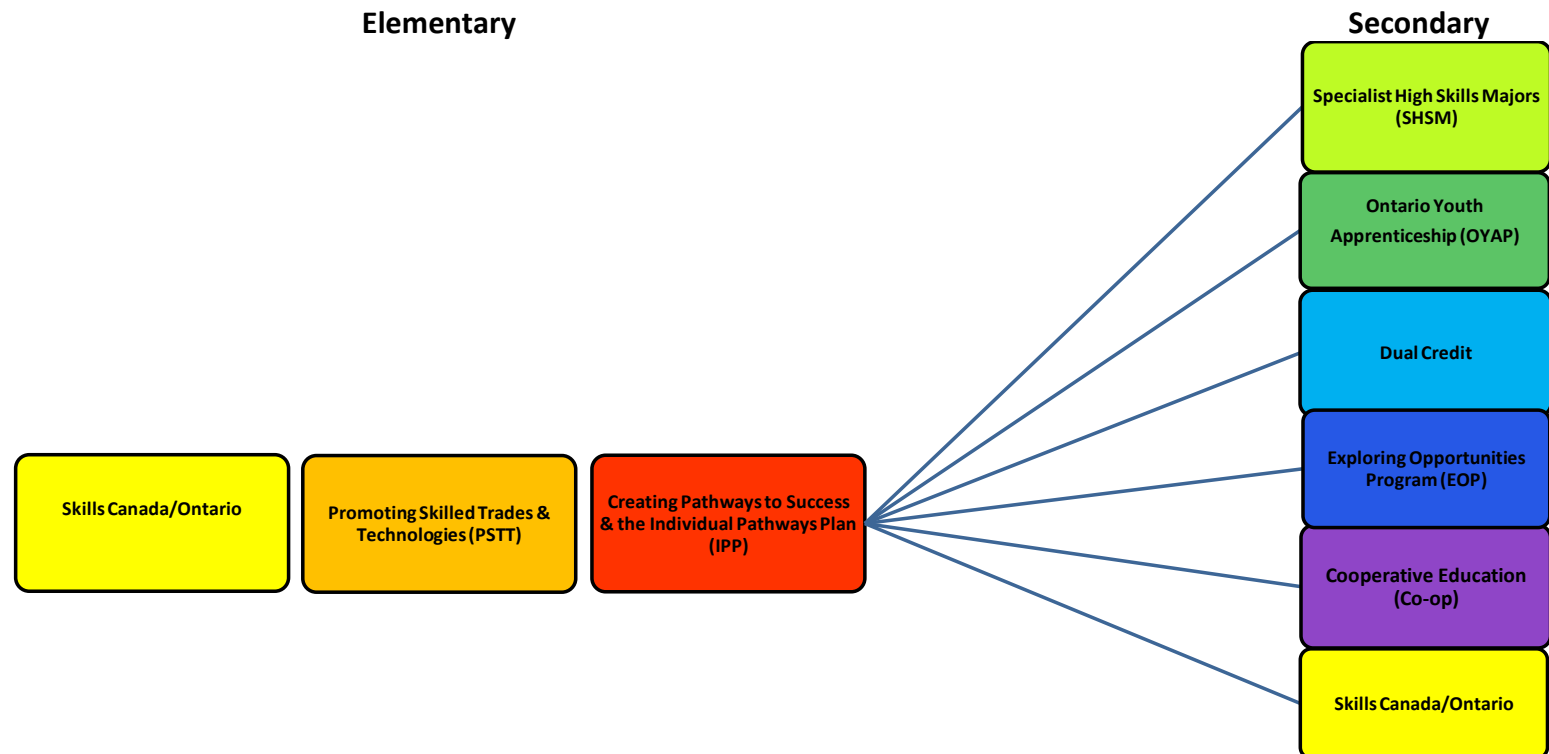
Actions To Date

Actions	Responsibility	Timelines
No Actions entered		

Future Recommendations

Actions	Responsibility	Timelines
No Actions entered		

K -12 Pathways Opportunities



Skills Canada/Ontario**Promoting Skilled Trades & Technologies (PSTT)****Creating Pathways to Success & The Individual Pathways Plan****Specialist High Skills Majors (SHSM)****Ontario Youth Apprenticeship (OYAP)****Dual Credit****Exploring Opportunities Program****Cooperative Education**Skills Canada/Ontario

- All YRDSB schools have access to Skills Canada resources and opportunities. These include regional and provincial Skills Competitions, young women's initiatives, cardboard boat races, workshops, and In-school presentations. Students showcase their skills and talents while building confidence and experience in a personal area of interest.

Promoting Skilled Trades and Technologies

- Elementary school students learn how to make meaningful choices for themselves both within and outside of school, to explore various technologies and to spend a day at a college exploring careers in the skilled trades. In addition to the YRDSB PSTT units, supporting resources are **The Real Game** and **Career Cruising**.

Creating Pathways to Success and the Individual Pathways Plan

- The new education and career/life planning program K-12, highlights a school-wide, classroom and community approach to supporting students in aligning their choices throughout school and beyond with their learning styles, interests and skills. Students develop an Individual Pathways Plan on Career Cruising that they review and revise each year.

Specialist High Skills Major (SHSM)

- Grade 11 & 12 students can apply to specialize in an economic sector of interest while in secondary school by choosing courses related to that sector, by contextualizing all of their learning and participating in a number of planned experiences (co-op, field trips, certifications and reach-aheads...). SHSM students deepen their preparation for their initial post-secondary destination.

Ontario Youth Apprenticeship Program (OYAP)

- In grade 11 or 12, students can begin training in a skilled trade and register as an apprentice through the OYAP cooperative education program. In certain trades, students can earn their Level 1 Apprenticeship prior to graduating from secondary school.

Dual Credit and Dual Credit Accelerated OYAP

- In grade 11 or 12, students can earn high school and college credits in a college environment while still attending secondary school. Depending on the program, students may concurrently earn high school credits and credits towards their apprenticeship.

Exploring Opportunities Program (EOP)

- EOP is a specialized opportunity for secondary school students interested in the trades and technologies who want to explore workplace or apprenticeship pathways.

Cooperative Education

- In grade 11 and 12, students can 'test drive' a potential career and gain valuable practical experience while earning high school credits. Students learn through the integration of classroom theory with practical experience in a work placement environment.

Section G: Professional Development and Resources

Resources and Supporting Documents

G. 1

Ministry Publications

G. 4

RESOURCES AND SUPPORTING

The following sampling of special education support documents is available in each school. For a more extensive list contact the Document Distribution Centre at the Learning Resources Centre at the Education Centre, Newmarket 416-969-7170 ext. 3538.

Print Resources: YRDSB

- **Special Education: A Communication Guide for Parents and Students** is a brochure outlining strategies for effective communication and guidelines for the appropriate process to contact Board personnel.
- **The Individual Education Plan (IEP) - A Guide For Parents** is a brochure outlining the requirements and timelines for the completion and implementation of a student's Individual Education Plan
- **A Parent's Guide to Identification, Placement and Review Committee (IPRC)** is a brochure outlining the requirements of the Identification, Placement and Review Committee process and associated timelines. A list of the Board's Special education Advisory Committee agency members is also included.
- **Parent Guide to Special Education Funding for Assistive Technology and Equipment for Students with Special Education Needs** is a document that outlines the criteria for eligibility and the application process for an SEA claim. There are also various FAQ's related to the process and equipment.
- **Educators Support Guide for Transition Planning** is a supporting document co-created with the other Barrie Boards in relation to PPM 156 – Transition Planning for Students with Special Education Needs. It outlines various points of transition and identifies specific strategies to consider for each type of transition, macro and micro.
- **School Social Workers: A Guide for Parents and Guardians** outlines the supports offered by School Social Workers and how these services can be accessed to support the overall well-being of a student.
- **What Our Students Said** is a summary of the research conducted through focus group interviews with elementary and secondary students in regards to their thoughts, feelings and experiences related to their identification and IEPs.
- **Autism Spectrum Disorder (ASD) Review Report** was commissioned to assess the effectiveness of YRDSB resources, supports and services in addressing the needs of students with ASD, their families and school staff.
- **The Caring and Safe Schools Policy P668** outlines support and preventative programs, such as:
 - School codes of behaviour
 - Social Emotion Academic Learning (SEAL)
 - Tribes
 - Restorative Approaches in York Region (RAYS)
 - Character Education
 - peer mediation and conflict resolutions programs, and additional support through CAYRE and
 - Mitigating circumstances shall be taken into consideration in all cases of suspension and expulsion (mandatory and discretionary).

- **Provision of Health Support Services in School Settings P662** can be accessed through the Community Care Access Centre (CCAC) as referenced in: York Region District School Board policies and procedures.
- **The Talking Opportunities: A Pathways to Opportunity Resource Kit** is available to assist in the promotion of pathways for all students.
- **Talking Transition: A Planning Resource Addressing the Needs of Adolescent Learners in Transition from Elementary to Secondary School** guides educators in addressing effective practices as students transition from elementary to secondary school.
- **Transition Planning, 2013** contains pertinent information for teachers, parents and students on a variety of exceptionalities and the opportunities available to students while in high school and beyond.
- **Work Experience Program: Procedures and Resources, 2010** provides consistent and standardized guidelines and expectations across the region regarding the Work Experience Program. Included in this manual are sections relating to programming in the areas of Transit and Travel Training, Self-Advocacy, Continuum of Programs and Transitional Planning and Family Life Education.
- **Alternative Curriculum Expectations (ACE) & Assessment Companion Tool (ACT)** for Oral Language and Personal/Social Development

Print Resources: General

- **Cooperative Learning & Strategies for Inclusion: Celebrating Diversity in the Classroom.** Putnam, JoAnne. (1998) ISBN 1-55766-3467
- **Creating an Inclusive School, 2nd Edition.** Villa, Richard and Thousand, Jacqueline (Eds.). (2005) ISBN 1-4166-0049-3
- **The Differentiated Classroom: Responding to the Needs of All Learners.** Tomlinson, Carol Ann. (1996) ISBN – 0-87120-342-1
- **Inclusion: A Guide for Educators.** Stainback, S., and Stainback W. (Eds). (1996) ISBN 1-55766-231- 2
- **When Something's Wrong: Ideas for Teachers/Parents with Troubled Students.** [Canadian Psychiatric Research Foundation.](#)

Online Resources	Modules
<ul style="list-style-type: none"> • www.yrdsb.ca • www.edu.gov.on.ca • www.ldayr.org • www.ldatschool.ca • www.edugains.ca 	<ul style="list-style-type: none"> • Knowing Your Learner • Individual Education Plan • Understanding Learning Disabilities • WIAT-III • Introduction to Autism (Geneva Centre) • Phonological Awareness

Professional Learning Resources	Conferences/Guest speakers
<ul style="list-style-type: none">• Self-advocacy Resources• Special Education for Administrators• Supporting Students with Special Needs – PD Day• Special Education Professional Development for French Immersion	<ul style="list-style-type: none">• Rosemary Tannock – Understanding ADHD as a Neurodevelopmental Cognitive Disorder• Umesh Jain – ADHD: Progress and Hope• Elisa Blasi – LDAYR Ambassador

MINISTRY PUBLICATIONS

The Ontario Curriculum documents for all grade levels are available in each school. Ministry publications are also available at:

Mail: Ministry of Education
Public Inquiries Unit
2nd Floor, 880 Bay Street
Toronto, Ontario M7A 1N3
Phone: 416-325-2929 or 1-800-387-5514
Telecommunications Device for the Deaf (TDD/TTY) -1-800-263-2892
Fax: 416-325-6348
Website: <http://www.edu.gov.on.ca>
E-mail: info@edu.gov.on.ca

Print Resources: Ministry

[Caring and Safe Schools in Ontario, 2010](#)

[Creating Pathways to Student Success, 2013](#)

[Effective Educational Practices for Students with Autism Spectrum Disorders, 2007](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)

[Including Students with Special Education Needs in French as a Second language Programs: A Guide for Ontario Schools](#)

[Learning for All – A Guide to Effective Assessment and Instruction for All Students, K-12, 2013](#)

[Planning Entry to School – A Resource Guide, 2005](#)

[Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007](#)

[Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017](#)

[Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, 2013](#)

Section H: Special Education Advisory Committee (SEAC)

Special Education Advisory Committee (SEAC)

H.1

- Mandate
- Procedures for Selecting Members
- Role of the Special Education Advisory Committee
- Responsibilities of the SEAC Members

York Region District School Board SEAC Members

H. 11

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

A. MANDATE

Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs. In York Region, the Special Education Advisory Committee (SEAC) [Sec. 57(1)] plays a vital role in ensuring that exceptional pupils receive appropriate educational services.

Powers of the Committee

A Special Education Advisory Committee of a board may 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.

The SEAC's responsibilities are:

- 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;
- to participate in the board's annual review of its special education plan;
- to participate in the board's annual budget process as it relates to special education; and
- to review the financial statements of the board as they relate to special education.

Opportunity to be Heard

Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred.

REFERENCES

Education Act
Section 8. (3)
Section 57. (1)

Regulation 464/97
Section 11. (1)

Regulation 464/97
Section 11. (2)

B. MEMBERSHIP

1. Composition

Every district school board shall establish a Special Educational Advisory Committee that shall consist of,

- (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 the full age of eighteen years;
 - a resident within the area of jurisdiction of the board;
 - a public school elector; and
 - not employed by the board in which the member resides;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- (c) in addition to the members referred to in (a), the board may appoint one or more additional members who are not representative of a local association and are not members of the board or of a committee of the board; and
- (d) three trustee representatives and alternate(s) appointed by the board. The number of trustees to be appointed by the board shall be the lesser of: three or 25 percent of the total number of members of the board, rounded down to the nearest whole number. Where the number of members appointed is less than three, one alternate, as appointed by the board from among its own members, may be appointed.

Regulation 464/97

Section 2.

(1)(2)(3)(4)(5)

Regulation 464/97

Section 4

Section 2. (d)

2. Appointment

A local association may write to the director and/or the secretary of the board to request representation on the SEAC. A letter should include the nomination and qualifications of the nominee. The board may appoint to membership of the SEAC only those persons who qualify. Each association is entitled to one member.

For the purpose of clause (5) where there are more than twelve associations in the area of jurisdiction of the board, the board shall select the twelve local associations that shall be represented.

Note: The York Region District School Board, in addition, includes on its SEAC representatives from the elementary and secondary school principals, special education coordinators and facilitators and two Superintendents of Schools on a rotating basis.

3. Term of Office and Qualifications

Each of the persons appointed under Section (2) who are not members of the board shall have the qualifications required for members of the board that appointed them and shall hold office during the term of the members of the board and until the new board is organized.

4. Disqualifications

A member of the SEAC loses his or her seat if he or she:

- is convicted of an indictable offence;
- is absent from three consecutive regular meetings with authorization by resolution entered in the Minutes; and
- ceases to hold the qualifications to be appointed to the committee.

5. Vacancies

If a position on the SEAC becomes vacant, the board shall appoint a qualified person under Regulation 464/97 Sections 2, 3 and 4, to fill the vacancy for the remainder of the term of the person whose position became vacant.

Regulation 464/97

Section 2. (5)

Regulation 464/97

Section 2

Regulation 464/97

Section 7

Regulation 464/97

Section 8

C. FUNCTIONS OF THE COMMITTEE

1. Election of Chair and Vice-Chair

The members at the first meeting elect one of their members as chair who shall preside at all meeting and, if at any meeting the chair is not present, the vice-chair shall act for the chair.

The vice-chair shall also be elected at the first meeting. The vice-chair assists the chair and acts for the chair at meetings in his or her absence.

If at any meeting the chair or vice-chair is not present, the members present may elect a chair for that meeting.

Successful Practice

YRDSB's SEAC chair is a trustee and the vice-chair is an association or community representative.

2. Voting

Each appointed member of the SEAC is entitled to one vote. Alternate members may not vote if the appointed member is present at the meeting.

On every motion, the chair may vote with the other members of the committee, and any motion on which there is an equality of votes is lost.

3. Meetings

- 1) The SEAC shall meet at least 10 times in each school year.
- 2) 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.
- 3) The meetings of a board, and subject to subsection (2), meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

Regulation 464/97

Section 9.(3)(4)(5)(6)

Regulation 464/97

Section 9.(7)

Regulation 464/97

Section 9.(8)

Subsection 207

Section 134,
Subsection 9

- 4) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves,
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board.
- 5) The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.

Successful Practices

SEAC members usually meet the first Thursday of every month as approved by the committee and by the Board. It is common practice to schedule ten regular meetings per year from September to June.

Dates and times of SEAC meetings should be publicized by the Board.

Teachers, federation representatives, and parents or guardians should be encouraged to attend and observe these meetings.

SEAC alternate representatives should be encouraged to attend all meetings in order that they will be well informed should they need to act as voting members.

4. Quorum

A majority of the members of the SEAC is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

Every member present at the meeting, or his or her alternate, when attending in the member's place, is entitled to one vote.

Regulation 464/97
Section 9.(1)(2)

5. Role of Board Personnel**Personnel and Facilities**

The board will make available to its SEAC the personnel and facilities that the board considers necessary for the proper functioning of the committee:

- a) an agenda and minutes within a reasonable time so that they may consider and prepare to discuss the minutes at the subsequent meeting.

The board shall provide to new members and alternate members, within a reasonable time after appointment, information and orientation respecting:

- b) the role of the committee and the board in relation to special education;
- c) Ministry and board policies relating to special education;
- d) the agenda and minutes of board meetings to the SEAC chair and vice-chair; and
- e) a schedule of meetings of the standing committees of the board.

Successful Practices

- f) invite teacher candidates for the Special Education Additional Qualification Ministry courses and special education staff to attend meetings on a rotating basis;
- g) regular presentations to SEAC about each special education program or service;
- h) distribution of Student Services Directory; and
- i) distribution of Board and Student Services organization structural charts.

6. Communications Sub-Committee(s)**Mandate**

The Communications Sub-Committee mandate is to review current practices, identify needs and to recommend strategies to facilitate effective communication among Board, staff, parents and the community regarding special education programs, plans and services; and continue to enhance internal and external communication within SEAC and between SEAC and Board.

Regulation 964/97

Section 10

Regulation 464/97

Section 10(d) Clause 2(a)(b)

**SEAC
Communications Sub-
Committee formed
May 1990**

Successful Practices

- a) a Communications Sub-Committee meets regularly prior to the SEAC meeting. The Communications Sub-Committee provides a report as part of the regular SEAC agenda; sets goals and objectives; and annually reviews and evaluates progress;
- b) SEAC may strike a task force or Communications Sub-Committee when needs arise as identified by the Board or the SEAC;
- c) Board Communications highlight special education;
- d) SEAC submits the Annual Report to the Board every September;
- e) In April (Volunteer Recognition Month) acknowledge the contribution of SEAC members through the Special Edition newsletter and at the April SEAC meeting;
- f) Recognize SEAC contributions and years of service at the member's last SEAC meeting;
- g) Hold an annual event such as a festive dinner to recognize and thank SEAC members;
- h) The chair, vice-chair and senior staff assist in the selection of the Jim Alberty Award in honour of the late James "Jim" Alberty, teacher of the PrIDE program for gifted students (Program for Individual Development & Enrichment). The purpose of this award is to recognize schools in York Region, not individual teachers, which have demonstrated innovative practices promoting excellence in special education. The vice-chair presents the award at the Board's annual awards ceremony in May; and
- i) The SEAC nominates a member of the SEAC to sit on the Parent Engagement Advisory Committee (PEAC) and Equity and Inclusivity Advisory Committee (EIAC).

D. THE ROLE OF SPECIAL EDUCATION ADVISORY COMMITTEE

The members of a SEAC represent all students with exceptionalities, and it is important that members respond to the needs of all exceptional students within the Board. Thus, individual members need to increase their awareness and understanding of the various exceptionalities. On an annual basis, SEAC members participate in reviewing their personal goals for sitting on the committee as well as reviewing the goals of the SEAC committee.

Successful Practices

The Special Education Advisory Committee will be responsible for reviewing and making recommendations to the Board through the Board's annual review of its special education plan relative to the provision of special programs and services in such areas as:

- a. philosophy and goals;
- b. organizational structure;
- c. policies and procedures;
- d. program delivery systems;
- e. services and facilities;
- f. professional development;
- g. in-service for SEAC members;
- h. interaction with and/or participation on other Board committees;
- i. annual reviews of the Special Education Report;
- j. the Board's annual budget for special education; and
- k. the financial statement of the Board relative to special education.

Members of the SEAC also facilitate effective communication between their association members and the Board. By acquiring and maintaining a working knowledge of special education programs and services provided by the York Region District School Board, members inform their associations of the activities of the SEAC and the Board.

Members of the SEAC participate in the development of many special education Board resources. They participate in a variety of ways:

- as members of writing teams;
- by reviewing materials and providing feedback;
- by making recommendations on matters regarding the establishment, development and delivery of special education programs and service; and
- by reviewing and making recommendations to the Board's annual review of its Special Education Report and Board Improvement Plan (BIP).

Twice annually, the SEAC is presented with a budget presentation from the Associate Director of Business, at which time members of the SEAC engage in dialogue regarding financial issues and the annual planning process. In addition, the vice-chair or designate from the SEAC is identified to attend the budget planning meetings during the annual budget process.

The spirit or intent of the SEAC is one of sharing, positive attitude, trust and respect. It is vital that SEAC members work together to assist the Board to provide programs for all exceptionalities.

Each member is expected to:

1. Respond to the needs of all exceptional pupils within the Board.
2. Respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases.
3. Acquire and maintain a working knowledge of the special education programs and services provided by the Board.
4. Represent and inform the committee about the exceptionality he or she represents.
5. To this end, members should:
 - a) ensure that they are expressing the concerns of the association and not their own concerns;
 - b) keep informed and identify needs by speaking with individuals within the local association who take the counselling calls or parent calls about issues of concern to parents or guardians and by seeking out information and input in relation to issues or concerns pertaining to special education;
 - c) encourage their association members to attend SEAC meetings;
 - d) report to the members of the local association or chapter at general meetings and/or disseminate relevant information, such as voting and discussing activities at SEAC meetings, and positive outcomes that result;
 - e) provide the association with a formal report on relevant SEAC proceedings to be included in the local association's annual report and to be shared with the SEAC; and

- f) demonstrate skills in:
- communication
 - listening
 - presentation
 - assertiveness
 - team building
 - decision making
 - problem solving
 - negotiation
 - time management
 - research
 - note taking
 - organization.
6. Be prepared for all SEAC meetings, suggest items to be placed on the SEAC agenda, participate in discussions, suggest educational topics, and present motions.
7. Set individual annual goals and objectives as well as those for the local association and for the SEAC.

The role of an association representative on a SEAC extends beyond committee membership and attendance and may include the following:

- being available to assist parents or guardians with IPRCs; and
- acting as resource for parents or guardians of an exceptional student.



"Working together to support exceptional pupils"

YRDSB SEAC MEMBERS - 2014-2018

Tracey Armstrong-Smythe Down Syndrome Association of York Region P.O. Box 2063, Stn. B Richmond Hill, ON L4E 1A3	1-800-649-3639 (toll free) tarmstrong@nor-line.com
Sherry Caldwell Easter Seals Ontario One Concorde Gate, Suite 700 Toronto ON M3C 3N6	(416) 421-8377 (bus.) 1-800-668-6252 (toll free) (416) 696-1035 (fax) scaldwellmomto4@gmail.com
Rahila Chughtai Community Living York South 101 Edward Avenue Richmond Hill ON L4C 5E5	(647) 504-6370 (bus.) (905) 737-3284 (fax) rahilac@gmail.com
Dave Engel Canadian National Institute for the Blind – York Region 1091 Gorham Street, Suite 202 Newmarket, ON L3Y8X7	(905) 898-6413 (bus) 1-800-563-0887 ext. 5203 (toll free) york@cnib.ca
Sally Facchini Learning Disabilities Association – York Region North 11181 Yonge Street, Unit 221 Richmond Hill, ON L4S 1L2	(905) 884-7933 (bus.) (905) 770-9377 (fax) sallyfacchini@rogers.com
Marilyn Graham York Support Services Network 240 Edward Street, Unit 3 Aurora, ON L4G 3S9	(905) 898-6455 ext. 2240 (bus.) 1-866-257-9776 (toll free) (905) 898-1171 (fax) mgraham@yssn.ca
Anchel Krishna Children's Treatment Network of Simcoe York (CTN) 13175 Yonge Street Richmond Hill, ON L4E 0G6	(905) 954-4011 (bus.) 1-877-719-4795 ext. 72373 (toll free) (905) 773-7090 (fax) akrishna@ctnsy.ca
Dr. Robert MacAlpine Association for Bright Children - York Region North c/o Association for Bright Children of Ontario 135 Brant Street Oakville ON L6K 2Z8	(416) 925-6136 (bus.) dr.macalpine@gmail.com

Flora MacDonald Association for Bright Children – York Region South c/o Association for Bright Children of Ontario 135 Brant Street Oakville ON L6K 2Z8	(647) 367-9455 (bus.) floramacdonald@gmail.com
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Chris McAdam Community Living Georgina 26943 Hwy. 48, P.O. Box 68, Sutton West ON L0E 1R0	(905) 722-8947 (bus.) (905) 722-9591 (fax) chris.mcadam@rogers.com
Melanie Tsironikos Early Intervention Services of York Region The Regional Municipality of York 520 Cane Parkway Newmarket ON L3Y 8T5	(905) 830-4444 ext. 72084 (bus.) melanie.tsironikos@york.ca
Carolyn Viney VOICE for Hearing Impaired Children 478 Dundas St. West, P.O. Box 30045 Oakville, ON L6H 6Y3	(416) 487-7719 (bus.) (416) 487-7423 (fax) admin@voicefordeafkids.com www.voicefordeafkids.com
Sue Walters Autism Ontario - York Region Chapter Loyal True Blue and Orange Home building 11181 Yonge Street Unit 215 Richmond Hill, ON L4S 1L2	(905) 780-1590 (bus.) www.autismontario.com/york york@autismontario.com
Lynn Ziraldo (SEAC Vice-Chair) Learning Disabilities Association - York Region 11181 Yonge Street, Unit 221 Richmond Hill, ON L4S 1L2	(905) 884-7933 ext. 22 (bus.) (905) 770-9377 (fax) info@ldayr.org

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Lori Davenport Administration Assistant, Education and Community Services	(905) 727-0022 ext. 2027 (905) 727-3053 (fax) lori.davenport@yrdsb.ca

TRUSTEE REPRESENTATION

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Allan Tam	(416) 898-9607	allan.tam@yrdsb.ca
Corrie McBain (Alternate Member)	(647) 461-9965	corrie.mcbain@yrdsb.ca

Section I: Health Support Services

Resources and Services Related to Health Support, Preschool Speech and Language Services I.1

Policy and Procedure 662.0: Provision of Health Support Services in School Settings I. 3

- 662.1: Administration of Medication to Students in School
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RESOURCES AND SERVICES RELATED TO HEALTH SUPPORT AND PRE-SCHOOL SPEECH AND LANGUAGE SERVICES

York Region District School Board has developed linkages throughout the community to ensure the needs of exceptional students are met. The Board continues to participate in, encourage and support the initiatives that the Ministries of Health and Community and Social Services, and community agencies are involved in to provide services for children and adolescents.

Our collective efforts are directed toward efficient and effective delivery of service, as well as seamless transitions from the pre-school environment to post secondary and/or the world of work.

York Region is a rapidly growing community. and Board personnel are members of several committees working to develop and coordinate services for students with special needs.

- Community Care Access Centre hosts annual meetings with school board personnel to discuss issues of mutual concern in providing services to school age children under the mandate of PPM 81.
- Children's Planning Forum of the District Health Council advises the Ministry of Health regarding the needs of children in York Region.
- York Region Wraparound Initiative Committee meets monthly to develop an action plan to provide seamless services in York Region.

Transition to School

Annual information sessions are organized and delivered collaboratively with the York District Board of Education and Early Intervention Services. Parents of pre-school children with special needs are invited to attend. The following community agencies facilitate transition to school planning in collaboration with the York Region District School Board:

- Early Intervention Services (EIS) of the Regional Municipality of York initiates the transition to school process with families of preschool children with special needs a year in advance of the child's school entry. Early interventionists, physiotherapists and occupational therapists from EIS provide information to school board personnel related to the children's developmental strengths and needs and implications for program planning. EIS provides consultation to the JK/SK teacher, if requested, for two to three months following school entry. After this time EIS may continue to fulfill a service coordination role during the junior kindergarten year, providing support to the family and child at home and/or in child care placements.
- Community Care Access Centre services (case management, nursing physiotherapy, occupational therapy and speech-language pathology) work collaboratively with York Region District School Board personnel and parents to coordinate services in accordance with PPM 81.
- Speech-language pathologists from the York Region Preschool Speech and Language Program provide a transition plan for students they see through the junior kindergarten year to board speech-language pathologists for further consultation.

Community Linkages

The YRDSB maintains communication with the following agencies, which assist students by diagnosing conditions and/or providing treatment outside of the school setting, or, at times within the school setting.

- Markham-Stouffville Hospital Child Development Clinic provides a multidisciplinary team assessment and diagnosis for families throughout York Region. There is also a treatment program for speech and language difficulties available to families in the hospital's immediate catchment area. Hospital personnel with parent permission, liaise with school staff as appropriate.
- York Region Speech and Language Transition Committee meets on a regular basis throughout the school year to review policies and practices regarding speech and language services for children in the early school years. Its purpose is to develop a common language and to streamline services.
- York Central Hospital Rehabilitation Department provides outpatient physiotherapy to pre-school age children and will continue to provide orthotics, seating clinic and acute treatment for school age children.
- Behaviour Management Services works with families and school personnel to develop programs to address behavioural concerns at home and at school.
- Bloorview MacMillan Augmentative Communication Services works with families and school staff to develop communication programs for students in need of an augmentative communication system and /or writing aide.
- Community Care Access Centre personnel liaise with Board personnel and provide nursing, speech and language services, physiotherapy and occupational therapy in accordance with PPM 81.

Partnerships with External Agencies for Provision of Services

Prior to any agency providing service by regulated health professionals in our schools, Procedure #663 Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals must be followed. The policy, which is included in Section K of the Special Education Plan, outlines the process for developing effective community-based relationships with external agencies for the provision of services by regulated health professionals, regulated social service professionals and paraprofessionals in our schools. This will ensure that:

- both school staff and Student Services staff are aware of the proposed services;
- there will be no duplication of service; and
- proper documentation has been collected and approved by the Collaborative Relationships for Extended Services (CRES) committee.



Board Policy #662.0

Provision of Health Support Services in School Settings

Document Integration Project Format

Policy Statement

The York Region District School Board believes that the ultimate goal of health support within the school setting is to have children be as independent as possible with their own care, recognizing that in some cases coordinated supports are required. Children who are independent also have the ability to develop self-advocacy skills and have a circle of support among persons who understand their needs and can provide assistance as required.

The York Region District School Board believes that all school personnel and others entrusted with the supervision of students have a duty of care to assist students during medical emergencies, to the extent of their capacity within the means available to them, and having regard to what is reasonable for persons without medical training.

Legislative Context

Education Act

Regulated Health Professions Act

Responsibilities

Principals are responsible for:

- ☐ informing parents of the need to let the school know their child has a known medical condition;
- ☐ engaging with the appropriate community services, staff and parents of students in need of care on a regular basis for the purpose of securing, to the degree reasonably possible, the necessary level of support during the school day and at school-sanctioned activities; and
- ☐ informing staff and planning for meeting the needs of a student diagnosed with a medical condition, including emergency situations.

Teachers, Support Staff, and Others Entrusted with the Supervision of Students are responsible for:

- ☐ ensuring a awareness of and knowledge about students with health support service needs and their requirements;
- ☐ engaging in training provided;
- ☐ providing support as required; and
- ☐ assisting students during medical emergencies to the extent of their capability, within the means available to them, and having regard to what is reasonable for persons without medical training.

Parents whose children require health support services are responsible for:

- ☐ making the principal aware of the health/medical needs of their child; and
- ☐ understanding that the provision of health support services is their ongoing responsibility and that by requesting the assistance of school personnel in the provision of these services, they are temporarily delegating limited authority to the personnel of the school, for a particular purpose, rather than relinquishing any part of their parental responsibility.

Students with health support needs are responsible for:

- independently carrying out their medical management plan to the extent they are capable of and, where appropriate, carrying with them any necessary equipment when this is part of their normal daily activity.

Definitions

Health Support Services

Health support services within this policy refers to those services without which a student would be unable to attend school, that would normally be provided at home by a family member, and that cannot be deferred until after school hours. This includes administration of medication, essential routine health services and emergency services.

Emergency Services

Emergency services within this policy refers to those services provided to a student whose condition requires immediate care to intervene in a potentially life-threatening situation. Emergency services may require specific training and are generally provided according to a pre-established plan i.e. Emergency Health Care Plan or Essential Routine Health Services Plan.

Essential Routine Health Services

Essential routine health services within this policy refers to those services which need to be provided on a regular basis as part of a daily routine such as, catheterization special hygiene procedures, physical management routines, administration of medication (e.g. Ritalin), or ongoing observation of a student with certain health conditions, such as diabetes, to determine when intervention is needed. Services of this kind require specific training for staff and a plan to ensure appropriate delivery.

Medication Services

These services include administration prescribed by a physician such as an antibiotic administered orally, or an inhalant. Services in this category require limited or minimal training. In cases where the administration of medication is needed on a longer-term basis and requires training or is related to a condition that requires a management plan, this will be considered to be an essential routine service.

Department

Curriculum and Instructional Services; Special Education Services

Policy History

Approved 1996

Amended 2001

Amended 2002

Amended 2007

Amended 2009

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Procedure #662.0 Provision of Health Support Services in School Settings

Document Integration Project Format

This procedure defines standards required for the provision of health support services to students while they are the responsibility of the York Region District School Board, recognizing this responsibility is shared among parents, the Board and health care providers.

Definitions

Community Care Access Centre Central and Central West (CCAC)

CCACs provide publicly-funded care services to support school age children, which may include nursing, physiotherapy, occupational therapy, and speech therapy. A case manager determines an individual's eligibility and service needs, develops service plans, authorizes the provision of services, and coordinates the services alongside Board consultants.

Emergency Health Care Plan

An Emergency Health Care Plan is a plan completed by the parent and signed by the principal to identify the **emergency** procedures necessary to support a specific child's needs (i.e. seizure disorder, use of an Automatic External Defibrillator, anaphylaxis reaction).

Essential Routine Health Services Plan

This is a plan written by the principal, based on information provided by the parent and child's physician, which identifies the unique health needs and support services required for a child on a daily basis and may also include the [Emergency Health Care Plan](#).

Medically Fragile Child

A child's condition is deemed medically fragile when results from a medical and/or physiological condition(s) require ongoing, frequent or time-consuming caregiver intervention and monitoring on a 24-hour basis for survival. There must be demonstrable risk of significant exacerbation of the child's health status as associated with not meeting those care requirements. A medically fragile child is determined through a nursing assessment of the child's needs which indicates any of the following procedures/health risks:

- ☐ deep suctioning (suction beyond the mouth/oral cavity);
- ☐ tracheotomy tube care with or without oxygen;
- ☐ continuous (all day) g- or j-tube feeds;
- ☐ extreme risk of respiratory or cardiac arrest (life threatening not due to anaphylaxis but perhaps seizures);
- ☐ ventilators; and/or
- ☐ administration of intravenous medication.

Physical Management Routines

Physical management routines include daily activities for which some students with physical disabilities require the assistance of another person and may include supports for lifting, positioning, mobility, oral feeding, toileting and programming to meet the student's physical development needs. Physical management routines may be part of a student's IEP and are developed with consideration of the health and safety needs of students and staff.

Responsibilities

Principals shall take all reasonable steps to:

- remind parents to inform the school in writing, upon registration and each September annually, of any health condition that has the potential to require action by school personnel and to ensure the school is provided with all, relevant information in writing, including changes in symptoms, and physician's reports regarding administration of medication or management of the condition;
- provide forms to parents whose children require essential routine health services or planning for emergency services including, as applicable:
 - the Medical Alert Information/Disability/Allergies section on the [Elementary Registration Form](#) and [Secondary Registration Form](#),
 - [Staff Administration of Medication](#),
 - [Self-Administration of Medication](#),
 - [Emergency Health Care Plan](#) (for students whose disorders require special emergency plans i.e. seizures, anaphylaxis)
 - [Essential Routine Health Services Plan](#), and
 - Other forms related to specific subsections of P662, i.e. [Kids with Diabetes Information Card](#) and [Request and Consent Care of Student with Diabetes](#)
- ensure that the forms are completed and signed by parents at the beginning of each school year;
- maintain open communication with parents;
- ensure staff are made aware of students diagnosed with a medical condition by posting the student's information in the office, common staff area and providing the student's teachers with the Emergency Health Care Plan, including, a recent photo of the child and an emergency action plan as agreed upon with the parents;
- ensure students whose medication services exceed routine oral/inhalant (puffers) or topical cream medications have a personal Emergency Health Care Plan and in the case of specific directions for other disorders i.e. diabetes, a [Kids with Diabetes Information Card](#) approved by a physician, parent, and principal, are in place;
- where the student has an Individual Education Plan (IEP), include the student's personal Emergency Health Care Plan and/or [Kids with Diabetes Information Card](#) with the plan;
- initiate a referral to the CCAC for Essential Routine Health Services and for the administration of medications given subcutaneously, intramuscularly, muscularly, or rectally;
- ensure medications, over-the-counter or otherwise, are administered by school personnel in accordance with their responsibilities as set out in this procedure;
- ensure that the elements in this procedure are included in the Essential Routine Health Services Plan for the student's medical condition;
- ensure the provision of annual staff training by a regulated health professional, where required as set out in this procedure, including the provision of appropriate information to casual employees, and including occasional teachers;
- ensure an Emergency Health Care Plan for responding to medical emergencies is written and regularly communicated to school personnel and any other Board staff who may be involved with the student;
- in consultation with the Board's physical and occupational therapists and/or speech-language pathologists, in order to determine appropriateness for referral, make a request for CCAC physical and occupational therapy staff and/or speech therapy services where appropriate;
- ensure that the health and safety needs of the medically fragile child who travels unattended on a bus are being met by providing Student Transportation Services with the student's Emergency Health Care Plan and/or Essential Routine Health Services Plan and/or a Kids with Diabetes Information Card, along with the Board's Student Transportation Services form [Request for Special Transportation](#);
- ensure that, as a general rule, school staff are not involved with administering general physical management routines to students in schools, without first consulting with Board's physical/occupational therapists (PT/OT) services;
- in cases where, despite notification, parents do not;

- ☐ provide care, medication or other items required for the health and safety of their child,
- ☐ participate in developing an Essential Routine Health Services and/or Emergency Health Care Plan with the school as necessary for the health and safety of their child,
- ☐ complete required forms,
- ☐ permit the use of essential safety equipment or procedures required for their child's safety at school (i.e. helmet, walker), and/or
- ☐ provide current contact information,
- ☐ notify parents via [letter](#) that their actions may be placing their child at risk and request that parents cooperate and sign-off on the written plan that the school has developed to care for their child and that CAS will be notified.

Teachers and support staff shall take all reasonable steps to:

- ☐ meet with the parents of a student requiring health support services, if asked by the parent, to discuss and record in detail;
 - ☐ the student's needs,
 - ☐ the Essential Routine Health Services Plan,
 - ☐ the Emergency Health Care Plan for the school's procedure in case of an emergency;
- ☐ familiarize themselves with and include the student's Emergency Health Care Plan and/or Kids with Diabetes Information Card in his/her daybook to be accessible to an occasional teacher/support staff;
- ☐ participate in annual training;
- ☐ follow the individual student's Emergency Health Care Plan; and
- ☐ ensure the student's Emergency Health Care Plan and/or Essential Routine Health Services Plan is implemented on field trips and other activities outside of the school.

Outdoor Education Centre staff shall take all reasonable steps to:

- ☐ provide school staff with the estimated time to reach the nearest hospital from the centre; and
- ☐ provide school staff with the availability of two-way communication at the centre (e.g. walkie talkie, cellular phones).

Student Transportation Services (STS) shall:

- ☐ ensure that the health and safety needs of the medically fragile child who travels unattended on STS-provided transportation are met; and
- ☐ ensure that the student's Emergency Health Care Plan and/or a Kids with Diabetes Information Card, along with the Board's Student Transportation Services form Request for Special Transportation are received by the principal and are accessible in the event of an emergency.

Parents whose child requires health support services shall:

- ☐ take all reasonable measures to meet the health/medical needs of their child outside of school hours (when this is not possible, parents shall make every effort to cooperate with and minimize the involvement of school personnel in the delivery of health support services);
- ☐ inform the school in writing, upon registration and each September annually, of any health condition that has the potential to require action by school personnel and to ensure the school is provided with any new, relevant information in writing, including changes in symptoms, medication or management of the condition and medical reports, if required;
- ☐ accurately complete, sign and return to the school any form required under Board policy and procedure, including, as applicable;
 - ☐ the Medical Alert Information/Disability/Allergies section on the Elementary Registration Form and Secondary Registration Form,
 - ☐ Staff Administration of Medication,
 - ☐ Self-Administration of Medication,

- ☐ Emergency Health Care Plan (for students whose medication services exceed the standard oral/inhalant (puffers) or topical medications i.e. seizures, anaphylaxis),
- ☐ Essential Routine Health Services Plan, and
- ☐ other forms related to specific subsections of this policy, i.e. Kids with Diabetes Information Card (approved by a physician/parent/principal), Request and Consent for Care of a Student with Diabetes (a letter of agreement between the parent and school);
- ☐ ensure they can be reached, or another person authorized to act on their behalf can be reached, to provide direction and/or pick up the student should, in the opinion of school personnel, the student's condition require this;
- ☐ provide any materials required to meet the health needs of their child, including safe transport and disposal of items requiring special precautions such as sharps and medications;
- ☐ cover any costs incurred by the school associated with medical treatment including the cost of transportation by ambulance should this be required;
- ☐ consider providing their child with suitable identification (e.g. MedicAlert®), which should be worn and/or carried by the student specifying the nature of the medical health support and the procedure to be followed in an emergency; and
- ☐ understand that, in cases where, despite notification, they do not;
 - ☐ provide care, medication or other items required for the health and safety of their child,
 - ☐ participate in developing an individual care plan with the school as necessary for the health and safety of their child,
 - ☐ complete required forms, or
 - ☐ provide current contact information,
 the principal will advise them via [letter](#) that;
 - ☐ their actions may be placing their child at risk and request them to provide what is required for their child's health care and/or sign-off on the plan that the school has developed to care for their child, and/or
 - ☐ request that they sign an acknowledgement that their lack of compliance may impede the school's ability to adequately care for their child and that CAS will be notified.

Students requiring health support services shall:

- ☐ ensure they carry any required emergency kit noted on their Emergency Health Care Plan and/or Kids with Diabetes Information Card at all times;
- ☐ alert staff if they believe they are experiencing any symptoms (e.g. hypoglycemia) as associated with their medical condition; and
- ☐ independently carry out their medical management plan where possible.

The Community Care Access Centre Central and Central West (CCAC) shall be expected to:

- ☐ provide contracted essential routine health services as regulated health professionals in schools for students when the student meets the CCAC admission criteria;
- ☐ upon referral, develop an appropriate care plan in collaboration with the school team and parents to meet the health needs of students;
- ☐ where teaching students how to carry out their medical management plan independently is not a reasonable choice, facilitate the provision of appropriate service in partnership with the school team; and
- ☐ provide subsequent monitoring upon request of the school or where students have been taught to carry out their Essential Routine Health Services Plan independently.

The Community Care Access Centre Central and Central West (CCAC) may:

- ☐ provide the following services;
 - ☐ injection of medication,
 - ☐ sterile catheterization,
 - ☐ manual expression of bladder and/or stoma,

- ☐ G and J-tube feeding,
- ☐ deep suctioning,
- ☐ assessment/support for poorly controlled or newly diagnosed diabetes,
- ☐ specialized support during transportation,
- ☐ speech therapy services for children with communication disorders that are not primarily language-based, who would benefit from direct speech therapy services,
- ☐ case management for students/families appropriate for CCAC services, and/or
- ☐ therapy services (e.g. physical/occupational/speech/language therapy) in accordance with their respective College guidelines..

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996
 Amended 2001
 Amended 2002
 Amended 2009

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Board Procedure #662.1 Administration of Medication to Students in School

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for administering medication to students in school.

Definition

Administration of Medication

Administration of medication in this procedure refers to prescribed medication being administered orally, by inhalant or self-injection, during school hours at the request of the parent.

Principals shall:

- ☐ request from parents in writing, the need for administration of medication during the school day;
- ☐ require parents to provide medication in the original pharmaceutical container specifying:
 - ☐ the student's name,
 - ☐ date,
 - ☐ name of the medication and dispensing pharmacy,
 - ☐ the prescribed dosage and frequency, and
 - ☐ the prescribing physician.
- ☐ determine a secure place for the storage of medication;
- ☐ identify a staff member(s) and an alternate who are willing to administer the medication and ensure that any required training is provided for safe administration of this medication;
- ☐ provide the staff member(s) designated with the nature of the medication and the student's needs as outlined on either the Staff or Self-Administration of Medication Form;
- ☐ ensure that the medication is administered in a manner that allows for sensitivity and privacy;
- ☐ discuss with the parent the suitability of the student's assumption of responsibility for self-administration of medication;
- ☐ ensure that proper records (including either the staff or self-administration of medication form and the [Medication Administration Chart](#)) are maintained and retained in a central file in the school;
- ☐ ensure that the appropriate teachers are informed in writing of a student taking medication;
- ☐ encourage parents to provide suitable identification, for example, MedicAlert®, which should be worn and/or carried by the student specifying the nature of the problem and the procedure to be followed in an emergency;
- ☐ attach an Emergency Health Care Plan to the IEP in instances where others need to be aware;
- ☐ initiate a referral to the CCAC for all other medications such as the administration of medications given subcutaneously, intravenously, muscularly, or rectally; and
- ☐ follow [Board Policy and Procedure 661, Anaphylaxis Reactions](#) for specific information regarding life-threatening allergies.

Staff shall:

- ☐ as designated by the principal, carry out administration of medication as per administration dosage and frequency specified.

Parents shall:

- ☐ ensure in writing, which may include a medical note or report, the necessity for the medication to be administered at school;
- ☐ request the administration of medication or advisement of self-administration of medication during school hours on the [Staff Administration of Medication Form](#) or [Self-Administration of Medication Form](#);
- ☐ submit the [Staff Administration of Medication Form](#) or [Self-Administration of Medication Form](#) annually or in the event of any change in the medication, dosage or frequency;
- ☐ understand that such a request is made of medically untrained persons; and
- ☐ supply **the original medication container with the pharmacy label** which states;
 - ☐ the student's name,
 - ☐ date,
 - ☐ name of the medication and dispensing pharmacy,
 - ☐ the prescribed dosage and frequency, and
 - ☐ the prescribing physician.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996

Amended 2001

Amended 2002

Amended 2009

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Board Procedure #662.2 Management of Communication Disorders

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students with communication disorders and the associated management plan.

Definitions

Apraxia (Developmental Dyspraxia)

Apraxia (developmental dyspraxia) is a motor speech disorder characterized by an inability to voluntarily initiate and sequence oral movements in the absence of paralysis or paresis.

Articulation/Phonological Disorder

Articulation/phonological disorders are disorders which are characterized by errors in the physical production of the sounds of speech which may impact on select sounds or groups of sounds.

Dysarthria

Dysarthria is a group of motor speech disorders caused by nervous system damage resulting in an inability to initiate or control muscular movements due to paralysis, weakness or lack of coordination of the muscles that control speech.

Fluency Disorder (Stuttering)

Fluency disorder (stuttering) is a disorder of rate and rhythm of speech, often involving tension and struggle behaviours.

Language Disorders

Language disorders are characterized by delayed or impaired development of comprehension and/or spoken/written language and/or other symbol system. They may involve the form of language (phonologic, morphologic and syntactic systems); the content of language (semantic system); and/or the function of language (pragmatic system) in any combination.

Non-speech Communication

Non-speech communication refers to a gestural and/or symbolic system which may be the primary or augmentative mode of communication.

Resonance Disorders

These are a group of disorders characterized by one or a combination of the following: nasal emission of air, hypernasality and/or hyponasality.

Voice Disorders

Voice disorders are disorders of pitch, intensity and quality of the voice resulting from, or contributing to, vocal cord dysfunction.

Responsibilities

Principals shall:

- familiarize themselves with the [Model for the Provision of Speech and Language Services: As Applicable to the Education Act \(November 2002\)](#) and its accompanying definitions (Tri-ministerial Agreement PPM 8 1), outlining the delineation of services for students with language needs and students with speech needs;
- consult with Board Speech-Language Pathology (S-LP) staff when considering a referral for speech therapy services through the CCAC;
- designate a staff member within the school (i.e. the Special Education Resource Teacher- SERT) to take responsibility for referrals to Board S-LPs regarding speech concerns and requests for CCAC speech therapy referrals;
- participate in the referral process to the CCAC by providing a signature on the referral form and ensuring the completion of the referral process (as outlined in the Directions for YRDSB School Staff Facilitating S-LP Referrals to Central CCAC flow chart); and
- receive, sign and facilitate completion of all CCAC referral forms for eligible students in Junior Kindergarten that have been referred to the CCAC through the York Region Pre-school Speech Language Program (as referenced in Community Care Access Centre Referrals for Students in Junior Kindergarten).

Board Speech-Language Pathologists shall:

- provide assessment to determine whether a student profile is appropriate for referral to the CCAC;
- initiate the referral process for any student deemed appropriate for speech therapy services (e.g., articulation, phonological disorder, dysfluency, apraxia, dysarthria, voice and resonance) to the CCAC (by providing the referral form [School Board Referral to the Central Community Care Access Centre for School Health Support Services CCAC](#) and completing the [S-LP referral page 2](#)); and
- provide consultation for programming to SERTs, classroom teachers, other school personnel and parents when the student's communication needs are language based (rather than speech based) and require the support of an educational team as these students are not eligible for services through the CCAC.

Teachers, including SERTs shall:

- bring forward a student's name to an In-School Team (IST) meeting with a signed [Consent to Access OSR](#) form for language concerns;
- following an IST meeting, consult with the Board S-LP for direction on literacy programming when there are language concerns;
- initiate referrals for speech concerns to the Board S-LP using the [Board Referral for Professional Student Support Services](#) form;
- participate in the referral process to the CCAC by completing the referral form (School Board Referral to the Central Community Care Access Centre for School Health Support Services CCAC), including the completion of the school information section as well as asking parents to complete the student information section and to sign the referral form;
- fax the completed referral form to the CCAC central intake; and
- forward the original CCAC referral form to the Board S-LP upon completion.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996

Amended 2001

Amended 2002

Amended 2009

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Board Procedure #662.3 Management of Physical Challenges

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students with physical challenges and the associated management plan.

Definitions

Physical Management Routines

Physical management routines include daily activities for which some students with physical disabilities require the assistance of another person and may include supports for lifting, positioning, mobility, oral feeding, toileting and programming to meet the student's physical development needs. Physical management routines may be part of a student's IEP and are developed with consideration of the health and safety needs of students and staff.

Responsibilities

Principals shall:

- ☐ consult with the Board's physical/occupational therapists to assist with the initial screening of students with physical challenges to determine whether general maintenance exercises are to be administered during school hours;
- ☐ designate an educational assistant, as per the child's Essential Routine Health Services Plan, to provide services such as lifting, positioning, assistance with mobility, oral feeding and toileting, as required, during school hours;
- ☐ ensure an alternate staff member is appointed and trained;
- ☐ if assigned staff is unavailable (i.e. absent), designate another staff member who has been trained to provide services, such as lifting, positioning, assistance with mobility, oral feeding and toileting;
- ☐ arrange for staff development annually, by a regulated professional, in the area of safe lifting procedures;
- ☐ designate a staff member to perform a daily visual inspection of any and all person lifting devices (i.e. ceiling or floor lifts, electronic change tables) using the Safe Lifting Device Inspection Protocol; and
- ☐ in consultation with the Board's physical or occupational therapists, determine the appropriateness for referral to the Community Care Access Centre (CCAC) for physical and/or occupational therapy services at school;
- ☐ participate in the referral process to the CCAC by providing a signature on the referral form and ensuring the completion of the referral process; and
- ☐ receive, sign and facilitate completion of all CCAC referral forms for eligible students in Junior Kindergarten that have been referred to the CCAC (as referenced in Community Care Access Centre Referrals for Students in Junior Kindergarten).

Board Physical and/or Occupational Therapists shall:

- ☐ in collaboration with the parents, principal and teacher, provide a general maintenance program service to students with physical challenges, when in the opinion of physical and/or occupational therapist(s), the student requires this service during school hours as an integral part of their educational program;
- ☐ in collaboration with the parents, principal and teacher, facilitate a referral to other agencies as deemed appropriate if more intensive clinical treatment is required;
- ☐ facilitate a referral when contacted by principals requesting services for physical and/or occupational therapy provided by the CCAC;
- ☐ initiate the referral process for any student deemed appropriate for physical or occupational therapy services to the CCAC by providing the referral form [School Board Referral to the Central Community Care Access Centre for School Health Support Services CCAC](#) and completing page 3);
- ☐ provide annual school staff training in the area of safe lifting procedures; and
- ☐ consult with the teacher and facilitate training for the educational assistant and other personnel as required for the student's equipment needs.

Teachers shall:

- ☐ initiate referrals for physical and/or occupational therapy concerns to the Board using the [Board Referral for Professional Student Support Services form](#);
- ☐ participate in the referral process to the CCAC by completing the referral form ([School Board Referral to the Central Community Care Access Centre for School Health Support Services CCAC](#)). This includes the completion of the school information section as well as asking parents to complete the student information section and to sign the referral form;
- ☐ fax the completed referral form to the CCAC central intake;
- ☐ incorporate, as appropriate, physical management routines in a student's IEP, where the student is engaged in increasing independence; and
- ☐ follow the Essential Routine Health Services Plan.

Educational Assistants shall:

- ☐ as designated by the principal, provide services to support physical management routines such as lifting, positioning, assistance with mobility, oral feeding and toileting, as required, during school hours;
- ☐ engage in annual training of safe lifting procedures where students require support to address physical management needs;
- ☐ as designated by the principal, carry out daily visual inspection of person lifting equipment and track observations according to the Safe Lifting Device Inspection Protocol; and
- ☐ with appropriate training, engage in shallow suctioning, administration of continuous pre-set passive oxygen, care for ostomy bag and appliance, application of condom for urinary drainage, clean intermittent catheterization, as directed by an Emergency Health_Care Plan.

Community Care Access Centre Central and Central West (CCAC) shall:

- ☐ provide training in shallow suctioning, administration of continuous pre-set passive oxygen, care for ostomy bag and appliance, application of a condom for urinary drainage and monitoring clean intermittent catheterization, as directed by an Essential Routine Health Services Plan and upon the request of a principal; and
- ☐ collaborate with the Board's physical and occupational therapists in the training of identified staff, if required;

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996

Amended 2001

Amended 2002

Amended 2009

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Board Procedure #662.4 Management of Catheterization

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students who require catheterization and the associated management plan.

Definitions

Clean Intermittent Catheterization

Clean intermittent catheterization is a treatment option for patients with certain types of urinary incontinence. A catheter is used as a conduit to drain urine from the bladder into an attached bag or container. The catheter is inserted into a student's bladder only until the bladder has been drained and then the catheter is removed. This procedure can be carried out by the student or by a health assistant.

Sterile Catheterization

Sterile non intermittent catheterization uses the same basic technique for insertion of the urinary tract catheter. The catheter must be inserted by a CCAC nurse or the parent and remains in the patient continuously until bladder function can be maintained independently.

Responsibilities

Principals shall:

- ☐ contact the Student Services Co-ordinator who will initiate a referral to the CCAC Case Manager to assist with development of the Essential Routine Health Services Plan and Emergency Health Care Plan;
- ☐ ensure a copy of the Essential Routine Health Services Plan is completed with an Emergency Health Care Plan, including access to the parent for catheterization, the names of staff assigned and a copy of the doctor's order needed for the catheterization procedure;
- ☐ send the Emergency Health Care Plan to the Student Services Coordinator in the appropriate Community Education Centre;
- ☐ follow the steps as outlined in the [Catheterization Chart](#);
- ☐ assign an educational assistant and back-up staff person;
- ☐ ensure reserve materials (tubes, lubricant) and biohazard receptacle containers are provided by the parent;
- ☐ ensure that the biohazard receptacles are available for staff administering catheterization;
- ☐ ensure the management and safe removal of the biohazard waste receptacle;
- ☐ contact the CCAC Case Manager, with parent permission, to provide individual consultation and training for educational assistants and back-up staff; and
- ☐ ensure that the Emergency Health Care Plan is not altered by school staff until new orders are received.

Case Managers for the Community Care Access Centre Central and Central West (CCAC) shall:

- ☐ obtain updated orders from the doctor in writing and forward them to the school, with parental permission while the student is on their caseload;
- ☐ provide individual initial consult and arrange for required training to the educational assistant and back-up staff;
- ☐ authorize the nursing visit with the principal, parent, educational assistant, back-up staff and CCAC for the initial training, and/or when there are changes in the student's condition/equipment/procedure or staff supporting the student;
- ☐ collaborate with the parent and principal to decide the duration of support required by school staff for the procedures (typically 1-3 visits per day);
- ☐ assess catheterization needs for students who have physical abnormalities related to the procedure and/or provide catheterization service to students with short-term post operation needs; and
- ☐ provide ongoing consultation to the principal regarding the catheterization procedure.

Parents shall:

- ☐ demonstrate the catheterization procedure to the school staff with CCAC nursing supervision;
- ☐ provide equipment for catheterization (tubes, lubricant); and
- ☐ be a back-up to staff if available.

Educational Assistants shall:

- ☐ as designated by the principal, administrator or monitor clean intermittent catheterization and/or supervise student completing self-catheterization;
- ☐ ensure catheters and gloves are disposed of in biohazard waste receptacles; and
- ☐ engage in training to provide clean intermittent catheterization.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996
Amended 2001
Amended 2002
Amended 2009

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Board Procedure #662.5 Management of Suctioning

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students who require suctioning and the associated management plan.

Definitions

Deep Suctioning

Deep suctioning, also referred to as chest suction or draining is a regulated health act to be performed by a trained Registered Nurse under doctor's orders. Using a special, soft deep suctioning tube, the tube passes beyond the larynx into the lungs. **This procedure is not to be performed by Board staff.**

Shallow Suctioning

Shallow suctioning is not a regulated or controlled health/medical procedure act. It uses a hard plastic "yonker" or tube that mechanically vacuums saliva from the oral and/or nasal passages. To avoid activation of the gag reflex, suctioning activity is avoided beyond the teeth.

Responsibilities

Principals shall:

- ☐ become familiar with the [Suctioning Chart](#) for an overview of the procedure for students requiring this health service;
- ☐ contact the CCAC Case Manager to assist with development of the Essential Routine Health Services Plan and ensure a copy of the plan is completed with a back-up plan, including access to the parent for suctioning, the names of staff assigned and a copy of the doctor's order needed for the daily suctioning procedure;
- ☐ assign an educational assistant and back-up staff to provide suctioning for students who require shallow suctioning only (i.e. not beyond the gag reflex);
- ☐ contact the parent and CCAC Case Manager, with parent permission, to provide individual consultation and training for educational assistants and back-up staff;
- ☐ send the Emergency Health Care Plan and/or Essential Routine Health Services Plan to the Student Services Coordinator in the appropriate Community Education Centre;
- ☐ ensure reserve materials (gloves, catheters, towels) and biohazard receptacle containers are provided by the parent;
- ☐ ensure biohazard receptacle containers are available to staff administering suctioning;
- ☐ ensure the management and safe removal of the biohazard waste receptacle;
- ☐ contact the CCAC Case Manager to obtain new doctor orders; and
- ☐ ensure that the Emergency Health Care Plan or Emergency Routine Health Services Plan is not altered by school staff until new orders are received.

Case Managers for the Community Care Access Centre Central and Central West (CCAC) shall:

- ☐ obtain updated orders from the doctor in writing and forward them to the school, with parental permission while the student is on their caseload;
- ☐ provide individual initial consult and arrange for training to the educational assistant and back-up staff;
- ☐ authorize the nursing visit with the principal, parent, educational assistant, back-up staff and CCAC for the initial training, and/or when there are changes in the student's condition/equipment/procedure or staff supporting the student;
- ☐ collaborate with the parent and principal to decide the duration of support required by school staff for the procedures (typically 1-3 visits per day);
- ☐ assess suctioning needs for students who have physical abnormalities related to the procedure, or who are medically fragile or who require short-term post operation follow-up;
- ☐ contact the CCAC Case Manager to obtain new doctor orders; and
- ☐ provide ongoing consultation to the principal regarding the suctioning procedure.

Parents shall:

- ☐ demonstrate the suctioning procedure to the school staff with CCAC nursing supervision;
- ☐ provide equipment for shallow suctioning (portable suctioning machine, suction catheters, gloves, towel, biohazard waste receptacles); and
- ☐ be a back-up to staff if available.

Educational Assistants shall:

- ☐ as designated by the principal, provide services to assess shallow suctioning, as needed;
- ☐ ensure suctioning tubes and gloves are disposed in biohazard waste receptacles; and
- ☐ engage in training to provide shallow suctioning.

School staff shall not:

- ☐ be involved with administering deep suctioning to students.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996
Amended 2001
Amended 2002
Amended 2009

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Board Procedure #662.6 Diabetes Management

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students diagnosed with diabetes and the associated management plan.

Definitions

Blood glucose control

Blood glucose control is the proper balance of food and insulin in the body. The balance may be affected by missing a meal or snack, or eating less than planned and could be a serious problem as it can easily result in very low blood glucose or *hypoglycemia* and requires immediate treatment.

Diabetes Core Team

The *Diabetes Core Team* is a group of hospital health professionals, generally comprised of hospital and community health care practitioners with expertise in diabetes and may include diabetic educators, social workers and physicians who support the student, his/her family and the school.

Diabetes - Type 1

Usually diagnosed in children and adolescents, type 1 diabetes occurs when the pancreas is unable to produce insulin.

Diabetes - Type 2

Type 2 diabetes occurs when the pancreas does not produce enough insulin or when the body does not effectively use the insulin that it produces.

Hyperglycemia

Hyperglycemia or high blood glucose is when the blood glucose (sugar) is higher than an individual's target range.

Hypoglycemia

Hypoglycemia is an abnormal, low-level of glucose in the blood. It may be characterized by symptoms such as cold clammy or sweaty skin, pallor, difficulty concentrating, shakiness, lack of coordination, irritability, hostility and poor behaviour, staggering gait, fatigue, nervousness, excessive hunger, headache, blurred vision and dizziness, abdominal pain or nausea, fainting and unconsciousness. It can happen within minutes of a person appearing healthy and normal and therefore must be taken care of right away as it may become an emergency situation.

Insulin

Insulin is a hormone produced by the pancreas. Children with diabetes use insulin syringes, insulin pens, or insulin pumps to give insulin. All children receiving insulin have an *Essential Routine Health Services Plan*.

Insulin Pump Management

This type of pump is often used for children with type 1 diabetes to manage their blood glucose. It allows for more flexibility and eliminates the need for multiple daily insulin injections by delivering a continuous infusion of insulin. A small glucose pump is attached to the child directly and provides insulin to the pancreas.

Target Range

Target range is acceptable blood glucose levels based on the Canadian Diabetes Association's Clinical Practice Guidelines and is personalized for the student by the parent/caregiver and Diabetes Core Team.

Responsibilities

Principals shall:

- ☐ ensure a planning meeting for school entry occurs for effective transition;
- ☐ complete a [Kids with Diabetes Information Card](#) that is approved by a physician, parent and the principal, that clearly outlines procedures to be followed in the school setting for the monitoring of insulin levels and response to a perceived emergency diabetic reaction, including;
 - ☐ Kids with Diabetes Information Card instead of the Emergency Health Care Plan, and
 - ☐ a signed [Request and Consent for Care of a Student with Diabetes](#);
- ☐ ensure that for each student with diabetes, a Kids with Diabetes Information Card is completed including necessary signatures, a recent photo of the student and a emergency action plan as agreed upon with the parents;
- ☐ in cases where a physician has directed that the student requires frequent ongoing blood glucose monitoring and administration of insulin, contact the Student Services Coordinator to initiate a referral to the CCAC;
- ☐ ensure that diabetes information available in the Kids with Diabetes in Your Care Handbook (available through the Canadian Diabetes Association 1-800-Banting) is shared with the parent, staff and students to raise awareness and understanding of diabetic management in the school;
- ☐ identify individual students with diabetes to all school staff each September;
- ☐ inform occasional staff of any students with diabetes in the classroom/school;
- ☐ if needed, request parent consent for referral to CCAC for consultation with school staff;
- ☐ contact the CCAC Case Manager regarding new medical orders and ensure that previous procedures are not altered by school personnel until the new medical orders are received;
- ☐ assign a staff member as outlined in the Kids with Diabetes Information Card to verify the child's reading of the glucometer and monitor the child during insulin self-administration;
- ☐ designate a back-up person in the absence of the assigned staff member;
- ☐ ensure the student is provided a clean and comfortable environment to administer insulin;
- ☐ ensure the student does not participate in physical education or exams if blood glucose is below or above target limits as identified in the Kids with Diabetes Information Card;
- ☐ ensure training is provided to staff as per the [Diabetes Management Chart](#);
- ☐ ensure the management and safe removal of the biohazard waste receptacle;
- ☐ ensure that parents are informed that, even if consent is provided to let the student self-monitor diabetes, the severity of their child's reaction may hinder any attempt to do so and as a result, the child may require the assistance of others;
- ☐ post in the office, common staff area, health room and provide to the student's teachers, a photo of any child with diabetes along with the *Signs and Symptoms of Hypoglycemia and Emergency Treatment of Hypoglycemia* as found in the *Kids with Diabetes in Your Care Handbook*;
- ☐ remind parents that they need to provide three emergency kits – one with student, one with the teacher and one with the office;
- ☐ as specified in the Kids with Diabetes Information Card, keep the office emergency kit, provided by parents, in an easily accessible and identifiable location known to all staff (i.e. in a designated

- location in the office) along with all documentation including a signed authorization for a staff member to measure blood glucose and/or access emergency care as necessary;
- ☐ encourage the student to carry the emergency kit at all times;
- ☐ review or provide annual in-service each September by a regulated professional in the management of diabetes (i.e. a member of the Diabetes Core Team) for teachers, non-teaching school staff, and volunteers to ensure awareness of;
 - ☐ Board policy and procedure related to students with diabetes;
 - ☐ diabetic management through the use of the Kids with Diabetes in Your Care Handbook; and
 - ☐ use and location of emergency kits;
- ☐ authorize staff, when a student is known to have diabetes, to respond to a perceived hypoglycemic reaction using the emergency kit and remain with the child until recovery is complete or seek medical attention immediately should the symptoms continue; and
- ☐ contact and inform the parent (or emergency contact if unable to reach the parent) as per the Emergency Health Care Plan, if a student has experienced a hypoglycemic reaction or is noncompliant.

Teachers shall:

- ☐ be knowledgeable about how to access the *Kids with Diabetes in Your Care Handbook*;
- ☐ meet with the parents of all students with diabetes to discuss the student's needs, and the diabetes management plan as outlined in the Kids with Diabetes Information Card;
- ☐ follow the guidelines as outlined in the Kids with Diabetes Information Card and [Supporting Students Who Have Type 1 Diabetes: Tips for Teachers and School Staff](#);
- ☐ include the student's Kids with Diabetes Information Card in his/her daybook/record book;
- ☐ post the *Signs and Symptoms of Hypoglycemia* and *Emergency Treatment of Hypoglycemia* (See Kids with Diabetes in Your Care Handbook) in the classroom;
- ☐ ensure the student's emergency kit is available in the classroom;
- ☐ ensure that the student's emergency kit and the *Emergency Treatment of Hypoglycemia* protocol are taken on excursions and/or activities outside of the school; and
- ☐ ensure parents are notified of the need to replace items in the emergency kit as they are used.

Educational Assistants shall:

- ☐ follow the guidelines as outlined in the Kids with Diabetes Information Card and Supporting Students Who Have Type 1 Diabetes: Tips for Teachers and School Staff and
- ☐ verify the child's reading of the glucometer and monitor the child during insulin self-administration.

Community Care Access Centre Central and Central West (CCAC) shall:

- ☐ arrange and facilitate a case conference with the parent/principal/appropriate staff/Student Services Coordinator in May or June, or prior to the student starting school in order to determine the level of intervention required or, when the student has acquired independent competency skills as determined by the core team checklist;
- ☐ ensure staff receives Supporting Students Who Have Type 1 Diabetes: Tips for Teachers and School Staff (which is current information regarding the role of school staff) from the Diabetes Core Team;
- ☐ provide annual school staff training in the management of diabetes;
- ☐ provide assessment/support for newly diagnosed diabetes and for children transitioning to independent competency of mechanical skills (i.e. provide nursing staff at lunch hour to perform a blood sugar check if necessary);
- ☐ assess need for monitoring of student by a registered nurse at school;
- ☐ administer insulin via pump/injection until student can demonstrate independence;
- ☐ ensure sharps are disposed in biohazard waste receptacles; and
- ☐ provide a signed [Request and Consent Care of Student with Diabetes](#) form to exchange information with the school and Diabetes Core Team.

Parents shall:

- ☐ alert the school to their child's diabetic condition as well as any ongoing changes in the condition;
- ☐ consider providing their child with suitable identification, for example, MedicAlert®, which should be worn and/or carried by the student specifying the nature of the problem and the procedure to be followed in an emergency;
- ☐ complete and sign the Kids with Diabetes Information Card and Request and Consent for Care of a Student with Diabetes for monitoring of blood glucose levels and provision of the current medical management plan upon registration for new students and each September for returning students;
- ☐ provide the school with an ongoing supply of fast-acting glucose for treating hypoglycemia; a biohazard container for sharps disposal, diabetic testing supplies and three emergency kits; and
- ☐ ensure that their child leaves for school each day with snacks as well as his/her emergency kit; and
- ☐ if the student is agreeable, arrange for a presentation to be made to the student's classmates about diabetes.

Students shall:

- ☐ ensure that he/she carries the emergency kit at all times;
- ☐ wear his or her MedicAlert® if one is available;
- ☐ take responsibility for understanding and maintaining appropriate nutrition;
- ☐ take age/developmental appropriate responsibility for bringing and looking after his/her blood glucose monitoring; and insulin injection apparatus, including proper disposal in sharp container; and
- ☐ take age/developmental appropriate responsibility for his/her diabetes management.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996
 Amended 2001
 Amended 2002
 Amended 2009

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Board Procedure #662.7 Seizures Management

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for meeting the specific needs of students with seizures and the associated management plan.

Definitions

Seizure Disorder

Seizure disorder is a neurological disorder which causes sudden bursts of hyperactivity in the brain. This hyperactivity produces "seizures" which vary from one person to another in frequency and form. A seizure may appear as a brief stare, a change of awareness, or a convulsion. A seizure may last a few seconds or a few minutes. Repeated brain seizures usually characterize a seizure disorder sometimes known as epilepsy.*

Responsibilities

Principals shall:

- ☐ establish a Emergency Health Care Plan and if required an Essential Routine Health Services Plan as agreed upon by parents, that clearly outline procedures to be followed in the school setting in response to a perceived emergency seizure event;
- ☐ ensure that for each student with a seizure disorder, a recent photo of the student is provided by the parents for the Emergency Health Care Plan;
- ☐ ensure that seizure information available from [Epilepsy Ontario](#) is shared among the parent, staff and students to raise awareness and understanding of seizure management in the school;
- ☐ identify individual students with a seizure disorder to all school staff each September;
- ☐ inform occasional staff of any students with a seizure disorder in the classroom/school;
- ☐ where routine administration of medication for seizure management occurs at school, follow procedures outlined in Board Procedure #662.1 Administration of Medication to Students in School;
- ☐ post in the office, common staff area and health room and provide to the student's teachers, a copy of the Emergency Health Care Plan and information from Epilepsy Ontario;
- ☐ review or provide annual in-service each September by a regulated professional in the management of seizures for teachers, non-teaching school staff, and volunteers to ensure awareness of Board policy and procedure related to students with seizure disorders;
- ☐ contact and inform parent (or emergency contact if unable to reach the parent) as per the Emergency Health Care Plan if a student has experienced a seizure.

Teachers shall:

- ☐ meet with the parents of all students with seizure disorders to discuss;
 - ☐ the student's needs; and
 - ☐ the seizure management plan as outlined in the Emergency Health Care Plan.

School Staff shall:

- ☐ follow the directions in the Emergency Health Care Plan.

Community Care Access Centre Central and Central West (CCAC) shall:

- ☐ upon request of the principal, provide professional development to staff regarding the management of seizures.

Parents shall:

- ☐ alert the school to their child's seizure disorder;
- ☐ provide school staff with signs of seizure activity specific to their child;
- ☐ collaborate with the school in the development and completion of an Emergency Health Care Plan and/or Essential Routine Health Services Plan; and
- ☐ complete and sign the Staff or Self-Administration of Medication to Students in School form, if required.

Students shall:

- ☐ take age/developmental appropriate responsibility for indicating to adults when experiencing warning signs of possible seizure activity; and
- ☐ take age/developmental appropriate responsibility for his/her seizure management.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 1996
Amended 2001
Amended 2002
Amended 2009

**Adapted from Epilepsy Ontario and CBC.ca health.*

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Board Procedure #662.8 Administration of Automatic External Defibrillators

Document Integration Project Format

In addition to the responsibilities set out in Board Policy and Procedure 662.0, Provision of Health Support Services, this procedure outlines the process for use of an automatic external defibrillator (AED) in schools for students whose condition requires immediate care to intervene in a potentially life-threatening situation. These emergency services will require specific training and are to be provided according to a pre-established Emergency Health Care Plan. This procedure also outlines the responsibilities for the acquisition of AEDs in schools or Board offices.

Definition

Automatic External Defibrillator (AED)

An automated external defibrillator (AED) is a device used to administer electric shock through the chest wall to the heart. Built-in computers assess the individual's heart rhythm, judge whether defibrillation is needed, and then administer the shock. Audible and/or visible prompts guide the user through the process.

Legislative Context

Education Act

Regulated Health Professions Act

Responsibilities

Principals shall:

- ☐ ensure that medical orders, specifying the need for an AED for a specific student, are received from a physician;
- ☐ contact the Student Services Coordinator upon receipt of the medical orders;
- ☐ provide annual in-service each September for teachers, non-teaching school staff and volunteers to ensure awareness of:
 - ☐ Board policy and procedure related to students with an AED,
 - ☐ use and location of AEDs, and
 - ☐ identification of students requiring the use of AEDs;
- ☐ establish an Emergency Health Care Plan for each student requiring an AED that is approved by a physician, parent and the principal and clearly outlines procedures to be following in the school setting;
- ☐ ensure parents sign a [Maintenance and Service of a Family-Owned/SEA Claim Defibrillator form](#);
- ☐ inform occasional staff of any students with an AED in the classroom/school;
- ☐ assign staff members to administer the AED who are trained in CPR;
- ☐ designate a back-up person in the absence of the assigned staff members;
- ☐ post in the office, common staff area and health room and provide to the student's teachers; a photo of any child with an AED and instructions for its use;
- ☐ keep the AED provided by parents or through a SEA claim, in an easily accessible and identifiable location known to all staff (i.e. in a designated location in the office);
- ☐ ensure a rapid and effective communication system with the local EMS and first responders such as police, ambulance and fire departments;

- ☐ contact 911 and inform the parent (or emergency contact if unable to reach the parent) as per the Emergency Health Care Plan if a student has required the use of an AED; and
- ☐ ensure the use and maintenance of the AED according to the manufacturer's specifications.

School Staff shall:

- ☐ follow the procedures and duties as outlined in the annual training of the use of AEDs and Emergency Health Care Plan; and
- ☐ include the Emergency Health Care Plan in his/her daybook to be accessible to an occasional teacher/support staff

Parents shall:

- ☐ provide the school with the child's physician's written notification that the child's medical condition warrants the use of this type of defibrillator and to provide details for the Emergency Health Care Plan and Essential Routine Health Services;
- ☐ complete and sign a Maintenance and Service of a Family-Owned Defibrillator form;
- ☐ supply an AED/supply a replacement for damaged or outmoded equipment to the school;
- ☐ at their cost, provide, or contact an agency to provide, AED training for the school staff;
- ☐ consider providing their child with suitable identification, for example, MedicAlert® which should be worn and/or carried by the student specifying the nature of the problem and the procedure to be followed in an emergency;
- ☐ sign they have received the Emergency Health Care Plan for their child and acknowledge that although the staff are trained, they do not have medical qualifications;
- ☐ perform or contract with an agency to perform monthly maintenance checks on the AED and sign/initial the inspection at the beginning of each month on the Maintenance and Service of a Family-Owned Defibrillator form;
- ☐ assume responsibility for any and all repairs or service required for the defibrillator; and
- ☐ assume responsibility for transporting the defibrillator to and from school if the defibrillator is family-owned.

For AEDs purchased prior to the 2009-10 school year

The Senior Manager of Administrative Services shall:

- ☐ keep an original signed copy of all written agreements for AEDs acquired by school councils and other outside agencies for use in schools or Board work locations other than schools.

Principals shall:

- ☐ ensure that there is a written agreement outlining the commitment in perpetuity of the external agency/company to cover all costs of the equipment including;
 - ☐ the service and maintenance of the equipment (including how and when),
 - ☐ the replacement of the equipment if damaged, stolen or outmoded, and
 - ☐ ongoing training (including how and when training will be scheduled and organized);
- ☐ not renew any contractual agreement for AEDs in school;
- ☐ ensure that any requests to distribute information from the external agency/company providing the AED is in accordance with [Board Policy and Procedure 182, Distribution of Materials from External Sources](#); and
- ☐ **notify the school community that the defibrillator will only remain on site if it is properly maintained, funded and if there are staff trained in its use.**

For AEDs not associated with students/staff with specific medical orders:

AED are no longer to be purchased for or by Board offices or schools by schools, school councils or outside agencies. Only AEDs for students/staff whose condition is stipulated in a medical order which warrants the use of an AED are allowed in Board offices or schools.

Department

Curriculum and Instructional Services; Special Education Services

Procedure History

Approved 2009

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Board Policy #663.0 Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals

Document Integration Project Format

Policy Statement

The York Region District School Board (YRDSB) respects the importance of partnerships and collaborative relationships, such as COMPASS (Community Partners with Schools), that complement or enhance learning. The Board is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement and are consistent with the Board's mission, vision and values. Collaborative protocols are established in partnership with external agencies for the provision of services by regulated health professionals, regulated social services professionals and paraprofessionals and must enhance and supplement but not duplicate the delivery of services of YRDSB professional Student Services staff and/or paraprofessional staff and not violate collective agreements.

This policy does not apply to government mandated services provided directly to students in school settings such as:

- ☐ School Health Support Services, serviced through Community Care Access Centres;
- ☐ Children's Treatment Network;
- ☐ Care and Treatment agreements;
- ☐ Board-wide Protocols with Children's Aid Societies and Police Services; and/or
- ☐ Guest speakers, classroom presentations and assemblies.

Responsibilities

The Director of Education is responsible for:

- ☐ implementing and operationalizing the *Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals* policy.

Collaborative Relationships for Extended Services (CRES) Committee is responsible for:

- ☐ ensuring that each proposed agreement demonstrates that the services offered by an external agency benefits all parties and enhance the learning and wellbeing of students; and
- ☐ ensuring supports to schools have appropriate qualifications, credentials and supervision.

Superintendents of Schools are responsible for:

- ☐ reviewing CRES agreements to ensure:
 - ☐ compliance with the mission, vision, and values of the Board and Board policies and procedures; and
 - ☐ a clear rationale for the request and demonstration that available Board services have been explored and implemented.

Principals are responsible for:

- following parameters set out in the CRES agreement template to initiate, maintain and terminate agreements.

Definitions

Collaborative Relationships for Extended Services (CRES) Committee

A committee of representatives from York Region District School Board including the Superintendent of Student Services or designate, Human Resources staff, Special Education staff, and the COMPASS Leadership Group.

A CRES Agreement

An extended services agreement which outlines the primary focus of each proposed agreement and demonstrates that the services offered by an external agency will benefit all parties and enhance the learning and well being of students without duplicating available Board services.

COMPASS - Community Partners with Schools

A model that networks, integrates and builds on the strengths of existing service providers, expands services available to the community and links mental health, social and recreational and educational services to create a comprehensive support system for children, youth and their families.

External Agency

An organization, not internal to a school board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

Regulated Health Professional, Regulated Social Service Professionals and Paraprofessionals include:

- audiologist, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- occupational therapists, as defined by the Occupational Therapy Act, 1991;
- physiotherapists, as defined by the Physiotherapy Act, 1991;
- psychologists, as defined by the Psychology Act, 1991;
- psychological associates, as defined by the Psychology Act, 1991;
- social workers, as defined by the Social Work and Social Service Work Act, 1998;
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs; and
- any future regulated categories will also be covered by this protocol.

Paraprofessionals

Paraprofessionals are individuals with relevant post-secondary or on the job training (e.g. child and youth workers, child and youth counselors, occupational therapy assistants or physiotherapy assistants and communications disorders assistants).

Regulated Professional Student Services Personnel

For the purpose of this policy, *Regulated Student Services Personnel* are considered those personnel in one of the following categories:

- ☐ Audiologist, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- ☐ Occupational therapists, as defined by the Occupational Therapy Act, 1991;
- ☐ Physiotherapists, as defined by the Physiotherapy Act, 1991;
- ☐ Psychologists or Psychological Associates as defined by the Psychologists Act, 1991;
- ☐ Social workers, as defined by the Social Work and Social Services Work Act, 1998; and
- ☐ Speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991

Unionized Staff

School board-employed professional student services personnel and/or paraprofessionals that are represented by a bargaining agent recognized under the *Labour Relations Act*.

Department

Human Resources
Student Services

Policy History

Approved 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Procedure #663.0 Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals Document Integration Project Format

The purpose of this procedure is to comply with the Ministry's *Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals* and outlines the process for developing effective community-based relationships with external agencies that foster continuous improvement in the delivery of programs and services for students in schools. It applies specifically to partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals and paraprofessionals.

Responsibilities:

The Director of Education shall:

- ☐ allocate staff and resources to support the *Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals* procedure.

Collaborative Relationships for Extended Services (CRES) Committee shall:

- ☐ designate a school board personnel from Student Services to manage aspects of this policy and procedure that are Board related;
- ☐ review proposed CRES documents to ensure issues such as accountability, liability, confidentiality and consent have been examined and requirements have been satisfied;
- ☐ ensure that CRES documents support the policies and procedures established by the YRDSB and demonstrate sound management and fiscal responsibility;
- ☐ respond to requests while considering available resources;
- ☐ ensure the partnership will enhance and not duplicate the duties, functions or roles of Board Student Services personnel and will respect all contractual and collective agreement obligations of both the Board and the community participant;
- ☐ ensure a process to collect evidence of effective service programs that are evaluated in collaboration with the Board, paraprofessionals and external agencies;
- ☐ address any disagreements or disputes that may arise among the parties;
- ☐ maintain a record of where CRES agreements have been undertaken;
- ☐ ensure the terms of termination are specified in each Collaborative Agreement; and
- ☐ ensure agreement includes requirement to provide thirty days written notification of intent to terminate service with a provider.

Superintendents shall:

Review the CRES documentation to ensure:

- ☐ clear rationale for the request and demonstration that available Board services have been explored and implemented, where possible;
- ☐ the benefits are clearly defined for all parties and demonstrate how the services will enhance student learning and well being;
- ☐ clearly defined expectations of each partner before the agreement is implemented;
- ☐ adequate information regarding allocation of resources to complement, not replace, existing educational programs which are publicly funded;
- ☐ ensure alignment with Board policies and procedures; and
- ☐ ensure proposed agreement documents are completed and forwarded to the CRES committee via the Superintendent of Student Services.

Principals shall:

- ☐ consult with relevant Student Services personnel prior to initiating agreement process;
- ☐ follow parameters set out in the agreement template to initiate, maintain and terminate CRES agreements;
- ☐ ensure that prospective external partners complete the [Partnership Agreement form](#), [Checklist for Partnership Agreement](#), and [Confidentiality Agreement](#);
- ☐ obtain appropriate informed consent when service is for an individual student and when service is provided to a whole class, provide a letter informing parent/legal guardian(s) and/or students, who are of age to consent, of the service(s) to be provided;
- ☐ forward the above documentation to the Superintendent of Schools for review;
- ☐ identify any issues of non-compliance of the partnership agreement; and
- ☐ maintain and provide evidence of effectiveness in addressing the identified needs, in collaboration with the service provider to the CRES committee as part of the contract agreement.

External Agency Provider shall:

- ☐ sign the following documents:
 - ☐ [Partnership Agreement Form](#);
 - ☐ [Checklist for Partnership Agreement](#); and
 - ☐ [Confidentiality Agreement](#);
- ☐ ensure employees who are providing the services are duly qualified to perform the services;
- ☐ ensure services are provided in accordance with legislative, regulatory and professional standards and requirements, as applicable;
- ☐ provide the following information regarding professional and paraprofessional staff;
 - ☐ evidence of work under the clinical supervision of staff from the External Agency,
 - ☐ proof of membership in the relevant regulated college,
 - ☐ proof of criminal record checks,
 - ☐ details of the professional/paraprofessional's role and responsibilities; name of immediate supervisor and a supervision plan that includes details of frequency of supervision and the supervisor's qualifications, and
 - ☐ ensure that staff sign in at the school office and carry a visitor's pass which should be worn and visible at all times, or where an agency employee has an Ontario Education Services Corporation (OESC) issued Identification Card, this may be worn and visible at all times;
- ☐ where the agency employee is part of a provincial organization with standards and practices in place that meet the requirements of Regulation 521/01, the employee may present a valid photo identification card from the provincial organization in lieu of the visitor's pass. These organizations include;
 - ☐ Public Health Departments,
 - ☐ Victorian Order of Nurses,

- ☐ Community Care Access Centres,
- ☐ Children's Mental Health Ontario,
- ☐ Provincial Schools Authority,
- ☐ Children's Aid Societies, and
- ☐ St. John's Ambulance;
- ☐ be responsible for supervision and evaluation for the performance of its employees performing the services under the Agreement;
- ☐ deliver services in a capacity building manner;
- ☐ clearly state any required fees or payments;
- ☐ agree to participate in a dispute resolution process if a conflict arises and cannot be resolved; and
- ☐ provide proof of liability insurance and indemnification certificate.

Procedure History

Approved 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.

Section J: Mental Health and Addiction Strategy

Ontario Mental Health and Addiction Strategy	J. 1
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Overview of the Ontario Mental Health and Addictions Strategy

In June 2011, *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy* was announced. The province aims to “reduce the burden of mental illness and addictions by ensuring that all Ontarians have timely access to an integrated system of excellent, coordinated and efficient promotion, prevention, early intervention, community support and treatment programs” (Ontario's Comprehensive Mental Health and Addictions Strategy, 2011, p 7). The over-arching 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.

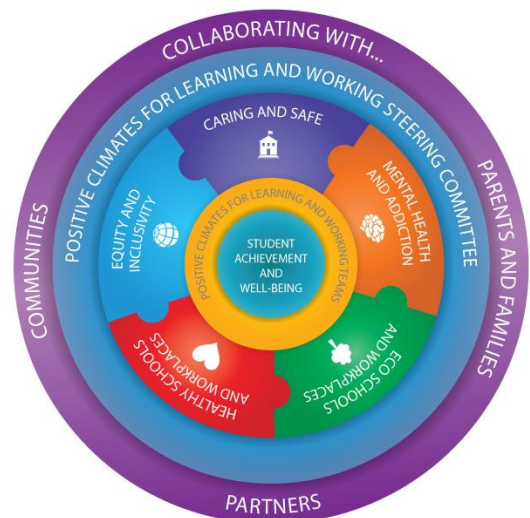
This Strategy focuses on children and youth in the first three years, and will be supported by several Ministries, under the leadership of the Ministry of Child and Youth Services (MCYS). There are three key target areas:

- ▶ Fast access to high-quality services,
- ▶ Early identification and support, and
- ▶ Help for vulnerable children and youth with unique needs.

YRDSB MENTAL HEALTH AND ADDICTION

Mental Health is all of our responsibility. Everyone in the organization contributes to the mental health and ultimately well-being of individuals and of the organization.

- v We value partnerships with students, staff members, parents and the community in support of positive mental health. By building trust and working collaboratively we are better able to support positive mental health, reducing barriers to learning and increasing academic achievement.
- v We believe that positive relationships are integral to mental health and well-being.
- v We believe a continuum of integrated, school and community mental health systems that are evidence informed are essential.
- v We acknowledge that this work will result in system transformation and requires us to be innovative, rethinking our current landscape.
- v We take a long term view acknowledging that systemic change requires patience, persistence, and commitment.

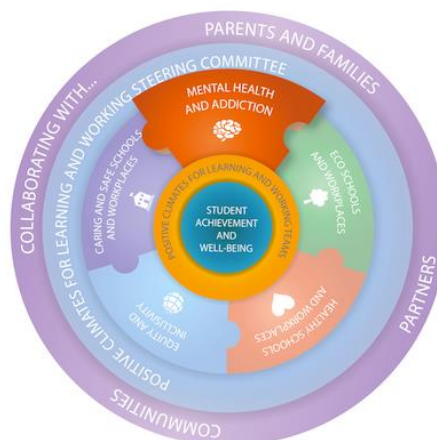


The York Region District School Board values positive mental health and considers it a key priority. This is evident in our new ***Mission, Vision, and Values***, which articulate student achievement and well-being as our core work.

York Region District School Board focuses on well-being through **Positive Climates for Learning (PC4LW)**.

PC4LW encompasses five pillars:

1. **Caring and safe schools and work places;**
2. **Mental health and addiction;**
3. **Eco schools and workplaces;**
4. **Healthy schools and workplaces;**
5. **Equity and inclusivity.**



Areas of Priority for the YRDSB Mental Health Strategy

Based on the consultation and data gathering to date, four priorities emerged:

1. **Reducing Stigma**
2. **Supporting Understanding and Building Capacity**
3. **Developing Mentally Healthy Environments**
4. **Creating Collaborative Care Pathways**



SCHOOL MENTAL HEALTH ASSIST

School Mental Health ASSIST is a provincial implementation support team designed to help Ontario school boards to promote student mental health and well-being, through leadership, practical resources and systematic research-based approaches to school mental health.

Within the YRDSB we have developed new structures to support the development and implementation of the Mental Health and Addiction Strategy. These include:

Mental Health System Leadership Team

The Mental Health System Leadership Team is made up of Senior Leadership, CEC, School and Department leaders. This group is responsible for high level strategy design and implementation planning.

Strategic Working Groups

The Strategic Working Groups are responsible for defining and implementing activity within schools and workplaces across our **four priority areas**.

- Reducing Stigma
- Developing Mentally Healthy Environments
- Supporting Understanding and Building Capacity
- Creating Collaborative Care Pathways

Specialized Working Groups

In addition we have several Specialized Working Groups, which require specialized expertise.

- **Substance Misuse:** this working group is a partnership with Caring and Safe Environments and several community partners with an expertise in substance misuse and addiction.
- **Protocol, Policy and Procedures:** this working group supports the implementation of the mental health and addiction strategy by developing the required protocols, policies, and procedures.

As the work unfolds, new structures and working groups will be created to respond to the changing needs of our schools and communities. We look forward to the continued support and engagement as we together develop mentally healthy schools and communities.

For more information visit [School Mental Health ASSIST](#)

ROLE OF THE MENTAL HEALTH LEAD

Mental Health Leads are full-time senior mental health professionals with dedicated responsibility for:

- ✓ Responsible to lead the design and implementation of the YRDSB Mental Health and Addiction Strategy
- ✓ Conducting/updating board and school level resource mapping to determine areas of strength and need
- ✓ Providing leadership for the board mental health team
- ✓ Working with senior administration to develop and implement the board mental health & addiction strategy
- ✓ Coordinating systematic mental health literacy initiatives in the board
- ✓ Selecting and supporting evidence-based approaches to mental health promotion and prevention
- ✓ Collaborating with board and community professionals to promote clear and integrated access to services

How are the Mental Health Leaders positioned in School Boards?

The Mental Health Lead reports to, and works closely with, the Superintendent of Students Services. In addition, they work to ensure intersections with the work of other initiatives including Caring and Safe Environments, Leadership Development and Curriculum and Instructional Services. They work alongside the Chief Psychologist and Social Worker as part of a board mental health leadership team. Mental Health Leads are a key point of contact for new community based professionals hired to support boards as part of the Ontario Mental Health and Addictions Strategy.

COMPASS - Community Partners with Schools

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 community-based mental health agencies 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.

As an organizational structure, COMPASS is built on the principles of collaborative partnership amongst education and mental health focused organizations. COMPASS manages the work of clinical staff who are based in school settings and work as members of school-based intervention teams, but who are employed by partner agencies within the community. Both the process and the organizational structure of COMPASS are closely aligned to other school-based mental health services offered by community-based agencies in York Region in partnership with the Boards of Education.

COMPASS promotes knowledge transfer and the on-going integration of practice approaches between the education and the children's mental health sectors. As such, COMPASS seeks to generate transformative initiatives that challenge both sectors to integrate the accumulated experiences, knowledge, research and values of either sector into a mutually designed path of individual, organizational and systemic learning.

The current hosting partners include; Blue Hills Child and Family Centre, [Kinark Child and Family Services](#), [The York Centre for Children, Youth and Families](#), [Family Services of York Region](#), [York Catholic District School Board](#), [York Region District School Board](#).

Affiliated partners include; [Southlake Regional Centre](#), [Jewish Family and Child Services](#), [York Children's Aid Society](#)

Mental Health and Addiction Nurses (MHAN)

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

Students with mental health and addiction issues cared for at home and in their communities are starting to benefit from the early, specialized attention provided by these specialized nurses.

Key Facts about the Mental Health and Addictions (MHAN) initiative

- The initiative is funded by the Ministry of Health and Long-term Care (MOHLTC).
- The initiative supports children and youth in schools who may have mild to complex mental health and/or substance abuse issues.
- The initiative supports students transitioning back to school from the hospital or other care setting.

What do CCAC MHAN nurses do?

Our unrelenting focus is on the success of students with mental health or addiction issues to thrive at school, remain in school or successfully transition back to school. Our nurses collaborate with school boards, teachers and community-based organizations to support students in their early struggles with mental health and addictions.

School boards know their students best. CCAC nurses partner with school boards to recognize and respond to student mental health and addictions issues. In addition, CCAC Nurse Leaders support community nurses, support the development of school board strategies, participate in health care system planning, and collaborate with community health partners to ensure consistent support for children and youth across the province.

See more at: <http://oaccac.com/Innovations-In-Care/Nursing-Initiatives/mental-health-and-addictions-nurses#sthash.VcJ47QpY.dpuf>

MENTAL HEALTH AND ADDICTION RESOURCES

Ministry Resources:

- ✓ Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy
- ✓ Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being
- ✓ Mental Health Helpline <http://www.mentalhealthhelpline.ca/>
- ✓ Ontario's Comprehensive Mental Health and Addictions Strategy <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/mentalhealth/strategy.aspx>
- ✓ Leading Mentally Healthy Schools <http://smh-assist.ca/school-leaders/>
- ✓ EduGAINS – Mental Health <http://www.edugains.ca/newsite/mentalHealth/index.html>

Online Resources:

- ✓ Canadian Mental Health Association – York and South Simcoe <http://www.cmha-yr.on.ca/>
- ✓ Workplace Strategies for Mental Health <https://www.workplacestrategiesformentalhealth.com/job-specific-strategies/job-specific-strategies-for-employees>
- ✓ WorkHealthLife <https://www.workhealthlife.com/>
- ✓ Working Through It

2014-15

Mental Health Strategy York Region District School Board



Mental Health Leadership Team
York Region District School Board
7/28/2014

The York Region District School Board recognizes well-being, which encompasses mental health as fundamentally necessary for student achievement.

Well-Being

Wellness/well-being is the optimal state of health of individuals and groups. There are two focal concerns: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically, and the fulfillment of one's role expectations in the family, community, place of worship, workplace and other settings

Adapted from the World Health Organization (2006)

Mental health

“a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community...a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity”

World Health Organization (2013)

Mental Health Strategy

York Region District School Board



York Region District School Board

Mental Health Strategy

Overview Statement

The York Region District School Board values positive mental health and considers it a key priority. This is evident in our new **Mission, Vision, and Values** which articulate student achievement and well-being as our core work. The 2010-14 Trustees' **Multi Year Plan** states we will ... *"continuously increase student achievement and well-being through a culture of caring and learning."* This commitment will be evidenced by:

- positive relationships among students, staff, parents/guardians, and community members;
- inviting physical environments in schools and workplaces;
- safe and supportive schools and workplaces;
- engagement of students, staff, parents/ guardians, and community members in public education; and
- student and staff mental and physical well-being.

Through the work of promoting mentally healthy schools and workplaces, alignment of various plans and policies will evolve, such as: **Board Improvement Plan, Director's Annual Plan; Trustee's Multi Year Plan; Positive Climates for Learning; and Health Schools and Workplaces Policy and Procedure.**

Well-being, which encompasses **mental health**, is explicitly outlined as part of our **Mission** and is fundamentally necessary for student achievement. Our Board Mental Health Strategy will provide a framework to help us achieve the goal of well-being and support students and staff towards optimal mental health. This strategy recognizes that mental health is an essential component of well-being. An intentional focus on supporting positive mental health is critical, timely and a priority for York Region District School Board.

Mental Health Strategy

York Region District School Board

Mental Health Strategy Pillars

Our **Mental Health Strategy** aligns and compliments the **Mission, Vision, and Values** of York Region District School Board.

Mission

To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

The Board Mental Health Strategy will provide a framework for a shared understanding of mental health and its determinants. In collaboration with our partners we will raise awareness, build capacity, and provide evidence informed approaches to developing mentally healthy environments that support all YRDSB students and staff members to achieve optimal mental health.

Vision

To be a leader in public education by empowering all students to become engaged and caring citizens of the world.

The York Region District School Board recognizes mental health as essential to well-being. We promote and develop environments that support positive mental health for all students and staff members. Every school and workplace will be a stigma free environment which promotes resiliency, and demonstrates care and collaboration supportive of all students and staff members towards optimal mental health.

Mental Health Strategy

York Region District School Board

Mental Health Strategy Pillars (cont.)

Values/Commitments

- ✓ Mental Health is all of our responsibility. Everyone in the organization contributes to the mental health and well-being of individuals and of the organization.
- ✓ We value partnerships with students, staff members, parents and the community in support of positive mental health. By building trust and working collaboratively we are better able to support positive mental health, reducing barriers to learning and increasing academic achievement.
- ✓ We believe that positive relationships are integral to mental health and well-being.
- ✓ We believe a continuum of integrated, school and community mental health systems that are evidence informed are essential.
- ✓ We acknowledge that this work will result in system transformation and requires us to be innovative, rethinking our current landscape.
- ✓ We take a long term view acknowledging that systemic change requires patience, persistence, and commitment.

Mental Health Strategy

York Region District School Board

Goals (Short, Medium, Long)

Our consultation with students, staff members, senior leaders, and community partners was essential in developing goals for our work together. Through focus groups, surveys/scans, mapping activities and dialogue, trends emerged providing direction for our strategy.

Short Term (June-December 2014)

1. Generate interest and optimism in the system for integrating comprehensive school and workplace mental health efforts
2. Establish and implement a learning plan that supports mental health awareness, literacy and expertise for staff
3. Establish the structures to support the implementation of the Board Mental Health Strategy

Medium Term (January-August 2015)

1. Establish comprehensive school and workplace mental health pilots (e.g., addressing mental health as a barrier to learning)
2. Identify our comprehensive system for mental health support based on impact/evidence of early adopter experiences
3. Develop our systemic change mechanisms for effective implementation, replication, scalability, and sustainability
4. Reconsider our organizational and operational infrastructure as it relates to supporting mental health

Long Term (September 2015-ongoing)

1. Refine organizational and operational infrastructure as it relates to supporting positive mental health, establish new operating norms
2. Address barriers to learning and align mental health work to intentionally support school improvement
3. Broaden policy and practice related to school improvement to include practices supportive of positive mental health

**** Our mental health strategy supports that both student and staff members' mental health must be a priority. The Human Resource Services department provides leadership to our staff mental health strategy using the Excellence Canada Framework for Healthy Workplace and Mental Health at Work. The balance of this document will represent the strategic drivers that support student mental health. ***

Mental Health Strategy

York Region District School Board

Findings from System Consultation

Mental health system scans were completed by the Mental Health Leadership Team and Senior Team. A preliminary mapping was done with Regional Staff. These sources of data identified the following areas of strength, and areas of need:

Areas of Strength

<h4>Organizational Conditions</h4>

Within the YRDSB the following top 10 conditions were operating effectively.

- ✓ There is a high level of **Commitment (Condition 1)** that mental health and addiction are a priority. The tiered model has been a framework in use throughout our Student Services and Student Support Leadership activities. There is foundational understanding of the tiered model we can build upon.
- ✓ We have established an interdisciplinary, multi layered **Mental Health Leadership Team (Condition 2)** which will guide this work. There are both advisory and implementation level structures in place. A solid core of leadership exists within the Student Services and Caring and Safe Environment Departments; and exceptional relationships with community partners are evident.
- ✓ We have a **Clear and Focused Vision (Condition 3)** for our work. Well-being is a core component within our Mission, Vision, and Values; Trustees Multi Year Plan and the Board Improvement Plan. The Mental Health strategy refines our vision for mental health as fundamental to well-being.

Mental Health Strategy

York Region District School Board

Areas of Strength (cont.)**Staff and Community Resources**

We have staff and community partners working across the tiered model throughout the system. A variety of programs are being delivered by school staff and community partners. A closer examination of school based mental health practices will be important going forward.

Mental health promotion seeks to improve school psychosocial environments, skills-based health education for social, emotional learning and brings resources and programs to all students to promote health, successful teaching and learning and academic success (www.intercamhs.org).

- ✓ The Positive Climates for Learning and Working and Healthy Schools and Workplaces initiatives support mental health promotion
- ✓ The V.I.P program delivered by York Regional Police supports positive mental health development
- ✓ The Character Education initiative promotes character building supportive of positive mental health
- ✓ The S.E.A.L. document supports staff members to develop social emotional competencies within classroom instruction

There are other mental health promotion practices occurring within the system; however the above programs were named most frequently. Preliminary data suggests it would be important for us to prioritize strengthening our mental health promotion efforts.

Mental Health Strategy

York Region District School Board

Areas of Strength (cont.)**Staff and Community Resources (cont.)**

Mental health prevention focuses on “reducing risk factors and enhancing protective factors” related to mental health (World Health Organization, 2004).

- ✓ The Performance Plus initiative provides additional Child and Youth Worker staff support to communities who may be at increased risk for mental health difficulties.
- ✓ The Inclusive Schools and Community Services (ISCS) department staff directly address barriers to learning for students and families who are marginalized
- ✓ The Resiliency Initiative focuses on building resilience for all students but aims to particularly impact students with learning disabilities and mild intellectual disabilities.
- ✓ The stigma reduction efforts led by Student Services supports resiliency development and self advocacy skills for students with learning disabilities.
- ✓ The addition of an FNMI Child and Youth Worker provides a valuable support to students of FNMI heritage.
- ✓ The application of differential resources to communities with unique barriers to learning builds capacity for students who may be at risk.
- ✓ Our partnerships with the Canadian Mental Health Association, Family Services York Region, Region of York, York Support Services Network, and YouthSpeak are examples of effective mental health prevention work done at a classroom level.

****There were many promising prevention practices being delivered within schools. Some of these are delivered by school staff members and/or in partnership with community agencies. Mindfulness based practices, Resiliency promoting programs, and Positive Youth Development approaches are occurring in some pockets. We will be learning more about these promising practices learning which practices we might want to increase throughout our school district.****

Mental Health Strategy

York Region District School Board

Areas of Strength (cont.)**Staff and Community Resources (cont.)**

Mental health intervention focuses on supporting students who have mental health challenges that impact their day to day functioning.

- ✓ The change of job function from Attendance Counsellor to School Social Worker was consistently cited as significant and effective.
- ✓ Psychological Services staff, School Social Work and, Intervention Team staff provide interventions to students struggling with mental health issues.
- ✓ The Complex Needs Team is a valuable resource for our students struggling with multiple, complex challenges.
- ✓ Our partnership with child and youth mental health agencies (COMPASS), and our Community Care Access Centre Mental Health and Addiction nurses (MHAN) supports students whose mental health issues extend beyond the scope of school based mental health intervention. In particular, where family therapy is indicated these partnerships are especially effective.
- ✓ The Clinical Services Walk In Clinic that operates out of our Continuing Education Department provides for access to services in a convenient, timely way for students where barriers to access exist. Addictions Services York Region, COMPASS, 360 Kids and Canadian Mental Health Association are all partners.
- ✓ Many students within our ACCESS programs for suspended and expelled students have mental health and addiction challenges. Staff work with students to develop pro social coping skills to manage their challenges.
- ✓ Our newly launched ALERT program supports students whose mental health and addiction needs are interfering with their ability to learn in a traditional classroom. Mental health intervention is provided by an interdisciplinary academic and clinical team.
- ✓ Day Treatment partnerships support students whose mental health needs are best met outside of a traditional classroom.

Evidence Informed Programs and Strategies

- ✓ Roots of Empathy, Friends for Life, Rainbows, Why Try, Restorative Approaches and Tribes are delivered in many schools.
- ✓ Brief Solution Focused Therapy, Narrative Therapy, Motivational Interviewing and Cognitive Behavioral Therapy are modalities used by some of our clinical staff (Psychological Services, School Social Work, COMPASS partner staff).
- ✓ Threat Assessment and Intervention training provides a framework for assessing and supporting very vulnerable students.

Mental Health Strategy

York Region District School Board

Areas of Strength (cont.)**Mental Health Literacy Training**

We have begun some initial field testing of different approaches to Mental Health Literacy Training.

- 1) Several Schools are piloting workshops using *Supporting Minds* as a tool to increase mental health literacy. The feedback on the use of this tool is very positive. The
- 2) workshops are **teacher delivered**.
- 3) Several Schools are piloting workshops which provide an Overview of Mental Health and Addiction and school based approaches. *Supporting Minds* is provided as a resource with recommendations for use within their school practice. These workshops are delivered by the **MH Lead**.
- 4) Multiple staff groups have received department level training via PD days or department meetings. These workshops provide an Overview of Mental Health and Addiction and school/workplace approaches. These workshops are delivered by the **MH Lead and/or Wellness Coordinator**.
- 5) Several Schools have begun to explore what is meant by Comprehensive School Mental Health. This work has been supported by resources provided through the **MH Lead**.
- 6) Suicide Prevention and Intervention training has been delivered extensively throughout our system. This training was delivered in an integrated way with community partners attending with school staff. Our experience is that this leads to the richest training experience. By the end of this school year all clinical staff will have been trained, in addition to school based staff. Schools decide who will attend this training representing their school. Training is offered 1-2 times per month.

Mental Health Strategy**York Region District School Board**

Areas of Need**Staff Identified Priority Student Mental Health needs:**

1. Anxiety
2. Bullying/Harassment
3. Suicidal Ideation

Staff Identified Infrastructure needs:

- A need for alignment at multiple levels of the system (Trustees, Senior Leaders, School and Workplace staff members) to generate system priorities and role clarity for our clinical staff. Competing priorities pose challenges for staff in determining how to prioritize their workload.
- Multi disciplinary practice is not consistently applied, further work needs to be done to develop capacity for multi disciplinary practice
- Internal clinical resources are limited in comparison to the need. A need for dedicated resources at a school level was identified.
- Lack of knowledge, the structure of the school day and an achievement focus were identified as barriers to positive mental health.
- Managing resources and partnerships poses a challenge. A coordinated system is necessary; currently multiple departments are active in selecting programs, developing partnerships and school based services.
- While partnerships with mental health providers were identified as a strength, the continually changing landscape of child and youth mental health services was identified as a challenge. Many barriers to access were identified. Staff described accessing/navigating the system a challenge and there is little communication between schools/agencies on an individual student level. Schools want to be seen as partners, not just referral sources.

Staff Identified Mental Health Literacy needs:

- Clinical staff members (Psychology, Social Work) have requested further mental health training to build their expertise in supporting students with mental health challenges
- Stigma reduction is needed for us to be successful within this work. All staff need to have a level of awareness that transcends current myths/stigma.
- School staff want to help but don't feel equipped.

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Areas of Priority for the York Region District School Board Mental Health Strategy

Based on the consultation and data gathering to date four priority areas emerged:

- 1. Reducing Stigma**
- 2. Supporting Understanding and Building Capacity**
- 3. Developing Mentally Healthy Environments**
- 4. Creating Collaborative Care Pathways**

Our Theories of Action:**Reducing Stigma**

If we develop collective awareness, explore facts and myths, and challenge our attitudes, values and beliefs then we will develop a positive understanding of mental health and reduce stigma.

Supporting Understanding and Building Capacity

If we provide professional learning for all staff members, and support the development of new skills, then we will increase our ability to promote positive mental health, prevent mental health challenges, and identify and respond to those struggling with their mental health.

Developing Mentally Healthy Environments

If we commit to mental health promotion, prevention and intervention, and are proactive and responsive in our approach, then we will create the conditions for optimal mental health in the YRDSB.

Creating Collaborative Care Pathways

If we co-create flexible, accessible, and effective interventions that are committed to continuous improvement, then we will reduce barriers to access and develop supportive pathways of care for those struggling with mental health and addiction challenges.

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1) Reducing Stigma

Stigma is defined as “negative, unfavourable attitudes and the behaviour they produce. It is a form of prejudice that spreads fear and misinformation, labels individuals and perpetuates stereotypes. Stigma against people with mental illnesses is oppressive and alienating; it prevents many from seeking help, denying them access to the support networks and treatment they need to recover” (Mental Health Commission of Canada, 2012). Students and staff members are impacted by stigma daily. Stigma reduction is essential work that must occur in order for our mental health strategy to gain traction within the system.

We will learn from the outstanding work of the Mental Health Commission of Canada through the *Opening Minds* project to develop a stigma reduction strategy based on evidence informed and promising practices. We will build on the *Talking about Addiction and Mental Illness (T.A.M.I.)*, and Youth Voice initiatives as vehicles for stigma reduction. Stigma reduction efforts at a staff level will be important and we will support the work of Human Resources in addressing this.

2) Supporting Understanding and Building Capacity

We will build upon the *Supporting Minds* document as a tool for developing mental health literacy with school staff. It will be important to include Psych, Social Work, Special Education, Guidance, CYW/C, Student Success staff as vital partners in this work. We will identify and train staff within the system to deliver this training at a school level. We will develop and provide a continuum of learning opportunities to promote mental health literacy:

- job embedded coaching
- dissemination of readings and research
- online supported environments
- modules developed internally and via MH ASSIST

We will work with Senior Team to understand the recommendations for administrators outlined within the *Leading a Mentally Healthy School* and design our implementation approach system wide.

We will continue our system wide *safeTALK* and *ASIST* training to ensure a robust safety net for staff and students struggling with thoughts of suicide. We will continue to offer this in an integrated manner with our community partners to ensure a common language

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for responding to suicide begins to develop within York Region. We will continue to develop our integrated Community Suicide Prevention and Intervention Protocol.

We will develop a plan for continually building the clinical capacity of our school based clinicians; ensuring professional learning opportunities are prioritized.

We will develop a coordinated plan for supporting mental health awareness and literacy with our parent community.

We will look for opportunities to collaborate interdepartmentally e.g. Curriculum and Instructional Services (CIS), Leadership Development, Inclusive Schools and Community Services(ISCS), Student Services

3) Developing Mentally Healthy Environments (Schools and Workplaces)

We will adopt the interconnected systems model (Adelman & Taylor, 2006) in defining mentally healthy systems. This model builds on the existing framework of the tiered model but reinforces the interconnectedness across the continuum. This model will be helpful to support an agile and responsive framework. All YRDSB environments will work towards developing interconnected systems of mental health *Promotion and Prevention, Early Identification and Intervention, and Systems of Care.*

This reflects the tiered model schools are familiar with through the *Learning for All* framework. Within all 3 domains we will develop structures for systemic collaboration; supporting interdisciplinary, and intersectoral approaches which value the contribution of students, staff members, parents and community partners.

Mental Health Promotion and Prevention: promoting mentally healthy environments through social emotional skill development, reducing risk factors, and enhancing protective factors

We will intentionally integrate our *mental health promotion and prevention* system approach with:

- ✓ The Positive Climates for Learning and Working framework,
- ✓ The Community, Culture and Caring Pillar within Student Success
- ✓ The Healthy Schools and Workplaces Action Plans
- ✓ We will further develop our relationship with YR Public Health and other community partners who contribute to promoting healthy development and prevention of mental health problems.

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We will invite schools to engage in action research using several approaches which promote healthy development and prevent mental health challenges/ problems. These will include resiliency development initiatives (utilizing what we learn within the Resiliency initiative), mindfulness practices, coping and self regulation skills development programs.

Currently we have very few standardized mental health promotion and prevention initiatives being delivered consistently throughout our schools. This will be a significant growth area in our school based mental health practice.

Early identification and intervention: building our capacity to identify challenges early on and intervene to improve functioning for students struggling with mental challenges

We will begin to explore selected, evidence informed practices in school based early intervention and propose pilots for specific student groups. We will provide professional development supportive of these practices and engage in action research designed to inform our plan for scalability. We will utilize the MH ASSIST learning network and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to identify emerging, promising and evidence based school based mental health practices.

Systems of Care: a model of support for students with mental illness that involves collaboration within and across sectors, engaging the student, family and care providers in creating a pathway of care.

(see goal 4 re: Creating Collaborative Care Pathways)

4) Creating Collaborative Care Pathways

Internal Pathways

We will work within the Student Services and Caring and Safe Environments departments to build and implement collaborative pathways of care within YRDSB. Robust mechanisms of interdisciplinary practice will be considered and we will learn from successful practices such as the OPA Project.

We will consider our workforce and what care practitioners we can leverage effectively within our system (Psych, Social Work, CYW/C's). Effective interdisciplinary practice will require enhancing our capacity for collaborative practice and problem solving, promoting effective responses to students with mental health needs.

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Integrated Pathways

Quick wins include the integrated system of care in place with our MHAN nurses (MOHLTC), COMPASS staff (mental health workers in schools, MCYS), and new youth workers (360'Kids, MCYS). Other quick wins include our alternative learning environments and the ALERT pilot classroom for supporting students with significant mental health and addictions challenges.

We will continue to support the efforts of the Day Treatment partners in refining their pathways to and from day treatment, supporting effective transitions, integrating effective front door/access practices, and responding to barriers to treatment.

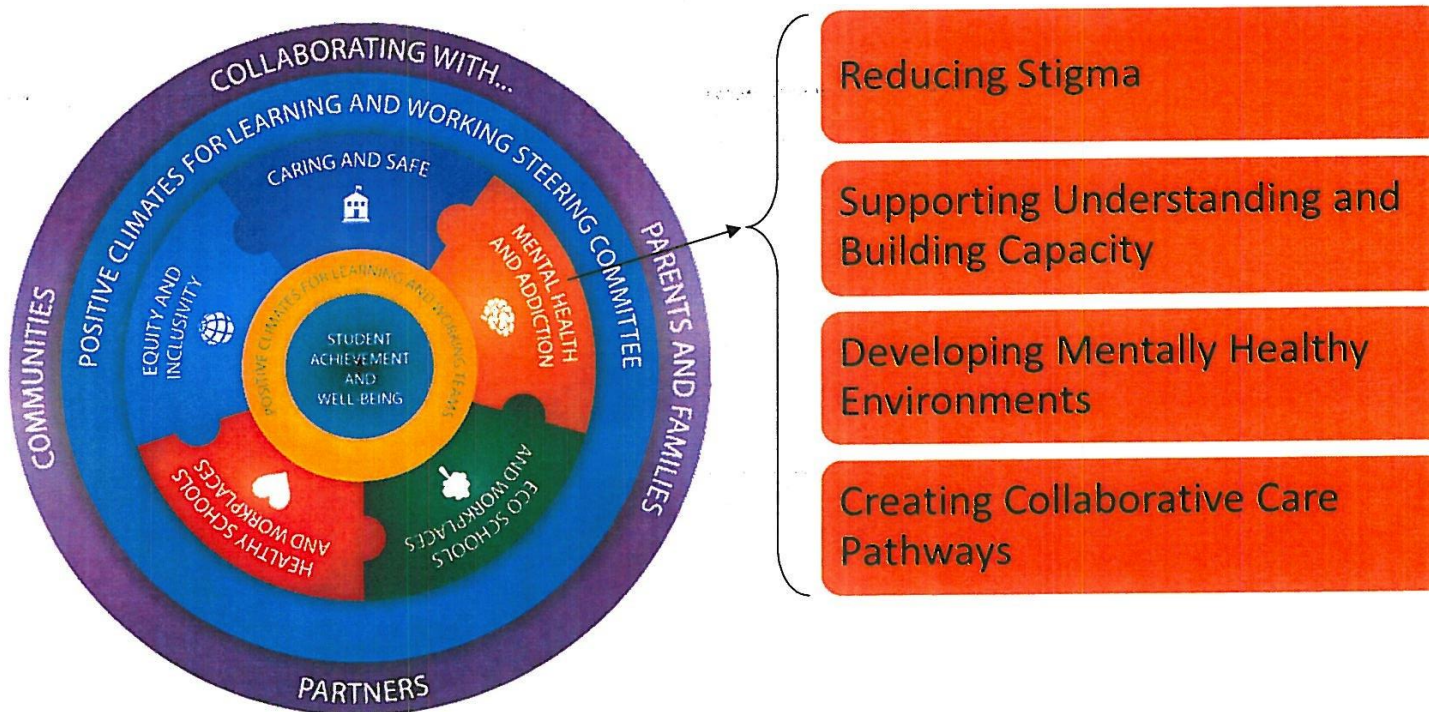
We will continue to refine these integrated pathways of care with our community partners. We will also work within the *Moving on Mental Health* System Transformation to redefine and enhance our pathways to care within the community. We propose an integrated continuum of service where school staff remain connected and are not thought of as “referral sources” but rather contributors in the system of care (where students and families consent to this approach).

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OUR STRUCTURE

York Region District School Board focuses on well-being through the **Positive Climates for Learning and Working Steering Committee**. The mandate of the committee is to support and integrate the five pillars: caring and safe; mental health and addictions; eco schools and workplaces; healthy schools and workplaces; and equity and inclusivity. Each school and department of the board will have a **Positive Climates for Learning and Working Team** to engage in initiatives and activities to support well-being. YRDSB is committed to building and sustaining a positive school climate for all students in order to support their education so that all students reach their full potential. It is our belief that well-being is the foundation for learning and academic achievement.



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2014-2015 Action Plan

Priority Areas	Key Activities	Needed Resources	Timeline	Responsibility	Area of Impact
Reducing Stigma					
Reducing Stigma	Design and implement a stigma reduction strategy for both students and staff members	Develop stigma reduction toolkits for schools and workplaces	September -December 2014	Stigma Reduction Working Group and T.A.M.I Coalition select members	Organizational Conditions Implementation of Evidence Based MH Promotion Programming
	Review and evaluate the <i>Talking about Addictions and Mental Illness</i> T.A.M.I conference and 5 day in class curriculum	Curriculum and Instructional Services support on modifying the in class component	September -December 2014	Stigma Reduction Working Group Small sub group T.A.M.I members	Implementation of Evidence Based MH Promotion Programming
	Build on the T.A.M.I (secondary) and Youth Voice (elementary) platforms Integrate school based mental health support staff as part of these efforts .	Joint dialogue with T.A.M.I and Youth Voice planning groups to align efforts developing a continuum of impact Social Work/Psych staffing support	September -December 2014	Stigma Reduction Working Group Addition of Chiefs of Social Work and Psychological Services in the planning	Organizational Conditions Implementation of Evidence Based MH Promotion Programming
	Expand Child and Youth Mental Health Week implementation Board wide	Child and Youth Mental Health week rollout to reduce stigma	January- May 2015	Stigma Reduction Working Group Community Partners Communications	Organizational Conditions

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Supporting Understanding and Building Capacity					
Supporting Understanding and Building Capacity	We will work with Senior Team and design our implementation of <i>Building a Mentally Healthy School</i> system wide.	Plan implementation system wide	October 2014	Superintendent with responsibility for Mental Health Mental Health Lead	Organizational Conditions
	Develop a communication pathway/ongoing relationship with our Unions to ensure understanding and commitment for staff impacts of the mental health strategy	A clearly defined understanding of a mentally healthy/school and classroom An identification of impacts on professional practice	Sept 2014 ongoing	Superintendents with responsibility for Union relationships Mental Health Lead	Organizational Conditions
	Continue are Suicide Prevention and Intervention Training rollout	Explore additional Train the Trainer options to expand our delivery capacity Explore Suicide Care for our clinical staff	Sept 2014 ongoing	MH Lead Chief of Social Work	Capacity Building
	Define a Mental Health Awareness, Literacy, and Expertise Professional Learning Plan	Consider existing pathways for Professional Learning: PLR's from Ontario Leadership Framework NTIP, Great Beginnings Staff meetings, Pathways to Success Ensure a plan is developed for our clinical staff	Sept-Oct 2014	Supporting Understanding and Building Capacity Working Group	Capacity Building

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Developing Mentally Healthy Environments					
Developing Mentally Healthy Environments	Define a Mentally Healthy Environment to support a planning framework for schools and workplaces What is a Mentally Healthy School? Workplace? Providing a clear framework for schools will be essential	We will build on the effective practices outlined in <i>Excellence Canada, Leading Mentally Healthy Schools</i> and <i>Supporting Minds</i> to define a framework for our system Consultation with students, parents and staff members will inform this framework	Sept-Dec 2014	Developing Mentally Healthy Environments Working Group Student Trustees Student President's Council	Organizational Conditions
	Refine process for community partners delivering mental health promotion and prevention programs in schools	Creation of a coordinated process Guidelines for Administrators	Dec 2014-Mar 2015	Developing Mentally Healthy Environments Working Group ISCS Unit Community Partners	Organizational Conditions
	Have 2 Family of Schools per CEC engage in Action Research around Innovative Practices in Comprehensive School Mental Health	\$5000 per Family of Schools x8= \$40,000 (Consider funds from Student Success, PC4L) Support from Leadership Development and MH Lead on Action Research	Jan-June 2015	Developing Mentally Healthy Environments Working Group	Implementation of Evidence Based MH Promotion and Prevention Programming
	Identify curriculum links and integrate and enhance instruction supportive of positive mental health e.g. integrating positive coping	Support/resources of CIS department to identify elementary and secondary curriculum links	January-June 2015	Developing Mentally Healthy Environments Working Group	Implementation of Evidence Based MH Promotion and Prevention Programming

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Creating Collaborative Care Pathways					
Creating Collaborative Care Pathways	Review and Refine our Internal Collaborative Care Pathways Create role clarity within the system defined in a way that provides a flexible response	Dialogue at Senior Team and Core Team Reflective Practice Opportunities Build capacity for collaborative practice Field Test of new ways of collaborating	April –Dec 2014	Superintendent responsible for Student Services Core Team membership MH Lead	Organizational Conditions Capacity Building
	Review and refine our Collaborative Care Pathways with Community partners that reflect the <i>Moving on Mental Health</i> process	Participation within the Mental Health Collaborative Refined Partnership Process and Infrastructure within YRDSB. The support of the ISCS Unit will be vital.	April 2014— June 2015	Superintendent responsible for Student Services Core Team membership ISCS Community Resource Facilitators Community Partners MH Lead	Organizational Conditions

Fast Access to High Quality Services

- Build capacity in the community-based sector
- Reduce wait times
- Meet community needs
- Link education, child and youth mental health, youth justice, health care, and the community

Identify & Intervene Early

- Provide tools and support to those in contact with children and youth so they can identify mental health issues sooner
- Provide resources for effective responses to mental health issues
- Build mental health literacy and local leadership

Close Critical Service Gaps

- Increase availability of culturally appropriate services and serve more children and youth
 - in Aboriginal, remote and underserved communities
 - With complex mental health needs
 - At the key transition point from secondary to post-secondary education

Support System Change

- Support development of an effective and accountable service system for all Ontarians
- Build on efforts that promote evidence-informed practice, collaboration, and efficiencies
- Develop standards and tools to better measure outcomes for children and youth

OVERVIEW OF THE MENTAL HEALTH AND ADDICTIONS STRATEGY YEAR 1-3

Starting with Child and Youth Mental Health

Our Vision:

An Ontario in which children and youth mental health is recognized as a key determinant of overall health and well-being, and where children and youth reach their full potential.

THEMES	<p>Provide fast access to high quality service</p> <p>Kids and families will know where to go to get what they need and services will be available to respond in a timely way.</p>	<p>Identify and intervene in kids' mental health needs early</p> <p>Professionals in community-based child and youth mental health agencies and teachers will learn how to identify and respond to the mental health needs of kids.</p>	<p>Close critical service gaps for vulnerable kids, kids in key transitions, and those in remote communities</p> <p>Kids will receive the type of specialized service they need and it will be culturally appropriate</p>			
INDICATORS	<ul style="list-style-type: none">• Reduced child and youth suicides/suicide attempts• Educational progress (EQAO)• Fewer school suspensions and/or expulsions• Higher graduation rates• More professionals trained to identify kids' mental health needs• Higher parent satisfaction in services received• Decrease in severity of mental health issues through treatment• Decrease in inpatient admission rates for child and youth mental health• Fewer hospital (ER) admissions and readmissions for child and youth mental health• Reduced Wait Times					
INITIATIVES	<div>Improve public access to service information</div> <div>Funding to increase supply of child and youth mental health professionals</div> <div>Reduce wait times for service, revise service contracting, standards, and reporting</div>	<div>Pilot Family Support Navigator model Y1 pilot</div> <div>Increase Youth Mental Health Court Workers</div> <div>Outcomes, indicators and development of scorecard</div>	<div>Implement Working Together for Kids' Mental Health</div> <div>Amend education curriculum to cover mental health promotion and address stigma</div> <div>Implement school mental health ASSIST program & mental health literacy provincially</div> <div>Implement Mental Health Leaders in selected School Boards</div>	<div>Implement standardized tools for outcomes and needs assessment</div> <div>Develop K-12 resource guide for educators</div> <div>Provide designated mental health workers in schools</div> <div>Provide nurses in schools to support mental health services</div>	<div>Enhance and expand Telepsychiatry model and services</div> <div>Hire new Aboriginal workers Implement Aboriginal Mental Health Worker Training Program</div> <div>Expand inpatient/outpatient services for child and youth eating disorders</div> <div>Create 18 service collaboratives</div>	<div>Provide support at key transition points</div> <div>Improve service coordination for high needs kids, youth and families</div> <div>Hire Nurse Practitioners for eating disorders program</div> <div>Strategy Evaluation</div>

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Glossary of Terms

Accommodations

Teaching strategies, supports and/or services that are required in order for the student to access the curriculum and demonstrate learning.

Antecedent/Behaviour/Consequence Tracking (ABC Tracking)

A systematic way of examining variables (setting, events, antecedents, consequences) to understand why behaviour occurs in a particular environmental context.

Applied Behaviour Analysis (ABA)

ABA uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. The behaviour to be changed is clearly defined and recorded. The antecedents or undesirable behaviours are analyzed as are the reinforcers that might be maintaining the undesirable behaviours or that might be used to help develop adaptive behaviours.

Assistive Technology

Any technology that allows one to increase, maintain or improve the functional capabilities of an individual with special learning needs. (Edyburn, 2000)

Community Based IPRC

An IPRC meeting is conducted with the Student Services Coordinator for students who are to be identified for a placement in a Partially Integrated or Fully Self Contained Community Class.

Curriculum Based Measures/Assessment

Curriculum Based Measures assess students within the learning-teaching process and align assessment practices with actual curriculum and instructional practices. They are used to determine the instructional needs of a student based on his/her ongoing performance and include diagnostic, formative, and summative information. Curriculum Based Measures can include a variety of techniques and tools, such as observation, checklists, reading records, analysis of work samples, culminating tasks, or the Web Based Teaching Tool (see below).

Day Treatment Centre

Refers to the Care and Treatment-Correctional Facilities funded by the Ministry of Child and Youth Services.

Designated Community Class

This is a Partially Integrated class in a local community school (not necessarily the home school) which has the specific resources (program, human, or physical) required to most effectively respond to a student's needs.

Differentiated Instruction

Differentiated instruction is a teacher's response to a learner's needs guided by the general principles of differentiation, such as respectful tasks, quality curriculum, flexible groupings and ongoing assessment and adjustment. Teachers can differentiate content, process, product and the affect/environment according to a student's readiness, interests and learning profile through a range of instruction and management strategies.

(Learning for All K-12, 2009)

Education for All

A Ministry document that provides strategies for universal design and differentiated instruction for all students.

Functional Behaviour Analysis (FBA)

A systematic process that is designed to look beyond the student's behaviour and focus on identifying its function or purpose.

Home School Based IPRC

Students who are to be identified for Indirect Support, Resource or Withdrawal Assistance or Partially Integrated placement in the Student Support Centre have their IPRCs at their home school. All other students who are to be identified for Partially Integrated placements in a Community Class must have their IPRC through the CEC or area level with the CEC Student Services Coordinator and principal.

Intensive Behaviour Intervention (IBI)

IBI is a structured approach used by the Ministry of Child and Youth Services Autism Intervention Program designed for children with Autism Spectrum Disorder. It is usually delivered at home or in a private space on a one to one or small group setting for a specified number of hours per week, supervised by a Clinical Director or Psychologist.

Intensive Behavioural Intervention is:

- a structured approach that breaks down the barriers that isolate children with autism from the world around them;
- based on the principles of Applied Behaviour Analysis;
- uses systematic methods to encourage development and change behaviour;
- individually tailored to each child based on a thorough assessment of the child's unique strengths and needs; and
- practical as the focus is on developing the skills each child needs for greater independence.

Intensive Behavioural Intervention professionals work with children with autism, either individually or in small groups. Parents are critical to the success of Intensive Behavioural Intervention. The program has a parent-training component so that parents can help their children reach their goals.

Inclusive Education

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environments, in which diversity is honoured and all individuals are respected. (The Equity and Inclusive Education Strategy, 2009).

Individual Education Plan (IEP)

An IEP is an individualized program for an exceptional student developed in response to identified strengths and needs. It is written within 30 school days after the student's placement in a special education program and a copy is given to the parents.

In-School Team

Administrators, teachers, educational assistants, Student Services support staff (Psychological Services staff, Speech-Language Pathology staff, Occupational/Physical Therapy Services staff, etc.) assigned to the school often meet to discuss, problem solve and program for a student's academic, behavioural, social or emotional strengths and needs. Ongoing interventions and progress are monitored through the In-school Team process..

Interdisciplinary Team

A group of professionals (i.e. Psychologist, Speech-Language Pathologist, Occupational/Physiotherapist, SERT, Principal, etc.) who work together often during an In-School Team meeting to provide strategies and support to meet the individual strengths and needs of students.

Learning for All

A Ministry document that supplements Education for All. It provides strategies to meet individual student needs such as developing a student and class profile and checklists.

Modifications

Modifications refer to changes made to the grade level expectations for a subject or course to meet the needs of the student.

Sign Supported Oral Class for Deaf Students

This is a class for students who are deaf where simultaneous use of speech and manually coded English are used throughout the day.

Shared Solutions

Shared Solutions is a Ministry document that provides strategies to understand and prevent conflict for all stakeholders in education.

Special Education Resource Teacher

A teacher with special education qualifications responsible for administering academic assessments and teaching students placed in a Student Support Centre (Partially Integrated/Withdrawal Assistance) or receiving Resource Assistance within the regular classroom setting.

Special Education Teacher

A teacher with special education qualifications who teaches students placed in a Community Class.

Student Support Centre

The Student Support Centre is a Partially Integrated placement that is designed to facilitate an integrated approach to special education for those students needing a more intense level of service than Resource and/or Withdrawal Assistance. The intent is, wherever possible, to determine and support students in their home school.

The Ontario Curriculum

The Ontario Curriculum policy outlines the knowledge, skills and high standards of learning required to help students compete in a global economy. The Ontario Curriculum, Grades K-12 sets out the standards for each grade and identifies what parents and the public can expect children to learn in the schools of Ontario.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an orientation intended to shape teaching in order to provide all students with access to the curriculum. It is based on the notion that assistance targeted to a specific group of students can help everyone. The aim is to design products and environments to make them accessible to everyone, regardless of age, skills, or situations. The core concepts of UDL are:

- Universality and equality
- Flexibility and inclusion
- Appropriately designed space
- Simplicity and
- Safety.

One of the keys to ensuring success when following UDL principles is to provide assessment and feedback to students and to adjust instruction as necessary to maximize student learning.

(Learning for All K-12, 2009)

Web Based Teaching Tool

The Web Based Teaching Tool (WBTT) is the Ministry of Education's early screening and intervention tool, developed in conjunction with the Learning Disabilities Association of Ontario. It provides a standard, universal screening approach for students in the earliest grades. WBTT includes screening tools, checklists, summary reports, and an electronic inventory of teaching strategies. Curriculum checklists are used to monitor students' progress through the Ontario Curriculum.

Dictionary of Acronyms

A

ABA	Applied Behavioural Analysis
ABC	Antecedents, Behaviours, Consequences
ABEL	Advanced Broadband Enabled Learning
ACAS	Academic Credential Service
ACCESS	Alternative Classroom and Counseling for Expelled and Suspended Students
ACE	Alternative Choice in Education Program
ACS	Academic Credential Service
ADHD	Attention Deficit Hyperactivity Disorder
AED	Automated External Defibrillators
AEP	Annual Education Plan
AHSS	Assistant Head Secretary Secondary
ALEP	Alternative Learning for Excused Pupils
ALP	Annual Learning Plan
AODA	Accessibility for Ontarians with Disabilities Act
APA	Alternate Professional Assignment (On Calls/Supervision)
AQ	Additional Qualifications
ARC	Accommodation Review Committee
ASD	Autism Spectrum Disorder
AT	Assistive Technology
ATLAS	Markham Stouffville Adolescent Day Hospital Program
A/V	Audio Visual

B

BAS	Budgetary Administrative Suite
BAS	Budgetary Administrative Suite
BAS 2000	Budgetary Administrative Suite
BBT	Broad-Based Technology
BIP	Board Improvement Plan
BPCI	Board Plan for Continuous Improvement (see SPCI as well)
BPM	Business Process Modernization Committee
BSC	Board Standing Committee
BWW	Board Wide Web

C

C3	Council of Curriculum Coordinators
CamH	Canadian Addiction Mental Health
CaGBC	Canadian Green Building Council
CAP	Community Access Program
CAYRE	Community Alliance for York Region Education
CBC	Conference Board of Canada
CBC	Canadian Broadcasting Company
CCAC	Community Care Access Centre

CCS	Coordinating Council of Superintendents
CDA	Communication Disorder Assistant
CEA	Canadian Education Association
CEC	Community Education Centre
CEC	Council for Exceptional Children
CEO	Chief Executive Officer
CFS	Connections for Students
CIS	Curriculum and Instructional Services
CIECYR	Community Inclusivity Equity Council of York Region
CMS	Content Management Systems
CODE	Council of Directors of Education
COMPASS	Community Partners with Schools
COSTI	Immigrant Services
CPI	Crisis Prevention and Intervention
CPIC	Canadian Police Information Centre
CRDI	Curriculum Review Development Implementation
CSA	Canadian Standards Association
CTN	Children's Treatment Network
CTS	Central Transcript Services
CUPE	Canadian Union of Public Employees
CYW	Child and Youth Worker

D

DAP	Director's Annual Plan
DART	Diagnostic and Resource Teacher
DC	Director's Council
DCC	Data Coordination Committee
DD	Developmental Disability
DECA	Distributive Education Clubs of America
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DIP	Document Integration Portal
DIS	Document Integration Site
DPA	Daily Physical Activity
DQM	Data Quality Management
DVPA	Daily Vigorous Physical Activity

E

E&E	Energy and Environmental Services
EA	Educational Assistant
EAP	Employee Assistance Program
EASP	Employee Attendance Support Program
ECNO	Educational Computing Network of Ontario
ECS	Education and Community Services
EDU	Ministry of Education
EFIS	Education Finance Information System
EI	Emotional Intelligence
EIAC	Equity and Inclusivity Advisory Committee

EIC	Education Improvement Commission
EIS	Early Intervention Services
ELD	English Literacy Development
ELL	English Language Learners
EOP	Exploring Opportunities Program
EOT	Elementary Occasional Teachers
EPS	Enterprise Portal Strategy
EQAO	Education, Quality & Accountability Office
ESL	English as a Second Language
ESS	Elementary Student System
ETFO	Elementary Teachers' Federation of Ontario
EY	Early Years
EYE	Early Years Evaluation

F

FAQ	Frequently Asked Questions
FBA	Functional Behavioural Analysis
FCI	Facility Condition Index
FDK	Full Day (Every Day) Kindergarten
FI	French Immersion
FSL	French as a Second Language
FTE	Full-Time Equivalent

G

GPTL	Good Places to Learn
GSN	Grants for Student Needs

H

HRDC	Human Resources Development Canada (now HRDSC-Human Resources and Social Development Canada)
HRIS	Human Resource Information System
HSPC	Human Services Planning Coalition

I

IAP	Information Access and Privacy
IAS	Information Asset Services
IBI	Intensive Behaviour Intervention
ICE	International Co-op Education
IDT	Interdisciplinary Team
IEAC	Equity and Inclusivity Advisory Committee
IEP	Individual Education Plan
II	Instructional Intelligence
I & P	Identification & Program Planner
IPP	Individual Pathway Plan

IPPS	Integrated Personnel and Payroll System
IPRC	Identification, Placement and Review Committee
IRS(P)	Intensive Resource Support (Program)
ISCS	Inclusive School and Community Services
ISE	International Student Exchange

J

JK	Junior Kindergarten
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K

L

LD	Learning Disability
LDAC	Learning Disabilities Association of Canada
LDAO	Learning Disabilities Association of Ontario
LDD	Learning Design and Development
LEED	Leadership in Energy and Environmental Design
LMS	Learning Management Systems
LRS	Learning Resource Services

M

MACSE	Ministers' Advisory Council of Special Education
MC	Managers' Council
MCYS	Ministry of Child and Youth Services
MEN	Ministry Education Number
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
MID	Mild Intellectual Disability
MISA	Managing Information for Student Achievement
MOE	Ministry of Environment (not to be confused with EDU-Ministry of Education)
MOHLTC	Ministry of Health and Long-Term Care
MOL	Ministry of Labour
MSDS	Material Safety Data Sheet
MTCU	Ministry of Training, Colleges and Universities

N

NAC	Negotiations Advisory Committee
NIRO	Neurologic Rehabilitation Institute of Ontario
NTIP	New Teacher Induction Program
NOEL	Northern Ontario Educational Leaders

O

OAC	Ontario Academic Credit
OARBS	Online Asset Resource Booking System
OASBO	Ontario Association of School Business Officials
OCA	Ontario Co-Op Education Association
 OCD	Oppositional Defiant Disorder
OCEA	Ontario Co-Op Education Association
OCT	Ontario College of Teachers
ODA	Ontarians with Disabilities Act
ODD	Oppositional Defiant Disorder
OELC	Ontario Educational Leadership Centre
OFA	Ontario Financing Authority
OFSA	Ontario Federation of School Athletic Associations
OISE	Ontario Institute of Studies in Education
OKLN	Ontario Knowledge of Learning Network
O & M	Orientation and Mobility
OMERS	Ontario Municipal Employees Retirement System
OnSIS	Ontario Student Information System
OPA	Ontario Psychological Association
OPC	Ontario Principals' Council
OPHEA	Ontario Physical and Health Education Association
OPSBA	Ontario Public School Boards' Association
OPSOA	Ontario Public Supervisory Officials' Association
OSBIE	Ontario School Board Insurance Exchange
OSCA	Ontario Student Co-op Education Association
OSR	Ontario Student Record
OSRMS	Ontario Student Records Management Services
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OSSTF	Ontario Secondary School Teachers' Federation
OSTA	Ontario Student Trustees' Association
OT	Occasional Teacher
OTF	Occasional Teachers' Federation
OT/PT	Occupational Therapist/Physical Therapist
OWA	Outlook Web Access
OWA	Outlook Web Access or Ontario Writing Assessments
OYAP	Ontario Youth Apprenticeship Program

P

PCS(R)	Primary Class Size (Reduction)
PDF	Portable Document Format
PEAC	Parent Engagement Advisory Committee
PECS	Picture Exchange Communication System
PISA	Program for International Student Assessment
PFM	Program Facilities Management Committee
PHIPA	Personal Health Information Protection Act
PPAG	Policy and Priorities Action Group (part of HSPC)
PPM	Policy and Program Memorandum (from the Ministry of Education)

PrIDE	Program for Individual Development and Enrichment
PSTT	Promoted Skilled Trades and Technologies
PTR	Pupil-Teacher Radio
PSW	Personal Service Worker (nurse)
PV	PhotoVoltaic

Q

Q & A	Question and Answer
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R

R&R	Repair and Replacement
RIMS	Recorded Information Management System
RLA	Reading Level Achievement
RW	Resource Withdrawal
RWLE	Respectful Workplace and Learning Environment

S

SALEP	Supervised Alternative Learning for Excused Pupils
SAS	Student Administrative System
SEA	Special Education Amount (previously ISA-Intensive Support Amount)
SEAC	Special Education Advisory Committee
SEAL	Social Emotional Academic Learning
SEEDS	Sustaining Equity Education and Diversity System-Wide
SEF	School Effectiveness Framework
SEPPA	Special Education Per Pupil Amount
SEPYR	Settlement & Education Partnership York Region
SERT	Special Education Resource Teacher
SES	Social Economic Status
SIP	Special Incidence Portion
SK	Senior Kindergarten
SLP	Speech Language Pathologist
SO	Supervisory Officer
SOAA	School Office Administrative Assistant
SOAR	Supporting our Adolescents at Risk
SOFS	Supervisors of Facilities Services
SOS	School Office Supervisor
SPCI	School Plan for Continuous Improvement
SSC	Student Support Centre
SSP	School Support Program
SSNet	Student Services Network
STO	Short-Term Occasional Teacher
STS	Student Transportation Services

T

TCC	Technology Coordination Committee
TIMSS	Trends in International Mathematics and Science Study
TPA	Teacher Performance Appraisal
TRIPLE P	Positive Parenting Practices
TROLL	Teacher Rating of Oral Language and Literacy
TST	Technology Support Technicians
TWW	Teacher Wide Web

U

UWTR	United Way of York Region
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V

VLAP	Voluntary Leave of Absence Program
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W

WCB	Workers' Compensation Board
WSIB	Workplace Safety and Insurance Board
WWW	World Wide Web

X**Y**

YCDSB	York Catholic District School Board
YRAA	York Region Athletics Association
YRAC	York Region Administrator's Council
YRDSB	York Region District School Board
YRPC	York Region Presidents' Council
YR-OPC	York Region Ontario Principals' Council
YSSN	York Services Support Network

Z

Provincial and Demonstration Schools

Provincial Schools and Provincial Demonstration Schools:

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

W. Ross Macdonald School: School for the Blind and Deaf-Blind

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

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

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

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

From *Standards for School Boards' Special Education Plans 2000*, Ministry of Education page 35

Provincial Schools for the Deaf

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

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

Note: Admittance to a Provincial School is determined by the Provincial Schools Admission Committee, in accordance with the requirements set out in Regulation 296.

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

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department, which provides:

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

From Standards for School Boards' Special Education Plans 2000, Ministry of Education page 35

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-Leger, instruction is in French.

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

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

The Demonstration Schools were established to:

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

For more information on Provincial and Demonstration Schools, please visit [The Ministry of Ontario Provincial and Demonstration Schools Branch website](#).

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

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

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

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.

From Standards for School Boards' Special Education Plans 2000, Ministry of Education page 35

Current statistics by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools:

School	Address	Purpose	Number of Resident Students Attending
W. Ross Macdonald School	350 Brant Ave., Brantford, ON N3T 3J9	Provides instruction from kindergarten to secondary school graduation for blind and deafblind students	3
Trillium Demonstration School	347 Ontario Street South Milton, ON L9T 3X9	For students with severe learning disabilities	1
E.C. Drury School for the Deaf	255 Ontario Street South Milton, ON L9T 2M5	With residential and day programs serving elementary and secondary deaf and hard of hearing students	7

Notification of Intent to Provide Home Schooling

To the **York Region District School Board**:

I/We herewith provide the names, gender, and date of birth for each child of compulsory school age for whom I/we intend to provide home schooling.

First and Last Names	Last School Attended	Gender	Date of Birth

Name of parent/guardian: _____

Home Address: _____

Mailing address (if different from home address): _____

Telephone: _____

I/We wish to notify the **York Region District School Board** that I/we will be providing home schooling for our child(ren) starting in _____.

I/We understand our responsibility under the Education Act to provide satisfactory instruction for our school-age child(ren) and do hereby declare our intent to do so.

Signature of parent/guardian: _____

Date: _____

Response to a Parent Notification to Home School

Date:

Parents name(s)

Address

Re: Child's Name

Dear Mr. and Mrs. xxx:

Thank you for notifying the **York Region District School Board** of your intent to provide home schooling for your child(ren):

child(ren)'s names.

Your child(ren) have been excused from attendance at school for the school year 20__ to 20__ under subsection 21(2), clause (a), of the Education Act, because your child(ren) is/are receiving satisfactory instruction at home.

You may choose to access the Ontario Curriculum by downloading it from the Ministry of Education's website, www.edu.gov.on.ca or by calling Publications Ontario at its toll free number, 1-800-668-9938 or at its website, www.publications.gov.on.ca. As well, you may obtain a copy of the Policy/Program Memorandum No. 131 issued by the Ministry of Education at their website.

Yours sincerely,

Jacquie Lewis

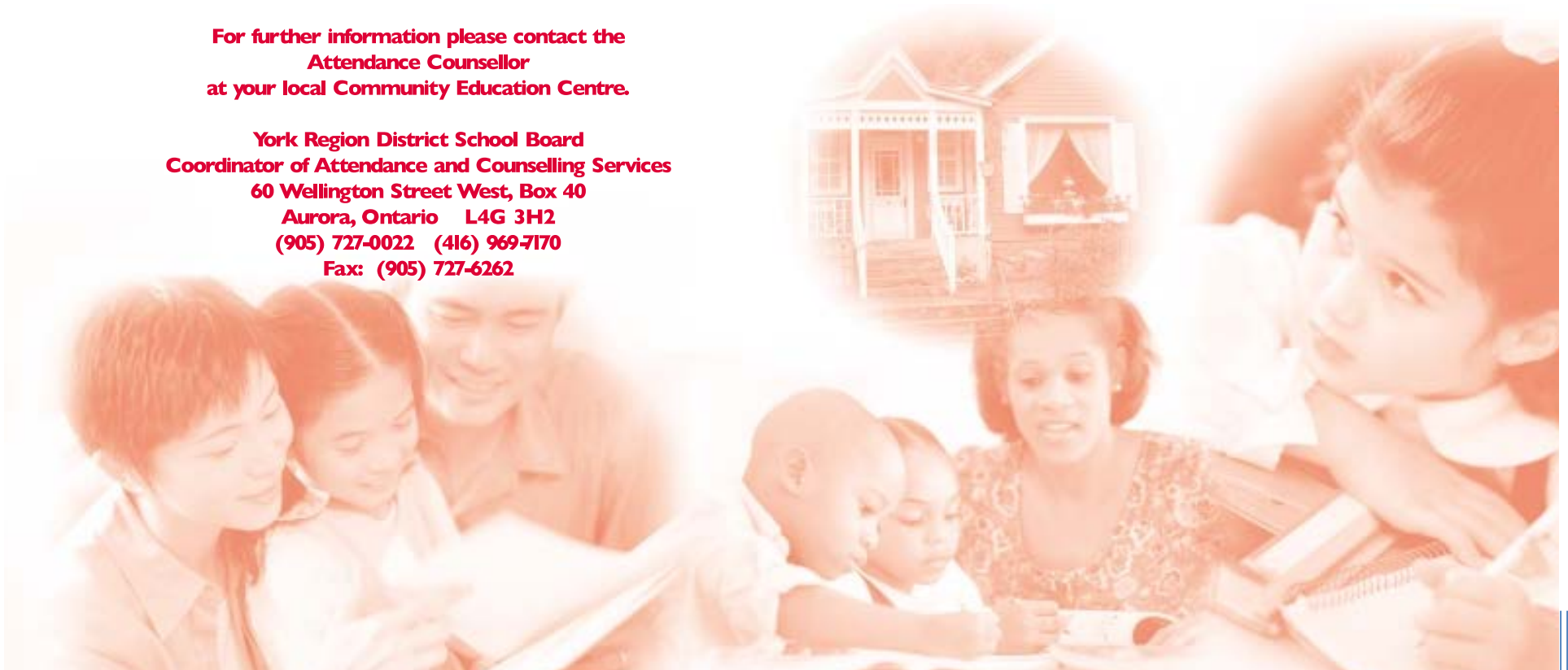
Coordinator of Attendance and
Counselling Services

c.c. Principal
Superintendent of Education

<http://mc.edu.gov.on.ca>

**For further information please contact the
Attendance Counsellor
at your local Community Education Centre.**

**York Region District School Board
Coordinator of Attendance and Counselling Services
60 Wellington Street West, Box 40
Aurora, Ontario L4G 3H2
(905) 727-0022 (416) 969-7170
Fax: (905) 727-6262**



IF YOU ARE CONSIDERING HOME SCHOOLING (SATISFACTORY INSTRUCTION AT HOME)

A. DEFINITION

Home Schooling, which is referred to as Satisfactory Instruction at Home in the *Education Act*, is the education of a child of compulsory school age "at home or elsewhere," apart from any registration of that child in a school operated by a district school board.

The *Education Act*, Section 21 (2) (a) states: "A child is excused from attendance at school if the child is receiving satisfactory instruction at home or elsewhere."

A copy of Policy/Program Memorandum No. 131 (PPM 131) regarding the revised policy for home schooling, can be found on the Ministry of Education website (www.edu.gov.on.ca).

B. SOME POINTS TO PONDER:

- Consider both the academic and social wishes and needs of your child(ren)
- Be confident that the decision is made in the best interests of your child(ren).
- Consider the age of your child(ren) and the complexity of the curriculum requirements for children of that age.
- Be sure that both parent(s) or guardian(s) are fully committed to undertaking this responsibility
- Be prepared to assume total responsibility for providing satisfactory instruction for your child(ren) at home or elsewhere.
- Consider and discuss with the principal the possible problems of reintegration if your child(ren) returns to the school system.
- Please bear in mind the need to balance a child's academic achievement with opportunities to experience the social world. Related educational experiences such as field trips, arts presentations and multicultural explorations are important parts of a child's development.

C. STATEMENT OF INTENT

- The parent(s)/guardian(s) must notify the York Region District School Board of their intent to home school their child(ren). The written notification should include the names, ages, gender of each child as well as the home address and telephone number.
- The written notification should be provided to the local school or office of the Coordinator of Attendance and Counselling Services, prior to the beginning of the school year or the anticipated implementation date of home schooling.
- Yearly notification is required for subsequent years of home schooling prior to the beginning of each school year.
- The Coordinator of Attendance and Counselling Services will provide a letter to the parents acknowledging receipt of their intent to home school letter.
- Parent(s)/guardian(s) who wish for their child to be participate in EQAO testing, must advise the school board by September 1st of the school year in which EQAO testing is performed (Grades 3, 6, 9 and 10).

D. BOARD INVESTIGATIONS OF HOME SCHOOLING

Where there are reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory the York Region District School Board may investigate the matter.

In conducting an investigation, the York Region District School Board may have one or more of its officials meet with parent(s)/guardian(s) and/or parent(s)/guardian(s) may be requested to submit a home schooling plan.

Where the Board is unable to determine whether a child is receiving satisfactory instruction, it may request the Provincial School Attendance Counsellor to inquire into the case under sub-section 24 (2) of the *Education Act*, R.S.O. 1990.

Home Instruction: A Short-Term Intervention

AUTHORIZATION

TO BE COMPLETED BY PARENT

NAME: _____

D.O.B.: _____

SCHOOL: _____

PARENT NAME: _____
(Please print)

Date

Signature of Parent

TO BE COMPLETED BY PHYSICIAN:

This student is unable to attend school for the following reasons:

Suggested accommodations that would allow for the student to return to school (e.g. shortened day, correspondence or computer courses):

The length of time the student is expected to be away from school:

PHYSICIAN'S NAME: _____

Date

Signature of Physician

TO BE COMPLETED BY PRINCIPAL:

This student will receive home instruction for:

_____ sessions per week
_____ hours per session
_____ number of weeks

The need for home instruction will be reviewed on:

The teacher who will be providing home instruction is:

Date

Signature of Principal

For further information, please contact your Principal.



York Region District School Board
P.O. Box 40
60 Wellington St. W.
Aurora, Ontario
L4G 3H2
(905) 727-3441



HOME INSTRUCTION

A GUIDE FOR PARENTS AND PHYSICIANS



October 2010

What is Home Instruction?

Home Instruction is a short-term solution when a child is unable to attend their regular school due to medical reasons. A qualified teacher will provide approximately four hours of instruction to your child in your home. This would include students who have serious illnesses or injuries and whose doctor has agreed that it is not possible for them to attend school for a period of time. Examples might include any contagious disease, recuperation from surgery or chemotherapy or any injury that requires immobilization. Home instruction is available to students who will be away from school for a period of more than two weeks.

If you know in advance that your child will not be able to attend school for a period of one month, it is important to contact the school as soon as possible to ensure that the process to arrange a teacher to come to your home can begin.

The School Board maintains a list of qualified teachers who are available for home instruction. Each teacher is a certified teacher and is subjected to the same requirements as all teachers hired by the York Region District School Board. Most teachers who are available are also available as supply teachers or are retired teachers who wish to continue to teach for a short period of time.

teacher in conjunction with the regular class teacher and the principal.



Board Procedure #NP336.0 Home Instruction

This procedure outlines the steps to be taken when a student requires home instruction due to medical reasons.

Definitions

Home Instruction

Home instruction is a short-term intervention for students who are unable to attend school for medical or social emotional reasons.

Responsibilities

The Director of Education shall:

- ☐ allocate staff and resources to support the Home Instruction procedure.

Student Services, Chief of Social Work and Attendance Services shall:

- ☐ provide schools with the names of teachers who are available to provide home instruction to students.

Human Resource Services, Recruitment and Retention, shall:

- ☐ ensure that teachers have a recent medical report, police check, are registered and in good standing with the Ontario College of Teachers and with the Board.

Superintendents of Schools shall:

- ☐ consider the principal's recommendation for home instruction and approve recommendations for home instruction;
- ☐ review with the principal, special circumstances for approval of home instruction;
 - ☐ of more than four hours per week,
 - ☐ for circumstances other than medical or social emotional reasons,
 - ☐ during school holidays, and/or
 - ☐ where there are other extraordinary circumstances.

Principals shall:

- ☐ discuss the student's needs with the parent(s)/guardian(s);
- ☐ determine if the student's needs can be met through e-learning or other means;
- ☐ ensure the appropriate documentation is completed including;
 - ☐ the parent(s)/guardian(s) consent for home instruction,
 - ☐ the consent to release of information form allowing the sharing of student health information with the home instruction teacher,
 - ☐ the consent to release of information to allow for obtaining information from the doctor.
- ☐ send copies of the documents as part of their recommendation to the superintendent of schools;
- ☐ determine the length of time and number of hours of home instruction that are required;
- ☐ obtain superintendent of schools approval for home instruction;
 - ☐ of more than four hours per week,

- ☐ for circumstances other than medical or social emotional reasons,
- ☐ occurring during school holidays, and/or
- ☐ where there are other extraordinary circumstances.
- ☐ arrange for a home instruction teacher;
- ☐ ensure the classroom teacher or other school teacher who will be providing home instruction signs a [Classroom Teacher Home Instruction Agreement](#);
- ☐ sign the home instruction teacher's time sheets; and
- ☐ review the need for home instruction at least every six months.

Home instruction teachers shall:

- ☐ consult with the principal about the number and length of sessions required, based on the needs of the student;
- ☐ sign a [Classroom Teacher Home Instruction Agreement](#);
- ☐ understand that the Federation is not involved with teachers in the home instruction role;
- ☐ contact the family and arrange dates and times for home instruction;
- ☐ coordinate work with the student's home school to ensure continuity of learning and minimize disruption to the student's achievement or provide a suitable program for the student based on their needs;
- ☐ regularly update the principal on the student's progress;
- ☐ provide the student's marks to the school when available; and
- ☐ maintain records of hours worked and provide timesheets on a regular basis to the principal.

Parents/guardians shall:

- ☐ provide the school with the signed [request for home instruction form](#);
- ☐ sign a [Consent to Exchange Personal Student Information form](#);
- ☐ provide [A Parent and Physician's Guide to Home Instruction](#) signed by the physician;
- ☐ ensure there is an adult present in the home for the duration of the home instruction;
- ☐ ensure there is a quiet location for instruction; and
- ☐ ensure assigned homework is completed.

Department

Student Services

Procedure History

Approved December 2000
 April 2009
 Revision Drafted June 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.

HOME INSTRUCTION

A Principal and Supervisory Officer's Guide

WHAT IS HOME INSTRUCTION?

Students who qualify for home instruction have medical issues such as broken bones or other serious injuries, or they may be recovering from surgery or an infectious disease. Home instruction is offered to students who will be away from school for a period of more than two weeks. Home instruction is offered during the regular school year. In some circumstances, home instruction is offered to those students who suffer from behavioural or emotional issues or illnesses. These circumstances require approval from the school's superintendent.

Home instruction allows for a qualified teacher to spend up to four hours a week with a student, generally in the student's home. If a principal determines that more than four hours a weeks is necessary, superintendent approval is necessary.

HOW IS HOME INSTRUCTION DIFFERENT FROM HOME SCHOOLING?

Home schooling is provided by the parent(s)/guardian(s) of the student without supervision by the school board. Parents/guardians undertake to educate their children using a curriculum of their choosing.

WHAT IS THE PROCESS FOR ARRANGING HOME INSTRUCTION?

The principal or designated person must first determine that home instruction is necessary for the student. To qualify for home instruction, the parent(s)/guardian(s) must produce documentation from a medical professional indicating that the child is unable to attend school, the medical reason and the anticipated duration of the absence. The parent(s)/guardian(s) must also sign a form indicating that they wish for home instruction for their child and that they agree to abide by the conditions requested by the School Board.

The principal must determine how many hours will be provided to the student. The recommended number is four hours per week for most students, depending on the nature of their illness, but more hours may be offered with superintendent approval.

FINDING A HOME INSTRUCTION TEACHER

It is permissible for principals to use either a classroom or subject teacher if the teacher is voluntarily agreeing to do so. In this situation, the teacher should sign a Conflict of Interest form (attached) that indicates that they are willing to instruct the student.

Arrange for a home instruction teacher by contacting Social Work and Attendance Services. Consideration should be given to finding a teacher located in close proximity to the student as mileage is not covered by the Board for the teacher's travel costs.

If a principal uses a teacher for home instruction that is not already employed by the Board and is not listed on the Board's home instruction teacher list, then the principal must direct the teacher to the Board's website to apply. This will ensure that all necessary documentation is completed.

WHO IS QUALIFIED TO TEACH HOME INSTRUCTION?

The Board maintains a list of teachers willing to provide home instruction to students. Teachers may apply to home instruction by applying on-line through our website at: www.yrdsb.edu.on.ca Click on Careers, Opportunities at our Board, and follow the prompts. Teachers are paid at an hourly rate which is available on the website.

Teachers must meet the following criteria:

- ✓ Be in Good standing with the Ontario Teacher's College
- ✓ Be in Good standing with the York Region District School Board (in the case of current or past employees)
- ✓ Provide own transportation
- ✓ Provide medical documentation attesting to good health
- ✓ Vulnerable Sector Screening (police check)

REVIEW OF HOME INSTRUCTION

As home instruction is meant as a short-term solution, there should be a review of the student's needs at the end of each six-month period. In the case of students who are being home instructed for behavioural or emotional reasons, consideration should be given to reviewing the need for home instruction with the parents/guardians home instruction teacher and any professionals who are involved with the student or family.

REGISTER FOR ATTENDANCE

Students who are on home instruction will be marked with the HI code for the duration of their absence from school. If the classroom or subject teacher is supplying materials for the home instruction, then field 832 is "yes".

WHO PROVIDES THE CURRICULUM/MATERIALS?

It is important that you share with parent(s)/guardian(s) that despite the best efforts of York Region District School Board, it may be difficult for students to keep up-to-date in all subjects. This may be particularly true for secondary school students who are registered in such courses as technology, hands-on, in-shop and project-based courses. For an elementary school student, the teacher's focus may be on improving literacy and numeracy skills. The classroom teacher (elementary) or the subject teacher (secondary) may provide specific work from their class where it is deemed reasonable and where the home instruction teacher has the knowledge of the subject and can appropriately tutor the student.

Secondary students who may be absent for a significant part of a semester may consider registering for a Virtual Schooling course or an Independent Learning Centre credit course in place of continuing with the course at their home school. Home instruction teachers may also have access to units of a Virtual School course and can complete those units in conjunction with those courses that the student is taking at their home school. Information is available through Virtual Schooling, located on the Board's website. Consultation with Guidance and their subject teacher would be helpful in making these decisions.

The on-going marking and final mark for work accomplished is determined by the home instruction teacher in conjunction with the regular class teacher and the principal.

CHECKLIST FOR ADMINISTRATORS

- ✓ Meet with parents/guardians to discuss the student's needs
- ✓ Parents/guardians sign For NP335-01 - Parent's Letter of Consent to request home instruction
- ✓ Parents/guardians sign the Consent to Exchange Personal Student Information form
- ✓ Parents take "A Parent and Physician's Guide to Home Instruction" to their family physician for signature (NP335-02)
- ✓ Determine the length of time and number of hours that are required
- ✓ Superintendent approval is needed for any unusual requests (i.e. more than four hours, behavioural issues).
- ✓ If there is no available teacher at the school, contact should be made with Social Work and Attendance Services.
- ✓ If using the classroom or subject teacher, ensure the teacher signs a Conflict of Interest form
- ✓ Ensure that the teacher fills out time sheets, sign them and forward to your CEC
- ✓ Review the continued need for home instruction every six months at minimum

For further information, please contact:

Jacquie Lewis, Chief of Social Work and Attendance Services
 York Region District School Board
 (905) 727-0022, ext. 3261
 Email: jacquie.lewis@yrdsb.edu.on.ca

Updated: November 28, 2011

Sample Instruction Program

Instructional Program

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education?

YES ☐

NO ☐

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

Language ☐

Mathematics ☐

Science and Technology ☐

Social Studies/History and Geography ☐

The Arts ☐

Health and Physical Education ☐

French As a Secondary Language ☐

Secondary Curriculum Policy Documents ☐

Please specify:

Other Materials

Please list any other curriculum documents that you use to help you design your instructional program.

Instructional Activities

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, mathematics, and other subjects? Please include sample of your child's work in each subject area.

Instructional Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction.

Encyclopaedias/reference books (please list):

Textbooks:

English ☐

Mathematics ☐

Other subjects ☐

Please list:

Names of textbooks used:

Supplementary materials used:

	Very Often	Often	Seldom	Never
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tape recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models/mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other supplementary materials (please specify):

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child's progress in learning.

What techniques do you use to assess student learning? Please describe them.

Resources

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

- | | |
|--|--------------------------|
| Public library | <input type="checkbox"/> |
| YMCA/YWCA | <input type="checkbox"/> |
| Community centre | <input type="checkbox"/> |
| Local gym facilities | <input type="checkbox"/> |
| Public swimming pool | <input type="checkbox"/> |
| Museums | <input type="checkbox"/> |
| Art galleries | <input type="checkbox"/> |
| Recreational/educational/social groups
(e.g., Scouts, Guides) | <input type="checkbox"/> |
| Nature interpretive centres | <input type="checkbox"/> |
| Camping areas | <input type="checkbox"/> |
| Youth groups | <input type="checkbox"/> |

Please specify:

Networking with other families that provide home schooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

- | | |
|--|--------------------------|
| Ontario Federation of Teaching Parents | <input type="checkbox"/> |
| Ontario Christian Home Educators' Connection | <input type="checkbox"/> |
| Catholic Home Schoolers' Association - Ontario | <input type="checkbox"/> |
| Other organizations or groups | <input type="checkbox"/> |

Please specify:

Other Information

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

Parent's/guardian's name: _____

Date: _____

Educational Assessment Tools		
TEST	AGE RANGE	DESCRIPTION
Woodcock Reading Mastery	3 - 18 years	Measures a student's reading skills. Six subtests provide composite scores in the areas of reading readiness skills, basic reading skills, and reading comprehension skills.
Key Math Diagnostic Arithmetic Revised	3 - 15 years	Measures mathematics skills in three areas: content, operations and applications. It provides diagnostic information in a number of mathematical areas.
Brigance Diagnostic Inventory	3 - 18 years	Assessment tools determine skill in a large number of functional levels. It assesses skills in areas: psychomotor, self-help, general knowledge, comprehension, communication, and academics.
Kaufman Test of Educational Achievement (K-TEA)	6 - 15 years	Measures skills in the areas of reading decoding and comprehension, math applications and comprehension, and spelling.
Peabody Individual Achievement Test (PIAT)	3 - 18 years	Measures general achievements in mathematics, reading recognition, reading comprehension, spelling, and general information.
Woodcock-Johnson III Test of Achievement	3 - 18 years	Consists of a number of subtests. Typically, assessments do not include all of the subtests, but only those which are relevant to a student's age and needs are selected for use. Subtests include measures of reading/oral fluency, mathematics, written language skills, and general knowledge/information.
Peabody Picture Vocabulary Test III	3 - 18 years	Measures the receptive/listening vocabulary for spoken words in English.
Hawaii Early Learning Profile (HELP)	0 - 3 years 3 - 6 years	Criteria and referenced assessment of child's skills in areas of cognitive, language, fine motor, gross motor, social and self-help skills. Chart format or strands format.
Weschler Individual Achievement Test (WIAT) III	4 years - adult	Measures reading, math, written language and oral language skills.

Speech/Language Assessment Tools

TEST	AGE RANGE	DESCRIPTION
Adolescent WORD Test	Normed for students 12 years, 0 months to 17 years, 11 months	Assesses vocabulary and semantic abilities.
Peabody Picture Vocabulary Test III	Normed for individuals 2 years, 6 months to 40 years, 11 months	Assesses receptive, single-word vocabulary.
Phonological Awareness Test	5 - 10 years	Assesses phonological awareness abilities and phoneme-grapheme correspondence.
Test of Language Development Primary 3	4 - 9 years	Identify children who are significantly below their peers in language proficiency. It measures expressive and receptive competencies in major components of linguistics.
Expressive Vocabulary Test	Normed for individuals 2 years, 6 months to 90 years, 11 months	Measures expressive vocabulary knowledge with two types of items, labeling and synonym. Word retrieval is evaluated by comparing expressive and receptive vocabulary skills using standard score differences between EVT and PPVT-III.
Test of Auditory Comprehension of Language III	3 - 10 years	A receptive language test assessing auditory comprehension across three categories: word meanings, grammatical morphemes; and elaborated sentences. The subject's knowledge of specified lexical and grammatical forms is measured.
Token Test for Children	3 years, 0 months to 12 years, 5 months	Measures receptive language using auditory commands that vary in length and complexity. The test measures comprehension of colours, shapes, location and time as well as various aspects of language content and form.
Expressive One-Word Picture Vocabulary (2000)	2 - 12 years	Measures expressive vocabulary knowledge on a labeling activity.
<i>Continued...</i>		

Structured Photographic: Expressive Language Test	4 years, 0 months to 9 years, 5 months	Expressive language test to assess a child's ability to produce specific grammatical structures in sentences using pictures.
The Listening Test	6 - 11 years	Assesses strengths and weaknesses in specific listening skill areas related to classroom listening situations.
Comprehensive Test of Phonological Processing (CTOPP)	7 - 24 years	Assesses phonological processing skills, including phonological awareness, phonological memory and rapid memory.
Clinical Evaluation of Language Fundamentals - Preschool 2	3 years, 0 months to 6 years, 11 months	Assesses receptive and expressive language ability. It explores the foundations of language form and content including word meanings, word and sentence structure, and recall of spoken language.
Goldman-Fristoe Test of Articulation 2	No specific age range	Assesses the ability to articulate individual speech sounds in words and sentences. Information is used to establish appropriate speech therapy goals.
Structured Photographic Articulation Test - D	No specific age range	Assesses articulation of consonant sounds in single words. Information is used to establish appropriate speech therapy goals.
HELP Test Elementary	6 - 12 years	Assesses general language functioning including vocabulary, semantics and grammar.
Test of Language Competence - Expanded Edition	5 - 9 years 10 - 18 Years	Measures higher-level language function (e.g. multiple meanings).
Structured Photographic Expressive Language Test - Primary	3 - 6 years	Assesses early developing morphological and syntactic forms on an expressive cloze task.
Clinical Evaluation of Language Fundamentals - 4	6 - 22 years	Clinical tool for the identification, diagnosis and follow-up evaluation of language skill deficits in school-aged children, adolescents, and young adults. The basic foundations of content and form that characterize mature language use are assessed including word meanings; semantics; word and sentence structures; morphology and syntax; as well as the recall and retrieval of spoken language (memory).
<i>Continued...</i>		

The Elementary WORD Test - 2	7 - 12 years	Assesses vocabulary and semantic abilities across a variety of subtests (associations; synonyms; semantic absurdities; antonyms; definitions; flexible word use).
Preschool Language Scales - 4	Birth to 6 years, 11 months	Composed of two subscales - Auditory Comprehension and Expressive Communication: <ul style="list-style-type: none"> • The Auditory Comprehension (AC) subscale is used to evaluate how much language a child understands. • The Expressive Communication (EC) subscale is used to determine how well a child communicates with others.
Language Processing Test - Revised	5 to 11 years, 11 months	Assesses a student's ability to attach meaning to language and effectively formulate a response. The test moves hierarchically from easiest to most difficult and it progressively increases the demand on the student's language processing system.
Renfrew Language Scales - Bus Story	3 - 8 years	A measure of a student's ability to produce consecutive speech.
Test of Problem Solving - Adolescent (TOPS)	12 - 18 years	Assesses expressive language, thinking and problem-solving skills. Students are presented with passages about contemporary issues and asked open-ended questions involving, for example, evaluating, analyzing, and clarifying.

Physical and Occupational Therapy Assessment Tools

TEST	AGE RANGE	DESCRIPTION
Sensory Motor Profile (2000)	3 years to 10 years	Assesses sensory system function and its effects on functional performance of daily activities. Nine factor groupings characterize responsiveness to sensory input: sensory seeking, emotional reactivity, low endurance/tone, oral sensory sensitivity, inattention/distractibility, poor registration, sensory sensitivity, sedentary and fine motor/perceptual
Evaluation Tool of Children's Handwriting (ETCH)	Grade 1 through grade 6	Evaluates manuscript and cursive handwriting skills using tasks requiring near-point copying, far-point copying, dictation, sentence composition and memory for alphabet and numerals.
Bruininks Oseretsky Test of Motor (1978)	4.5 years to 14.5 years	Thorough assessment of motor proficiency of able-bodied students as well as students with developmental disabilities and serious motor dysfunction.
Beery-Buktenika Developmental Visual Motor Integration – 5th Ed.	3 years to adult	Screening for visual motor integration deficits requiring paper and pencil copying of shapes. Subtests for visual perception and motor coordination are included.
Test of Visual-Perceptual Skills (non-motor) Revised (1996)	4 years to 13 years	Assesses visual perceptual skills with the following subtest results: visual discrimination, visual memory, visual-spatial relationships, visual form constancy, visual sequential memory, visual figure-ground, visual closure.
Motor-Free Visual Perceptual Test	5 years to 7 years	Assesses visual perceptual skills.
School Function Assessment (1998)	Kindergarten through grade six	Designed for use with students with a variety of disabling conditions. Structured method of assessing performance of functional tasks and activities that support participation in the elementary school program.
Movement Assessment Battery for Children (Movement ABC)	3 years to 12 years	Can be used to identify children who are significantly behind their peers in motor development, assist in planning an intervention program in either a school or clinical setting, measure change as a result of intervention, or serve as a measurement instrument in research involving motor development
Sensory Processing Measure	5 years to 12 years	Parent and/or teacher rating scale that provides complete picture of children's sensory processing difficulties at school and at home.

Psychological Test Instruments - Cognition

TEST	AGE RANGE	DESCRIPTION
Wechsler Adult Intelligence Scale - Third Edition (WAIS-III), 1997	Ages 16 to 89	<ul style="list-style-type: none"> • individually administered measure of ability • upward extension of WPPSI-R & WISC- IV • provides full scale as well as verbal and performance intelligence quotients with mean of 100 and standard deviation of 15 • subtests grouped according to 4 index scores, including verbal comprehension, perceptual organization, working memory and processing speed
Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV), 2003	Ages 6 - 16.11	<ul style="list-style-type: none"> • individually administered measure of ability • provides full scale IQ and 4 index scores • index scores include verbal comprehension, perceptual reasoning,, freedom from distractibility and processing • Canadian norms available
Wechsler Pre-School and Primary Scale of Intelligence - Three (WPPSI-III), 1989	Ages 2.6 to 7.3	<ul style="list-style-type: none"> • individually administered measure of ability • provides verbal, performance full scale and language composite scores • has one year overlap with WISC-III to allow for examiner flexibility in test selection
Stanford-Binet Intelligence Scale, Fourth Edition (SB-IV), 1986	Ages 2.0 to 23.11	<ul style="list-style-type: none"> • individually administered measure of cognitive ability • provides a composite reasoning score based on 4 factor standard age scores including verbal reasoning, abstract/visual reasoning, quantitative reasoning, short term memory • composite score has a mean of 100 and standard deviation of 16
Continued...		

Universal Non-Verbal Intelligence Test (UNIT), 1998	Ages 5.0 to 17.11	<ul style="list-style-type: none"> • norm referenced, multidimensional assessment of intelligence with entirely nonverbal administration and response formats • intelligence defined as the ability to solve problems using memory and reasoning • designed to ensure fairness irrespective of race, ethnicity, sex, language, hearing status, or country of origin • provides a full scale intelligence quotient as well as 4 factor, scores including a memory quotient, a reasoning quotient, a symbolic quotient and a non-symbolic quotient
Test of Non-Verbal Intelligence, Third Edition (TONI-3), 1997	Ages 6.0 to 8.9 - 11 years	<ul style="list-style-type: none"> • language free measure of intelligence, aptitude, abstract reasoning & problem solving • entirely nonverbal and largely motor-free • suitable for individuals with motor problems, communication disorders and/or limited English proficiency
Matrix Analogies Test - Expanded Form (MAT-EF), 1985	Ages 5 to 17	<ul style="list-style-type: none"> • nonverbal measure which requires minimal verbal comprehension • reduces effect of motor coordination, time pressure, or primary language • provides overall standard score as well as 4 item group scores including pattern completion, reasoning by analogy, serial reasoning and spatial visualization
Leiter - Revised	Ages 2.0 to 20.11	<ul style="list-style-type: none"> • Human Resources Testing • nonverbal measure of cognitive ability which does not require a spoken word from either the examiner or the child • suitable for non-English speaking, nonverbal, cognitively delayed, autistic or speech, hearing or motor impaired children
Kaufman Assessment Battery for Children (K-ABC), 1983	Ages 2.6 to 12.6	<ul style="list-style-type: none"> • Human Resources Testing • individually administered measure of intelligence and achievement • provides a mental processing composite score as well as sequential processing and simultaneous processing scores • also contains a separate achievement scale

Goodenough-Harris Draw-A-Person, 1963	Ages 3 to 15	<ul style="list-style-type: none"> • individually or group administered • measure of intellectual maturity through human figure drawings • provides a standard score
Children's Memory Scale (CMS), 1997	Ages 5 to 16	<ul style="list-style-type: none"> • individually administered tool • assess visual and verbal learning, attention and aspects of memory • dimensions tapped include attention and working memory, short and long term delay memory, as well as recall and recognition
Wechsler Memory Scale - Third Edition (WMS-III), 1997	Ages 16 to 89	<ul style="list-style-type: none"> • Primary indexes include: auditory and visual immediate memory, auditory and visual delayed memory, general memory and working memory • can be used in conjunction with WAIS-III
Wide Range Assessment of Memory and Learning, Second Edition (WRAML-II), 2003	Ages 5.0 to 20 years	<ul style="list-style-type: none"> • individually administered • core subtests provide Verbal Memory, Visual Memory, Attention/Concentration and General Memory Indices • also provides Screening Memory, Working Memory, Verbal Recognition, Visual Recognition and General Recognition
Detroit Test of Learning Aptitude Sentence - Fourth Edition (DTLA-4)	Ages 6 to 17 years	<ul style="list-style-type: none"> • individually administered measure of general intelligence and discrete ability areas • 10 subtests also show effect of language, attention and motor abilities on test performance
Woodcock Johnson III (WJ-III), 2001	Ages 2.0 to 90+ years	<ul style="list-style-type: none"> • two district, co-normed batteries, the WJ-III Tests of Achievement and the WJ-III Tests of Cognitive Abilities • measures general ability, specific abilities, scholastic aptitude, oral language and academic achievement • designed for Canadian use • broad Cognitive factors include comprehensive knowledge, long term retrieval, visual spatial thinking, auditory processing, fluid reasoning, processing speed and short term memory
<i>Continued...</i>		

Bender Gestalt II, 2003	Ages 4.0 to adult	<ul style="list-style-type: none"> • individually administered • increased number of items • evaluates perceptual and visual motor maturity • examines neuropsychological functioning, temporal and cognitive organization and/or emotional adjustment and personality style
The Beery Buktenika Developmental Test of Visual-Motor Integration (VMI), Fourth Edition, 1997	Ages 3.0 to 18.0	<ul style="list-style-type: none"> • individual or group administration • measure of visual motor integration skills • helpful in assessing learning and neuropsychological disorders
Vineland Adaptive Behaviour Scales (Classroom Edition), 1985	Ages 3 to 12.11	<ul style="list-style-type: none"> • questionnaire completed by teacher • assesses adaptive behaviour in the classroom • domains include communication, daily living skills, socialization and motor skills
Vineland Adaptive Behaviour Scales (Interview Edition), 1985	Ages 0 to 18.11	<ul style="list-style-type: none"> • administered to parent or caregiver in a semi-structured interview format • provides systematic basis to prepare individual educational, habitative or treatment programs

Behaviour Assessment Tools		
TEST	AGE RANGE	DESCRIPTION
Conners' Teacher Rating Scale - Revised (CTRS-R), 1996	Ages 3 to 17 on Parent and Teacher forms Ages 12 to 17 on self-report	<ul style="list-style-type: none"> • teacher and Parent Rating Scales as well as Adolescent Self Report • useful to assess a broad range of behaviour problems including ADHD • the teacher and parent scale contain subscales of oppositional behaviour, cognitive problems, hyperactivity, impulsivity, an ADHD index, anxious-shy, perfectionism, social problems, a DSM-IV symptom subscale and a global index • parent form also has a psychosomatic subscale • adolescent self-report also includes family problems, social problems, anger control, conduct problems and perfectionism
Behaviour Evaluation Scale - 2 (BES-2), 1990	Grade Levels K to 12	<ul style="list-style-type: none"> • questionnaire completed by teacher • useful for children suspected of behaviour disorders • subscales include learning problems, interpersonal difficulties, inappropriate behaviour, unhappiness/depression and physical symptoms and fears
Burks' Behaviour Rating Scale (BBRS), 1988	Grade Levels 1 to 9 Pre-school and Kindergarten Edition Ages 3-6 years	<ul style="list-style-type: none"> • questionnaire completed by teacher to identify problem behaviours in children • 19 problem areas such as anxiety, withdrawal, dependency, poor impulse control, poor reality contact, poor social conformity, anger control
ADHD Rating Scale - IV, 1998	Ages 5 to 18 years	<ul style="list-style-type: none"> • parent and teacher rating scale • provides total score as well as Inattention and Hyperactive- Impulsive *cores • based on DSM-IV criteria
Achenbach Child Behaviour Checklist, 1997	Ages 2 to 18 years	<ul style="list-style-type: none"> • assesses behaviour problems, emotional disturbance, psychopathology • separate teacher, parent report and youth self report, • parent and teacher forms yield 8 scales including anxious/depressed, • anxious and withdrawn, somatic scales, internalizing complaints, social problems, externalizing and thought problems, attention, total score aggression and delinquency

Self-Esteem Index (SEI), 1990	Ages 7.0 to 18.11 years	<ul style="list-style-type: none"> • self report instrument • 4 point rating scale • examines how a child values him/herself on such dimensions as academic competence, family acceptance, peer popularity and personal security
Piers-Harris Children's Self-Concept Scale, 1996	Ages 8 to 18 years	<ul style="list-style-type: none"> • updated several items • self report forced choice instrument • evaluates esteem of children and adolescents • provides an overall measure of self-concept on dimensions include physical appearance and attributes, anxiety, intellectual and school status, behaviour, happiness and satisfaction and popularity
Adaptive Behaviour Assessment System 11 (ABAS 11)	Preschool to Adult	<ul style="list-style-type: none"> • parent and teacher forms • assesses adaptive functioning in areas of Communication, Community Use, Functional Academics, Health and Safety, Leisure, Self Care, Self Direction, Social and Work
Self-Perception Profile for Children, 1985	Grade 3 to 8	<ul style="list-style-type: none"> • individual or group administration • children's self report and teacher rating scale • provides global measure of self worth • 5 domain scores, include scholastic competence, social competence, athletic competence, physical appearance and behavioural conduct
Bar-On Emotional Quotient-Inventory: Youth Version (Bar-On EQ-I: YV), 2000	Ages 7 to 18 years	<ul style="list-style-type: none"> • self report measure of the emotional intelligence of children and adolescents • 5 subscales examine interpersonal and intrapersonal abilities, stress management, adaptability and general mood. • total EQ also provided
Roberts Apperception Test for Children (RATC), 1986	Ages 6 to 15 years As well as families	<ul style="list-style-type: none"> • individually administered apperception test with objective system and norms • 16 stimulus cards that emphasize everyday interpersonal events • measures adaptive/maladaptive functioning scales including reliance on others, limit setting, resolution, aggression, support, problem identification, anxiety, depression, rejection and unresolved problems
<i>Continued...</i>		

Basic Personality Inventory (BPI), 1989	Ages 12 to 18	<ul style="list-style-type: none"> • individual or group administration • multiphasic personality inventory for use with clinical and normal populations • self report, true-false format • clinical scales and one critical item scale include hypochondriasis, anxiety depression, thinking disorder, denial, impulse expression, interpersonal problems, social introversion, alienation, self deprecation, persecutory ideas and deviation
Children's Personality Questionnaire (CPQ), 1982	Ages 8 to 12	<ul style="list-style-type: none"> • individual or group administration • measures 14 primary personality traits • useful to predict and evaluate personal, social, academic development and conduct disorders
High School Personality Questionnaire (HSPQ), 1984	Ages 12 to 16	<ul style="list-style-type: none"> • individual or group administration • downward extension of HSPQ • useful to examine personal, social and academic development • measures 14 primary personality dimensions, including emotional stability, warmth, intelligence, excitability, dominance, conformity, boldness, sensitivity, withdrawal, apprehension, self sufficiency, self discipline and tension
Early School Personality Questionnaire (ESPQ), 1972	Ages 6 to 8	<ul style="list-style-type: none"> • questions are read aloud and answers marked on a pictorial answer sheet • downward extension of CPQ
Beck Depression Inventory (BDI), 1978	Ages 13 to 80	<ul style="list-style-type: none"> • individually administered • assesses intensity of depression in normal and clinical • symptoms include social withdrawal, insomnia, loss of appetite, sadness etc.
Children's Depression Inventory (CDI), 1992	Ages 7 to 17	<ul style="list-style-type: none"> • individually administered • assesses a child's experiences over the past two weeks • provides a total score and 5 factors negative mood, interpersonal problems, ineffectiveness, anhedonia, and negative self-esteem
<i>Continued...</i>		

Parenting Stress Index (PSI), 1995	Parents of children ages 1 month to 12 years	<ul style="list-style-type: none"> identifies stressful areas in parent-child interactions gives overall measure of parental stress based on a child's level of distractibility, mood, demandingness, adaptability, acceptability and parental reinforcement
Suicide Ideation Questionnaire (SIQ), 1987	Two versions: Grade 7 to 9 Grade 10 to 12	<ul style="list-style-type: none"> self report, group or individual administration cut-off score represents a significant state of psychological distress/a clinically relevant level of suicidal ideation
Reynolds Adolescent Depression Scale (RADSD), 1987	Ages 13 to 18	<ul style="list-style-type: none"> self report measure individual or group administered 4 point rating scale cut off score judges severity of clinical depressive symptoms
Multiscore Depression Inventory for Adolescents and Adults (MDI), 1986	Ages 13 and older	<ul style="list-style-type: none"> self report questionnaire - true-false format - yields overall depression score - subscale scores include low energy level, cognitive difficulty guilt, low self-esteem, social introversion, pessimism, irritability, sad mood instrumental and learned helplessness
Stait-Trait Anxiety Inventory for Children (STAIC)	Ages 6 to 14	<ul style="list-style-type: none"> self report measure individual or group administration 2 scales measuring state and trait anxiety in children



Student Growth Plan

Student Profile Information

Student Name: . .

Student Number: 1

Preferred Name:

OEN:

Teacher:

Grade:

Area(s) of Focus: .

Expectations to be Addressed	Approaches to be Used	Responsibility/Resources	Timeline/Progress
.	.	.	.

Student's Signature_____
Date_____
Parent's/Guardian Signature_____
Date_____
Teacher's Signature_____
Date

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: www.yrdsb.ca



Board Procedure #NP355.0 Request for Psychological Consultation and/or Assessment

This procedure outlines the process for requesting psychological assessments and/or consultation for York Region District School Board students. This procedure does not include the process for the identification of gifted students, which is described in [Procedure #NP358, Special Education: Screening and Identification of Gifted Students](#).

Definitions

In-School Team

An In-School Team meets to discuss, problem solve and recommend strategies to support a student's academic, behavioural, social and/or emotional areas of strength and need. The team may include but is not limited to school staff members, Student Services staff, students and/or parents/guardians, as appropriate. Ongoing interventions and progress are also monitored through the In-School Team process.

Psychological Assessment

A psychological assessment is a comprehensive evaluation of an individual student's cognitive abilities; processing skills; social, emotional and mental health; adaptive and/or behavioural functioning. A psychological assessment may follow from a psychological consultation and includes the use of standardized instruments. The focus and scope of the assessment will depend on the information that is required to identify the student's strengths and needs and to provide appropriate supports.

Psychological Consultation

A psychological consultation is the process of collecting and sharing information about a specific student in order to assist in the provision of supports. This may include, but is not limited to, discussion with school or support staff, attendance at In-School Team meetings, review of a student's Ontario Student Record, observations of a student in class, attendance at a threat assessment, the opportunity to dialogue with community-based professionals, prepare Special Equipment Amount (SEA) claims and review of other relevant information to support student achievement and well-being.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Request for Psychological Consultation and/or Assessment procedure.

Principals shall:

- for a psychological consultation;
 - ensure parent(s)/guardian(s) have completed and signed the [Referral for Professional Student Support Services form](#), and
 - submit the completed [Referral for Professional Student Support Services form](#) to their assigned Psychological Services staff member so that Psychological Services staff members may;
 - discuss a specific student by name,
 - attend an In-School Team meeting,

- contact parents/guardians, and
 - review the student's Ontario Student Record (OSR);
- for a psychological assessment;
 - ensure all appropriate information has been gathered, completed and shared with parent(s)/guardian(s), including an academic assessment using norm referenced standardized tests,
 - hold an In-School Team meeting to share information to determine what programming strategies could be implemented and whether a psychological assessment is suggested,
 - if the team meeting recommends a psychological assessment be completed provide parent(s)/guardian(s) with the [Consent for Psychological Assessment](#) form and [Parent Guide for Psychological Assessment brochure](#),
 - ensure that the completed [Consent for Psychological Assessment](#) form and required documentation for psychological assessment is submitted to the Community Education Centre for log-in;
- upon notification by Psychological Services that the psychological assessment has been completed, schedule a meeting with parent(s)/guardian(s) and Psychological Services staff to discuss the results;
- if parent(s)/guardian(s) refuse to sign the referral form for consultation/assessment, retain the dated consent form the student's Ontario Student Record (OSR), with the parent line documented as "refused";
- when the removal of a psychological report has been requested, determine whether to provide the report to the parent(s)/guardian(s) or adult student, destroy the report or, if appropriate, to advocate for maintaining the record, following the [Ministry of Education's OSR Guidelines](#);
- when a student transfers out of the Board to another Ontario school board;
 - transfer the psychological report in the OSR folder, or
 - at the principal's discretion, remove and return the report to the Board's Chief Psychologist; and
- when a student transfers out of the Board to another province;
 - remove the psychological report from the OSR, and
 - return it to the Board's Chief Psychologist, including the notation of the date and destination of the transfer of documents; and
- understand that they or the In-School Team may recommend to the parent(s)/guardian(s) or adult student that a psychological consultation and/or assessment be carried out.

In-School Teams shall:

- determine and support development of a growth plan, Individual Education Plan (IEP), and/or relevant strategies and accommodations;
- review relevant information to determine whether or not to refer a student for a psychological consultation or a comprehensive psychological assessment;
- ensure a standardized academic assessment is completed or other relevant information has been gathered for students being considered for a psychological assessment; and
- understand that the In-School Team or the principal may suggest to the parent(s)/guardian(s) or adult student that a psychological consultation and/or assessment be carried out.

The Coordinators of Psychological Services shall:

- oversee referrals for psychological consultation and/or comprehensive psychological assessment once the appropriate consent form(s) and required documentation have been completed and sent to the Community Education Centre (CEC).

Psychological Services shall:

- create a file which includes;
 - information collected about the student that informs the consultation and/or assessment,

- the completed and signed Referral for Professional Student Support Services form, and/or the completed and signed Consent for Psychological Assessment form and the form documenting knowledgeable/informed consent,
- academic test results, and
- other pertinent information, including but not limited to In-School Team records and medical or other reports with parental permission;
- upon receipt of the completed [Referral for Professional Student Support Services form](#):
 - discuss a specific student by name,
 - attend In-School Team meetings, as required,
 - contact the parent(s)/guardian(s), and/or
 - review the student's Ontario Student Record (OSR);
- contact the parent(s)/guardian(s) and carry out the knowledgeable/informed consent process once the school has provided the parent(s)/guardian(s) with the [Consent for Psychological Assessment form](#) and [Parent Guide for Psychological Assessment brochure](#);
- upon completion of the psychological assessment;
 - write a report,
 - share the findings of the assessment with the parent(s)/guardian(s) and appropriate school staff members with parental consent,
 - retain the original report in the confidential psychology file for 10 years past the student's 21st birthday,
 - forward one copy of the report to the parent(s)/guardian(s), and
 - forward one copy of the report to the principal for inclusion in the OSR;
- re-issue a psychological report that has been removed from the OSR only with parental permission;
- send all requests received from outside agencies or parent(s)/guardian(s) asking for information concerning a psychological assessment to the Chief Psychologist along with signed parental Consent to [Exchange Personal Student Information form](#);
- ask other school boards, social agencies or professional persons to complete the Consent to Exchange Personal Information form and forward it to the chief psychologist for processing; and
- retain a copy of each psychological report in a confidential Psychological Services file for 10 years past the student's 21st birthday.

Psychological Services staff, Board Professional Support Services staff, Classroom and Special Education/Special Education Resource Teachers shall:

- recognize that Psychological Services reports and third party psychological reports must be kept in the OSR for use by authorized personnel and can only be removed by the principal consistent with the Ministry of Education's Ontario Student Record Guidelines;
- recognize that removal of Psychological Services reports and third party psychological reports may be requested by Psychological Services staff, or by written request of the parent or student if an adult; and
- recognize that when removal of a psychological report has been requested and the report has been given to the parent/adult student or destroyed as outlined in the Ministry of Education's OSR Guidelines, it may not be re-issued to the school by Psychological Services staff except with parental consent.

School staff shall:

- make two copies of the signed Consent for Psychological Assessment form; and
 - send the original signed form to Psychological Services at the Community Education Centre (CEC) with the academic testing results and other pertinent information, such as but not limited to the In-School Team record,
 - file one copy in the Ontario Student Record (OSR), and
 - send one copy home to the parent(s)/guardian(s);

- recognize that Psychological Services reports and third party psychological reports must be kept in the OSR for use by authorized personnel and can only be removed by the principal consistent with the Ministry of Education's OSR Guidelines;
- recognize that removal of Psychological Services reports and third party psychological reports may be requested in writing by the parent(s)/guardian(s) or adult student;
- provide copies of reports to parent(s)/guardian(s) or the student once there has been verification and confirmation that the individual making the request has the right to the information; and
- recognize that when removal of a psychological report has been requested and the report has been given to the parent/adult student or destroyed as outlined in the Ministry of Education's OSR Guidelines, it may not be re-issued to the school by Psychological Services staff except with parental consent.

Parent(s)/guardian(s) shall:

- if they choose to proceed with psychological assessment, sign and return the Consent for Psychological Assessment form to the principal once they have completed the knowledgeable/informed consent process with the Psychological Services staff member;
- read the [Parent Guide for Psychological Assessment](#) brochure;
- understand that they can;
 - request a psychological consultation or assessment for their child,
 - refuse to sign the consent form for either psychological consultation and/or psychological assessment for their child,
 - place restrictions on their consent, and/or
 - withdraw their consent at any time during the process;
- **be aware that they may submit an independent psychological assessment;**
- understand that Psychological Services reports and third party psychological reports must be kept in the Ontario Student Record (ORS) for use by authorized personnel and can only be removed by the principal consistent with the Ministry of Education's OSR Guidelines;
- recognize that removal of Psychological Services reports and third party psychological reports may be requested in writing by the parent(s)/guardian(s) or student if an adult; and
- recognize that when removal of a psychological report has been requested and the report has been given to the parent/guardian/adult student or destroyed as outlined in the Ministry of Education's OSR Guidelines, it may not be re-issued to the school by Psychological Services staff except with parental consent.

Students aged 12-17 shall:

- understand that in rare instances, they may request psychological consultation by completing and submitting the [Self-Referral for Students Aged 12-17](#) form to principal, classroom teacher, or directly to the consulting Psychological Services staff member;
- understand that Psychological Services reports and third party psychological reports must be kept in the Ontario Student Record (ORS) for use by authorized personnel and can only be removed by the principal consistent with the Ministry of Education's OSR Guidelines;
- recognize that removal of Psychological Services reports and third party psychological reports may be requested in writing by the parent(s)/guardian(s) or student if an adult; and
- recognize that when removal of a psychological report has been requested and the report has been given to the parent(s)/guardian(s)/adult student or destroyed as outlined in the Ministry of Education's OSR Guidelines, it may not be re-issued to the school by Psychological Services staff except with parental consent.

Community-Based Professionals shall:

- understand that in rare instances, they may suggest a psychological consultation or assessment for a student to the parents or, with parental consent, directly to school staff.
- in rare instances, they may participate in In-school Teams or provide consultation or support as requested by parent(s)/guardian(s) and/or student.

Department

Student Services

Procedure History

Revised October 2001

Replaces Policy #355.0, Psychological Assessment

Revised 2009

Working Document June 2014

Revised March 2015

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Screening and Identification of Gifted Students

Overview

System-wide screening for the identification of Gifted YRDSB students takes place at the Grade 3 level each year. This screening includes the administration of a group test of cognitive abilities, the Canadian Cognitive Abilities Test (CCAT). It is recommended that all students who can participate in the testing without significant supports should be included. Students previously identified as MID or DD, and who are in contained classes do not have to participate.

For students in Grade Three who are identified as Blind/Low Vision or Deaf/Hard of Hearing who will require accommodations to participate in the process, please contact the Coordinator of Psychological Services in our area to consult and make arrangements for alternative assessment procedures. For students with other needs who may not require support to complete the CCAT effectively (whether identified or not), consult with the Coordinator of Psychological Services and Special Education Consultant in your area to review possible accommodations to the standard administrator (e.g., alternate space, time chunking, scribing).

Screening of Grade 3 Students

Stage One

- CCAT is administered to students in each grade three classroom by the classroom teacher.
- The administration manual contains the instructions for each of the subtests.
- There are measures of verbal reasoning, visual-spatial reasoning and quantitative reasoning administered in a multiple choice format.
- Students respond by bubbling in their answers direction on their own answer sheets.
- When all grade three students in the school have completed the screening, all test materials and answer sheets are to be returned to the local CEC.
- Completed answer sheets will be sent to the test publisher for computer scoring.
- Results are returned to the Coordinator of Psychological Services in each of the four CECs by the test publisher.



Screening and Identification of Gifted Students

Stage Two

For students who attain the cutoff score on the CCAT, a parent/guardian letter and Consent for Intellectual Screening will be forwarded to the school for distribution. With signed parental consent, those students will participate in the second stage of Gifted Screening, an individual cognitive screening assessment conducted with a member of the Psychological Services department. All students who participate in Stage Two will receive a brief report outline the results of the testing and whether or not the intellectual criterion of the screening has been met.

Those students who meet the YRDSB intellectual criterion will be considered by the Identification Placement Review Committee (IPRC). Parents/Guardians will be provided with a brochure outlining Gifted program options and an invitation to the Open House will be sent to the school for distribution.

Screening of Students New to YRDSB and AFTER Grade 3

Students new to YRDSB who did not participate in the Grade 3 Gifted Screening process may also be screened for possible identification as a Gifted student at a post Grade 3 level. If the student demonstrates programming needs that suggest additional services may be required, the teacher is encouraged to bring information about the student to an In-School Team Meeting, including the participation of the school's Psychological Services provider. The purpose of that meeting is to decide if it is reasonable to proceed with a referral for a full psychological assessment.

Identification of Gifted Students

Identification of Gifted Students is made by the IPRC. The requirement for consideration for a possible Gifted identification is a score at, or above the 98th percentile on the General Ability Index (GAI) of the intellectual screening measure. The CCAT test scores, intellectual screening scores and school achievement data, and other relevant information about the student are reviewed by the IPRC and recommendations are made about identification and placement. For students who have had a full psychological assessment (completed when the student was at least eight years old or in his/her grade three year), this information will be included in the review and considered in the recommendations about identification and placement.

Gifted Screening Activities Timeline 2017-2018 school year

	Action	Timeframe
1.	School sends home letter informing grade 3 parents of the 2-stage gifted screening process (letter attached to this email).	November 10, 2017
2	The CCAT test materials (Test Booklets, Administration Manuals answer sheets and bar code labels) for each school are sent from the local CEC office to the attention of the Principal in each school via YRDSB courier.	November 20 to 24, 2017
3.	CCAT is administered to each grade 3 class.	November 27 to December 1, 2017 (preferred) December 4 to 8, 2017 (as needed)
4.	Completed answer sheets are collected and sent to area office for transfer to the publisher. ALL Test Booklets and administration manuals are also returned to the area office.	By Wednesday December 13, 2017
5	Psych Coordinator delivers the Consent for Intellectual Screening to be sent home to the parents/guardians of those students who qualify, which upon return are uploaded to SSNET by school staff	By January 12, 2018
6.	Stage Two of Gifted Screening takes place	January 15 to 31, 2018
7.	List of students qualifying for IPRC consideration based on Stage Two score is forwarded to each school	By February 9, 2018
8.	For students who DO meet the intellectual criterion, the Stage Two report findings along with a parent letter containing a recommendation for consideration by the IPRC and information/invitation to the Open House will be sent to the school for distribution. The brochure outlining Gifted programs will be distributed along with the letter. For students who do NOT meet the intellectual criterion, only the Stage Two report and cover letter will be sent to the school for distribution.	February 19 to 23, 2018

Gifted Identification for Non-YRDSB Students

In order to determine whether a student **not currently attending** a YRDSB school meets YRDSB Gifted criteria, parents and guardians must:

- Have a valid York Region address and provide proof of their address.
- Register their child at their regular YRDSB home school. The school locator can identify the home school based on home address.

Provide a thorough psychological assessment, which must:

- be completed by a psychologist or psychological associate who is registered with the College of Psychologists of Ontario.
- be completed when the child's age was chronologically appropriate for grade three or later, or when the child was at least 8 years old.
- **Contain at a minimum:**
 - A measure of intellectual functioning (IQ test)
 - A full academic assessment (must included, at minimum, assessment of core academic skills including reading, spelling, writing , reading comprehension and mathematics)A review of school based functioning

Parents/guardians must sign a consent form (Consent for Information Exchange York Region District School Board and Third Parties) to allow the Coordinator of Psychological Services to review the assessment information.

Once completed:

The home school will forward the assessment and signed consent form to the Area Office to allow the Coordinator of Psychological Services to review.

The Coordinator of Psychological Services will:

- determine if the student meets the intellectual criteria for consideration as a Gifted student (a score at, or above the 98th percentile rank on the General Ability Index of the intellectual screening measure will allow the student to be considered by the IPRC (Identification Placement Review Committee).
- notify the area office Student Services administrative staff.

Next Steps:

- The area office staff will contact the family and child's home school to advise if the child meets the criteria and to discuss program locations and transition timelines.
- Depending on the timing of these events, parents with students who meet the gifted criteria may be invited to open houses which are scheduled each year for students entering Grade 4 the following year.



**Children's
Treatment Network**

Information for Professionals Scope, Services and Supports



Children's Treatment Network (CTN) is a partnership of agencies and organizations committed to providing comprehensive, integrated care to children with multiple special needs in Simcoe and York. We are funded to:

- **Provide leadership, tools and approaches to deliver integrated care**
All children with multiple special needs will benefit from integrated care. The Shared Electronic Record and the Single Plan of Care process are available to all Network partners. CTN provides training on the use of all integrated tools and approaches.
- **Provide additional clinical services, equipment, facilities and supports needed in the community**
CTN funds 20 partner agencies to deliver these services and supports, and also provides intake for the Applied Behaviour Analysis (ABA)-based Services and Supports program for children and youth with Autism Spectrum Disorders – Simcoe York Partnership.

Who does the Children's Treatment Network partnership serve?

Children and youth from birth to their 19th birthday (or up until high school graduation) with multiple special needs, including children with:

- Autism
- Developmental disabilities
- Dual diagnosis
- Long-term rehabilitation needs (specialized medical, communication, PT and OT needs)

*The Children's Treatment Network partnership is **NOT** focused on supporting children with a single service need related to learning disabilities, mental health or rehabilitation. However, a number of partner agencies do provide services to children with these needs.*

Contacts and Resources

ACCESS: 1-866-377-0286 **ACCESS Fax:** 1-705-792-2775

Website: www.ctnsy.ca
[Network Partners](#)
[Local Team Facilitators and Sites](#)
[Referral Forms](#)
[Consent & Privacy Guide](#)
[SharePoint Portal for Professionals](#)

November, 2012



Building Brighter Futures Together for Kids with Multiple Special Needs



What Services and Supports Does CTN Provide or Fund?

Service Navigation	Available to all kids/families with multiple special needs	Service Navigators at CTN ACCESS provide information about services/supports and referrals for community agencies in Simcoe and York, including those not funded by CTN. Service navigation can be provided in English or French.
Tools for Integrated Care	Available to all kids/families with multiple special needs	Network partners use the Shared Electronic Record and Single Plan of Care process to take an integrated team approach to each child's care. A child does not need to receive a clinical service funded by CTN for partners to use these integrated care tools. Contact your Manager or ACCESS for information on tools and training.
Clinical Services Funded by Children's Treatment Network	Each service has eligibility criteria. Contact ACCESS for eligibility and wait times.	20 Network partners receive additional funding from CTN to provide these services. <ul style="list-style-type: none"> • Audiology • Augmentative Communication • Brief Family Resourcing • Child & Family Counselling • Developmental Assessment • Developmental Paediatrics • Feeding • Inclusive Recreation • Joint Management/Botox® • Neuropsychology • Occupational Therapy (OT)* • Physiotherapy (PT)* • Seating & Mobility • Single Plan of Care Coordinators <p>*Currently, OT and PT services funded by CTN are limited to children with a significant physical limitation or degenerative conditions.</p>
Local Sites	Available to all kids/families with special needs, providers, parent and community groups	Access to clinical facilities, specialized equipment, office/meeting space and videoconferencing in nine communities across Simcoe and York. Available to providers working with kids and families with any special needs and to local parent and community groups. Meeting space is also available at CTN's ACCESS location in Barrie. Local sites are located in: <ul style="list-style-type: none"> Richmond Hill Markham Georgina Vaughan Newmarket Barrie Alliston Midland Collingwood <p>Contact your Local Team Facilitator or call ACCESS.</p>

November, 2012



ACCESS: 1-866-377-0286

Website: www.ctnsy.ca

Building Brighter Futures Together for Kids with Multiple Special Needs



When Should I Make a Referral for CTN Services?

When you think the child may be eligible for a clinical service funded by CTN.

Case Example: Grade 3 boy with suspected Muscular Dystrophy. Doing well at school academically but mobility is becoming an issue. Due to the degenerative nature of the child's condition, ACCESS will advise that the child is eligible for CTN funded PT and OT services and will complete referrals.

When you are not sure the child/family is accessing all the services available to them.

Case Example: 16-year old girl with Autism, high anxiety, seizure disorder. She stopped going to school due to her anxiety and therefore, does not have access to supports at school. Refer to ACCESS. Use the Local Team Referral Form and indicate Service Navigation. A Service Navigator at ACCESS will work with the family to identify needs and potential supports. This youth would be eligible for the ABA program and may be eligible for CTN Child & Family Counselling. By completing a comprehensive intake with the family, Service Navigators will identify any additional supports the family can access, including those not specifically funded by CTN.

When the child and family are accessing all the services available to them but team and family would benefit from a more coordinated approach. This requires using the Shared Electronic Record and participating in the Single Plan of Care process.

Case Example A: Child IS receiving a clinical service funded by CTN. 7-year old boy with Cerebral Palsy. GMFCS (Gross Motor Functional Classification Scale) score of IV. Requires use of a wheelchair in all environments. Child receives CTN funded PT and OT. School board speech language and behavioural consultants support the classroom teacher along with an educational assistant and special education resource teacher (SERT). Team members think an integrated care approach would provide significant benefits, given the size of the team and complexity of the child's condition. Since the child is receiving CTN funded PT and OT services:

- A Shared Electronic Record has been opened. As a team member, it's important that you access/use this record so you can integrate the care you provide with the other members of the team.
- A referral can be made for a Single Plan of Care Coordinator to join the team to lead the Single Plan of Care process and support integrated care planning. Contact ACCESS.

If you need training on the Shared Electronic Record or Single Plan of Care process, contact your Local Team Facilitator.

Case Example B: Child is NOT receiving a clinical service funded by CTN. 18-month old boy born prematurely has developmental delays. Child is involved with Neonatal follow up clinic at a local hospital, Preschool Speech and Language Program, CNIB and Early Intervention OT and PT. Team is confident the child and family are well connected, aware of all services available and on appropriate waitlists for services. Given the size of the team and complexity of the child's condition, team members think an integrated care approach would provide significant benefits. If the child does not have a Shared Electronic Record, contact ACCESS and they will open a record with the family's consent. The use of the record by ALL providers working with the child will support them in working in an integrated fashion. If team members need training on the Shared Electronic Record and Single Plan of Care process, contact your Local Team Facilitator.

If the team is not able or willing to use the Shared Electronic Record and Single Plan of Care process at this time, and the child is well connected to services, DO NOT initiate a referral at this time.

November, 2012



ACCESS: 1-866-377-0286

Website: www.ctnsy.ca

Building Brighter Futures Together for Kids with Multiple Special Needs



Top 10 Most Frequently Asked Questions

1. How does the Children's Treatment Network's integrated care approach work?

The approach is driven by an integrated goal plan and process called the Single Plan of Care. Providers use the family's vision and work together to create clinical goals and therapeutic activities that are directed at achieving that vision. When each provider uses the Shared Electronic Record, all members of that child's team can see goals, treatment plans and progress being made. Focusing everyone's work on a few integrated goals at a time ensures coordination of efforts and goal achievement.

2. What kind of a difference does integrated care make?

Families tell us that they experience a sense of true teamwork and feel they no longer have to be the "glue" for their multiple service providers or be concerned that "someone" is overlooking "something". Research shows that rehab is more effective and outcomes are better with an integrated approach. Family stress levels go down and they see positive results! Professionals report this approach strengthens communication, reduces duplication of effort and provides clinical support for their work with complex children.

3. How do I support the integrated Single Plan of Care approach for my clients?

You become familiar with the comprehensive picture of the child and family, the family's service providers, their work and their roles. You design goals together. The process supports you to think about how your work influences the work of others. Using the Shared Electronic Record is essential to implement an integrated Single Plan of Care. Talk to your Manager about how you can access these tools and training.

4. Why are CTN funded OT and PT services restricted to kids with significant mobility limitations? (ie: use of walkers/wheelchairs or significant hand function limitations and degenerative conditions)

There are not enough resources for CTN to provide PT and OT to a broader population. Some Network Partners, including preschool programs, York Region school boards and CCACs provide PT and OT to kids with Autism and milder mobility limitations.

5. What services does CTN provide to kids with Autism or kids with milder mobility limitations?

CTN provides intake for the Ministry of Children and Youth Services ABA program in Simcoe and York. Children with Autism or milder mobility limitations are eligible for clinical services funded by CTN, depending on their needs. Services include:

Audiology	Child & Family Counselling	Feeding
Augmentative Communication	Developmental Assessment	Inclusive Recreation
Brief Family Resourcing	Developmental Paediatrics (complex presentations)	Spasticity Management

6. I suspect I am serving a child in school who may be on the Autism Spectrum. Should I make a direct referral to CTN for diagnostic services?

No. Please refer to your school board's special education resources to call a team meeting to discuss your concerns and determine the steps to be taken by school board itinerant/consultant staff first. Consultant staff can refer for CTN diagnostic services, as appropriate.

7. Does CTN provide speech and language therapy?

No. CTN's speech language pathologists provide Augmentative and Alternative Communication (AAC) services only. CTN serves children with complex communication needs and specializes in prescribing and dispensing augmentative devices. Speech and Language services are available through the preschool speech and language programs, the CCACs and the school boards.

8. What services does CTN provide to support my families?

CTN provides service navigation, brief family resourcing and Single Plan of Care coordination. Single Plan of Care coordinators support the family and professionals on a child's team to work together to design and deliver an integrated Single Plan of Care.

9. Can I refer for a Single Plan Of Care coordinator?

Yes, if the child is receiving CTN funded OT, PT and/or Augmentative Communications services. Capacity for Single Plan of Care coordination will increase as more providers are able to lead teams. Any professional team member can become a Team Lead and coordinate the process with training. If you are interested in this role, contact your Manager. Your Local Team Facilitator and ACCESS can also provide information. This is an excellent way to build capacity and provide the benefits of integrated care to more children.

10. Who can initiate a referral and what consents are needed?

Anyone can initiate a referral on behalf of a family, with their consent. Simply fill out the Request for Local Team Services Form and check the box that indicates the family has provided verbal consent to forward this referral to ACCESS. Also, review the Consent and Privacy Guide for Families with the family. Once you have the family's consent for information sharing, complete the Consent for Information Sharing and Collection of Personal Information Form and fax to ACCESS along with the referral form. All these forms are available on the CTN website - Professionals and Physicians page at www.ctnsy.ca or on the [SharePoint portal](#) for professionals.

November, 2012



ACCESS: 1-866-377-0286

Website: www.ctnsy.ca

Building Brighter Futures Together for Kids with Multiple Special Needs

Resources by Exceptionality

Acquired Brain Injury

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
Ontario Brain Injury Association (OBIA)	http://www.obia.on.ca
Canadian Hearing Society	http://www.chs.ca/
Voice for Hearing Impaired Children	http://www.voicefordeafkids.com/

Print Resources

Educating Educators About ABI: Resource Book. This resource is an aid for educators working with the challenges facing children with acquired brain injury (ABI) and is a valuable source of information for anyone involved in the education of a student living and learning with the effects of injury to the brain.

Learning and Cognitive Communication Challenges: Developing Educational Programs for Students with Brain Injuries. Roberta DePompei, Ph.D. & Janet Tyler, Ph.D. This 46-page manual explains the relationship between cognitive processes and classroom behavior. By understanding the effects of these challenges on learning and behavior in the classroom, educators and therapists can develop more effective educational strategies and accommodations.

Making the IEP Process Work For Students with Brain Injuries. Bonnie Todis, McKay Moore Sohlberg, & Ann Glang. This manual provides practical suggestions for gathering information and developing effective educational plans for students with brain injuries in middle, junior high and high school.

Pediatric Traumatic Brain Injury, Proactive Intervention, 2nd Edition. Jean Blosser and Roberta DePompei. Any parent whose child has a cognitive communication disorder from a brain injury should recommend that the school use this book for educational planning. It is written primarily for speech and language specialists.

Signs and Strategies for Educating Students with Brain Injuries, 2nd Edition (Marilyn Lash, Gary Wolcott & Sue Pearson) This book gives a basic overview of the consequences that brain injuries can have on students' behaviour and adjustment in school. It explains common changes and gives strategies for the classroom and at home.

Unlocking the Myths: Keys to Success. Brain Injury Services of Simcoe County, Neurological Rehabilitation Institute of Ontario. (2006)

Autism

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Partnerships with outside agencies are utilized to facilitate program support among school, home and community. Team members may include parent/guardian, the student, in-school staff, Student Services staff and staff from outside agencies

Agency	Website
Early Intervention Services	http://www.york.ca/
Kerry's Place	http://www.kerrysplace.org/Public/Home.aspx
Geneva Centre	http://www.autism.net/
Autism Ontario – York Chapter	http://www.autismontario.com/york
Behaviour Management Services	http://www.mackenziehealth.ca/
Association for Community Living (Central York)	http://www.clnad.com/
Association for Community Living (York South)	http://www.communitylivingyorksouth.ca/
Association for Community Living (Georgina)	http://communitylivinggeorgina.com/
Kinark Child and family Services	http://www.kinark.on.ca/index.aspx
Mackenzie Health: Centre for Behaviour health Sciences	http://mackenziehealth.ca/

Print Resources

Accessing the curriculum for pupils with autistic spectrum disorders: Using the TEACCH programme to help inclusion. Gary Mesibov and Marie Howley.

Activity schedules for children with autism: Teaching independent behavior. Lynn E. McClannahan & Patricia J. Krantz

Asperger syndrome: A practical guide for teachers. Val Cumine, Julia Leach, and Gill Stevenson.

Asperger syndrome and difficult moments: Practical solutions for tantrums, rage and meltdowns. Brenda Smith Myles and Jack Southwick.

Asperger syndrome in the inclusive classroom: advice and strategies for teachers. Stacey W. Betts, Dion E. Betts, and Lisa N. Gerber-Eckard

Autism & PDD. Adolescent social skills lessons: vocational. Pam Britton Reese and Nena C. Challenner.

Autism & PDD. Intermediate social skills lessons: communication. Pam Britton Reese and Nena C. Challenner.

Autism & PDD. Adolescent social skills lessons: health & hygiene. Pam Britton Reese and Nena C. Challenner.

- Autism & PDD. Adolescent social skills lessons: interacting.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD. Intermediate social skills lessons. Controlling behavior.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD. Intermediate social skills lessons. Healthy habits.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD: Intermediate social skills lessons: Special events & activities.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD. Adolescent social skills lessons: managing behavior.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD: Primary social skills lessons. Getting along.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD: Social skills lessons. Home.*** Pam Britton Reese and Nena C. Challenner.
- Autism & PDD: Social skills lessons. Behavior.*** Pam Britton Reese and Nena C. Challenner.
- Autism-P.D.D.: Creative ideas during the school years.*** Janice I. Adams.
- Autism-P.D.D.: Introductory strategies for parents and professionals.*** Janice I. Adams.
- Autism-P.D.D.: More creative ideas from age eight to early adulthood.*** Janice I. Adams.
- Autistic disorder intervention manual: Goals, objectives, and intervention strategies.*** Amy E. Antes and Samm N. House.
- Basic skills checklists: Teacher-friendly assessment for students with autism or special needs.*** Marlene Brietenbach.
- Behavior intervention manual: Goals, objectives, and intervention strategies.*** Edited by Samm N. House.
- Behavioral intervention for young children with autism: A manual for parents and professionals.*** Edited by Catherine Maurice: co-editors, Gina Green, Stephen C. Luce.
- Been there. Done that. Finally getting it right: A guide to educational planning for a student with autism: lessons from a mother and teacher.*** Jennifer Krumins
- Building bridges through sensory integration.*** Ellen Yack, Shirley Sutton, and Paula Aquilla.
- Building independence: How to create and use structured work systems.*** Christine E. Reeve, and Susan S. Kabot.
- Building positive behavior support systems in schools: Functional behavioral assessment.*** Deanne A. Crone, and Robert H. Horner.
- The child with special needs: Encouraging intellectual and emotional growth.*** Stanley I. Greenspan, Serena Wieder, with Robin Simons.
- Communication based intervention for problem behavior: A user's guide for producing positive change.*** Edward Carr

Do-watch-listen-say: Social and communication intervention for children with autism.

Kathleen Ann Quill with invited contributions from Kathleen Norton Bracken, Maria E. Fair, Julie Ann Fiore.

Effective educational practices for students with autism spectrum disorders, a resource guide. Ministry of Education (2007).***Emergent literacy success: Merging technology and whole language for students with disabilities.*** Caroline Ramsey Musslewhite, Pati King-DeBaun.***Graphic organizers...: Helping children think visually.*** Kris Flynn. Edited by Barbara Maio.***The hidden curriculum: Practical solutions for understanding unstated rules in social situations.*** Brenda Smith Myles, Melissa L. Trautman, Ronda L. Schelvan.***How do I teach this kid?: Visual work tasks for beginning learners on the autism spectrum.*** Kimberly A Henry.***How to be a para pro: A comprehensive training manual for paraprofessionals.*** Diane Twachtman-Cullen.***Inclusion of students with autism: using ABA-based supports in general Education.*** Joel Hundert.***The incredible 5-point scale [(DVD) videorecording]: Assisting students in understanding social interactions and controlling their emotional responses.***

The incredible 5-point scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses. Kari Dunn Buron and Mitzi Curtis.

Inside out: What makes the person with social-cognitive deficits tick?: Asperger Syndrome, high-functioning autism, non-verbal learning disabilities (NLD), pervasive developmental disorder - not otherwise specified (PDD-NOS), hyperlexia: the I LAUGH approach. Michelle Garcia Winner.***"Just give him the whale!": 20 ways to use fascinations, areas of expertise, and strengths to support students with autism.*** Paula Kluth and Patrick Schwarz.***Learners on the autism spectrum: Preparing highly qualified educators.*** Edited by Kari Dunn Buron and Pamela Wolfberg ;***Learning with a visual brain in an auditory world: Visual language strategies for individuals with autism spectrum disorders.*** Ellyn Lucas Arwood and Carole Kaulitz.***Literacy skill development for students with special learning needs: A strength-based approach.*** Leslie Todd Broun and Patricia Oelwein.***Navigating the Social World: A Curriculum for individuals with Asperger's Syndrome, high functioning Autism and related disorders.*** Jeanette L.McAfee.***One Step at a Time ABA and Autism in the Classroom.*** Jennifer Krummins***Perfect targets: Asperger syndrome and bullying: Practical solutions for surviving the social world.*** Rebekah Heinrichs.***Picture exchange communication system training manual.*** Lori Frost and Andy Bondy.

Picture's worth: PECS and other visual communication strategies in autism. Andy Bondi.

Power cards: Using special interests to motivate children and youth with Asperger syndrome. Elisa Gagnon.

Setting up classroom spaces that support students with autism spectrum disorders. Susan Kabot and Christine Reeve.

Social skills activities for special children. Darlene Mannix.

The social skills picture book: teaching communication, play and emotion. Jed Baker.

Solving behavior problems in autism: Improving communication with visual strategies. Linda A. Hodgdon.

Taming the recess jungle. Carol Gray.

Tasks galore. Laurie Eckenrode, Pat Fennell and Kathy Hearsey

Tasks Galore: Making groups meaningful. Laurie Eckenrode, Pat Fennell and Kathy Hearsey.

Teaching math to people with Down Syndrome and other hands-on learners. DeAnna Horstmeier.

Understanding the nature of autism: A guide to the autism spectrum disorders. Janice E. Janzen

Unstuck and on target!: An executive function curriculum to improve flexibility for children with autism spectrum disorders. Lynn Cannon... [et al.].

Video modelling and behavior analysis [electronic resource]: A guide for teaching social skills to children with autism. Christos Nikopoulos and Mickey Keenan.

Visual strategies for improving communication: Volume 1: Practical supports for school and home. Linda A. Hodgdon.

A work in progress: Behavior management strategies and a curriculum for intensive behavioral treatment of autism. Ron Leaf and John McEachin [editors].

Blind and Low Vision

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Clinical low vision evaluations and prescribed low vision devices are available from the following community clinics:

Agency	Website
Centre for Sight Enhancement - University of Waterloo School of Optometry	https://uwaterloo.ca/sight-enhancement/
Scarborough Low Vision Clinic and Vision Institute of Canada in North York	
W. Ross Macdonald School for the Blind	http://www.psbnet.ca/Eng/schools/wross/index.html
Canadian National Institute for the Blind	http://cnib.ca/en/Pages/default.aspx

YRDSB Support Staff

Central Brailist with Regional Blind/Low Vision Services transcribes texts and other curricular materials into literary and nemeth braille, large print and auditory formats. Other responsibilities include contacting agencies specific to blind and low vision, maintaining an inventory of materials in alternative formats, equipment, and producing tactile graphics and adaptive visual aids.

Classroom Braillists with Regional Blind/Low Vision Services transcribe daily curricular print materials and school communications into braille to support student programs. Other responsibilities include contacting agencies, reading books on to audio tapes, enlarging print materials, and adapting visual aids.

Deafblind Intervenors with Regional Blind/Low Vision Services facilitate a total communication approach and environmental access for students who are Deafblind, under the guidance of the teacher of students with visual Impairments and in collaboration with the classroom teachers.

Program Supports

Braille, large print, electronic files and audio formats of materials are available from the Resource Services Library from the W. Ross Macdonald School for the Blind located in Brantford, Ontario.

Where special equipment is required to meet individual needs, school personnel, family and Student Services staff work together to provide this equipment, often through the Ministry of Education's SEA claims process.

Print Resources

Canadian National Standards: For the Education of Children and Youth Who Are Blind or Visually Impaired, Including Those with Additional Disabilities. National Coalition for Vision Health. (2004)

Educating Students Who Have Visual Impairments With Other Disabilities. Sacks, S.Z., & R.K. Silberman (Eds.) (1998)

Foundations of Education: Instructional Strategies for Teaching Children and Youth with Visual Impairments. (2nd ed.) Koenig, A. J., & Holbrook, M.C. (2000)

A Paraprofessional's Handbook For Working With Students Who Are Visually Impaired. Miller, C., & Levack, N. (1997)

When You Have A Visually Impaired Child In Your Classroom: A Guide For Teachers (2nd ed.). Torres, I., & Corn, A.L. (2005)

Online Resources

	Website
Austin Texas School for the Blind and Visually Impaired	http://www.tsbvi.edu
VIEWS	http://www.viewson.ca

Deaf and Hard of Hearing

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
Canadian Hard of Hearing Association	http://www.chha.ca/
Canadian Hearing Society	http://www.chs.ca/
Voice for Hearing Impaired Children	http://www.voicefordeafkids.com/

YRDSB Support Staff

Sign Language Interpreting/Oral Interpreting and Access Notetaking services may be provided to students with a hearing loss in special class placements to facilitate their integration.

An **Educational Audiologist** is available to consult with Regional Hearing Resource Teachers regarding issues related to:

- ✓ ensuring individualized fitting and installation of FM systems for students;
- ✓ providing information relative to audiological equipment and related issues; and
- ✓ assisting to create the most accessible learning environment for students with hearing loss including considerations related to acoustics.

Program Supports

Repair and maintenance of FM equipment and accessories are provided through the Regional Hearing Resource Department FM Technician. Some repairs are provided by specific equipment manufacturers.

Online Resources

Agency	Website
Advanced Bionics	http://www.advancedbionics.com/
Alexander Graham Bell Association of the Deaf	http://www.agbell.org/
Bob Rumball Foundation for the Deaf	http://www.bobrumball.org
Cochlear	http://www.cochlear.com
The Listening Foundation	http://www.listenfoundation.org
National Technical Institute of the Deaf	http://www.ntid.rit.edu/

Developmental or Mild Intellectual Disability

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
The Down Syndrome Association of York Region	www.dsayr.on.ca
York Support Services Network	www.yssn.ca
Developmental Services Ontario (DSO)	www.dsontario.ca
Community Living York South	www.communitylivingyorksouth.ca
Community Living Newmarket/Aurora	www.clnad.com
Community Living Georgina	www.communitylivinggeorgina.com
York Support Services Network (YSSN)	www.yssn.ca

Program Supports

At the secondary level the Work Experience Program Coordinator may provide resource support to students identified with a mild intellectual disability for the transition from school to work/post secondary opportunities as outlined in the student's Transition Plan.

Print Resources

Connections: A Guide to Transition Planning for parents of children with a developmental disability.

<http://www.yssn.ca/wp-content/uploads/2012/07/Connections-April-2012-Final.pdf>

The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations, Myles, Brenda Smith. (2004). ISBN 9781931282604

Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs, Wehman, Paul. (2004). ISBN 0890799563

Teaching Students with Moderate and Severe Disabilities. Browder, Diane M. (2011). ISBN 9781606239919

Choosing Outcomes and Accommodations for Children (COACH) 2nd edition. Giangreco, Michael. (1998) ISBN 1-55766-3238.

Friendships and Community Connections between People with and without Developmental Disabilities. Novak Amado, Angela. (1993) ISBN 1-55766-121-9

Opening Doors: Connecting Students to Curriculum, Classmates, and Learning. Buswell, B. E., Schnaffner, C. B., Seyler, A. B. (Eds.)

Restructuring High Schools for All Students: Taking Inclusion to the Next Level. Jorgensen, Cheryl M., Ph.D., with invited contributors. (1998) ISBN 1-55766-313-0

Teaching Communication Skills to Students with Severe Disabilities. Downing, Dr. June. (1999) ISBN 1- 55766-3858

Gifted

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](http://www.abcontario.ca) to find agency and community supports.

Agency	Website
The Association of Bright Children of Ontario	www.abcontario.ca

Program Supports

Students with English as a Second Language who are in the gifted program may also require ELL programming.

YRDSB Print Resources

***Gifted Program Strategies*, 1998**

***Math Stretch 7/8*, 1998.**

***Primary Enrichment*, 2000.**

Print Resources

Being Smart about Gifted Education: A Guidebook for Parents and Educators.
Dona Mathews and Joanne Foster.

Best Practices in Gifted Education: An Evidence-Based Guide. Ann Robinson,
Bruce M. Shore, Donna L. Enersen.

Comprehensive Curriculum for Gifted Learners. Joyce VanTassel-Baska.

The Gifted Kids Survival Guide: a Teen Handbook. Judy Galbraith and Jim Delisle.

The Handbook of Secondary School Gifted Education. Felicia A. Dixon, Sidney M. Moon.

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers. Carol A. Strip.

How to Differentiate in Mixed-Ability Classrooms. Carol Ann Tomlinson.

Inspiring Middle School Minds: Gifted Creative and Challenging. Judy Willis.

Re-Forming Gifted Education: Matching the Program to the Child. Karen Rogers.

Smart Kids with Learning Difficulties: Overcoming Obstacles and Reaching Potential. Rich Weinfeld, Linda Barnes-Robinson, Sue Jeweler, Betty Roffman-Shevitz.

The Social and Emotional Development of Gifted Children: What Do We Know?
Maureen Neihart, Sally Reis, Nancy Robinson, Sidney Moon.

Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to

High School. Judith Wynn Halsted.

Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented. Susan Winebrenner; edited by Pamela Espeland.

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9. Joan Franklin, M. A. Smutny, Sally Yahnke Walker, Elizabeth Meckstroth.

"The Tool Kit for Curriculum Differentiation". Lannie Kanevsky, Fac. of Ed. Simon Fraser University.

Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student. Kay Kiesa.

Learning Disability

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
Learning Disabilities Association of Ontario (LDAO)	www.ldao.ca
Learning Disabilities Association of York Region (LDAYR)	www.ldayr.org

Print Resources

Academic Success Strategies for Adolescents with LD and ADHD. Minskoff, Esther and Allsopp, David. (2003)

The Bake Sale: A Program to Sensitize Students to Different Learning Disabilities. Learning Disabilities Association of York Region.

Classroom Assessment for Student Learning. Stiggins, Arter, Chappuis, and Chappuis. (2007)

Executive Function in Education from Theory to Practice. Meltzer, Lynn. (2007)

Guided Reading: Good First Teaching for All Children. Fountas and Pinnell. (1996)

Guiding Readers, Guiding Writers: Grades 3-6. Fountas and Pinnell. (2001)

How Difficult Can This Be: The F.A.T. City Workshop (video). Lavoie, Richard. ***How to Differentiate in Mixed Ability Classrooms: 2nd Edition.*** Alexandria, VA: Association for Supervision and Curriculum Development. Tomlinson, C. A. (2001)

How to Reach and Teach Children and Teens with Dyslexia. Stowe, Cynthia M., M. ED. ***It's So Much Work To Be Your Friend.*** Lavoie, Richard. (2005) ***Learning***

Disabilities A to Z. Smith, Corinne, Ph.D. and Strick, Lisa. ***The Misunderstood Child (4th Edition).*** Silver, Larry B. (2006)

Nonverbal LD and the Clinical Subtypes. Mamen, Maggie. ***On the Same Page:***

Shared Reading Beyond the Primary Grades. Allen. (2002)

The School Survival Guide for Kids with LD. Cummings, Rhoda ED.D. and Fisher, Gary, Ph.D.

The School Survival Guide for Teenagers with LD. Cummings, Rhoda ED.D. and Fisher, Gary, Ph.D.

The Source for Nonverbal Learning Disorder. Thompson, Sue. -J.64-
Start Where They Are: Differentiating for Success with the Young Adolescent.

Hume. (2008)

Strategies that Work: Teaching Comprehension for Understanding and

Engagement, 2nd Edition. Harvey and Goudvis. (2007)

Teaching Kids with Learning Difficulties in the Regular Classroom. Winebrenner, Susan. ***Teaching the Tiger.*** Dornbush, Marilyn, Ph.D. and Pruitt, Sheryl, Ph.D.

Online Resources

Agency	Website
LD@School	http://ldatschool.ca
LD OnLine	http://www.ldonline.org

Physical Disability

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
Easter Seals Ontario	www.easterseals.org
CanChild – Centre for Childhood Disability Research	www.canchild.ca
SNOW – Education, Access and You!	www.snow.idrc.ocad.ca
Ontario March of Dimes	www.marchofdimes.ca

Speech and/or Language Impairment

Agency Supports

Please visit the YRDSB [Special Education Advisory Committee \(SEAC\) website](#) to find agency and community supports.

Agency	Website
Canadian Association for People who Stutter	http://www.stuter.ca

Print Resources

Childhood Speech, Language and Listening Problems: What Every Parent Should Know. Patricia McAleer Hamaguchi, John Wiley and Sons. (1995) A great resource for parents who are wondering if their child has a communication disorder, and what to do to help.

Online Resources

	Website
Net Connections for Communication Disorders and Sciences	http://www.mnsu.edu/comdis/kuster2/welcome.html
Ontario Association for Families of Children with Communication Disorders	http://www.oafccd.com
Speechville Express	http://www.speechville.com
Ontario Preschool Speech and Language Program	http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/speechlanguage/index.aspx

POSITION TITLE: Access Notetaker

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing access through text interpretation for deaf/hard of hearing students to ensure they receive the oral communication between students, teachers, support staff, parents and others involved in educational programs and the school community in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To provide real time print transcription of spoken language by providing a representation of the content and intent of what is spoken in the classroom to the deaf or hard of hearing student.
2. To edit and review transcribed notes for student use.
3. To provide the above note taking services in a variety of settings, first and foremost facilitating the integration of deaf/hard of hearing pupils with their peers in regular classes.
4. To research topics and prepare in advance for curriculum content and terminology in regular classrooms and other educational settings.
5. To liaise between the Teacher of the Deaf and regular Teachers regarding any issues arising in regular classes which may impact on student progress (i.e. student skill development; behaviour, peer interactions, etc.).
6. To attend meetings as requested.
7. To attend professional development sessions/training as required.
8. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Deaf and Hard of Hearing Services and school Principal.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a minimum of 2 years post-secondary education is required. Excellent language and grammar skills are required. Strong dicta-typing skills are required. Experience in communicating with deaf or hard of hearing individuals is an asset. Effective verbal and written communication and interpersonal skills are required. A good working knowledge of computers and other Board approved software is required.

POSITION TITLE: Administrator of Deaf and Hard of Hearing Services

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing system level leadership for the implementation of Hearing Services with a focus on programs for students who are Deaf or hearing impaired in the instruction of literacy, expanded core curriculum, instructional intelligence, assessment/evaluation and technology.

MAJOR RESPONSIBILITIES:

1. Analyzing and reviewing system level data to maximize funding allocations for students who are deaf or hearing impaired to:
 - ensure students new to the board have required assessment information and support to ensure funding; and
 - ensure pre-school students are provided with itinerant services.
2. Liaison with the Superintendent of Student Services regarding student funding, achievement data, instructional interventions, and site placements
 - ensure students are recommended for appropriate placements; and
 - coordinate IPRC placements.
3. Coordination of case-loads and case management
 - manage the staffing for the department;
 - ensure each itinerant teacher is assigned students for whom they have the skills/qualifications to support;
 - coordinate the provision of service for new students requiring support;
 - coordinate the collaborative development, implementation and evaluation of the program for the preschool child; and
 - ensure assessments are completed and appropriate professionals are consulted for each student (Audiology).
4. Liaise with Provincial Schools and associations regarding students, partnerships and programs that will enhance the level of support available to York Region staff and students
 - liaise with E.C. Drury Provincial School regarding students, new systems methodologies and resources;
 - coordinate teacher practicum placements; and
 - liaise with medical practitioners and outside agencies to support appropriate sharing of assessment data for students who are deaf or who have hearing impairments.
5. Coordinate the purchase, maintenance and repair of Personalized Equipment
 - responsible for coordinating department orders for personalized equipment;
 - ensuring itinerant teachers are aware of new technologies;
 - supporting itinerant teachers in the use of Personalized Equipment;
 - overseeing and manage the regional interpreters and note-takers;
 - ensure Personalized equipment is maintained in good working order; and
 - track Personalized Equipment and loaned equipment.

6. Coordinating system level support staff & services provided by itinerant teachers
 - coordinate in-service opportunities for classroom teachers, special education teachers, other Student Services staff, and outside agencies related to the needs of students with a hearing impairment; and
 - provide ongoing professional development for department members to extend their awareness and use of instructional strategies to support teachers and the effective use of available resources.

KEY COMPETENCIES:

Successful applicants will demonstrate evidence of:

- curriculum expertise in accordance with Ministry and Board programs and policies;
- a comprehensive understanding of successful practices in literacy and numeracy instruction; an understanding of the ways in which the board, community agencies and organizations can work collaboratively to support students who are deaf or hearing impaired;
- audiological assessments and instructional literacy;
- collaboration and teamwork;
- successful leadership experiences at a regional level;
- managing multiple tasks in an effective manner;
- effective presentation skills;
- a wide range of professional experiences;
- a commitment to lifelong learning;
- excellent oral and written communication skills; and
- the ability to align professional activities with system priorities.

LINE OF RESPONSIBILITY:

Responsible to the Superintendent of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must hold a University Degree; be a member in good standing with the Ontario College of Teachers; hold Principal Qualifications; and hold Specialist Qualifications or graduate study in the field of Deafness and Hearing Impairment, with at least three years experience in a Student Services hearing position.

POSITION TITLE: Administrator of Blind and Low Vision Services

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing system level leadership for the implementation of Vision Services with a focus on programs for students who are Blind and visually impaired in the instruction of literacy, expanded core curriculum, instructional intelligence, assessment/evaluation, and technology.

MAJOR RESPONSIBILITIES:

1. Analyzing and reviewing system level data to maximize funding allocations for students who are blind or visually impaired
 - ensure students new to the board have required assessment information and support to ensure funding.
2. Liaison with the Superintendent of Student Services regarding student funding, achievement data, instructional interventions, and site placements
 - ensure students are recommended for appropriate placements; and
 - coordinate IPRC placements.
3. Coordination of case-loads and case management
 - manage the staffing for the department;
 - ensure each itinerant teacher is assigned students for whom they have the skills/qualifications to support;
 - coordinate the provision of service for new students requiring support; and
 - ensure functional assessments are completed and appropriate professionals are consulted for each student (Ophthalmologist, Clinical Low Vision Optometrist, Orientation and Mobility specialist).
4. Liaise with Provincial Schools and associations regarding students, partnerships and programs that will enhance the level of support available to York Region staff and students
 - liaise with W. Ross McDonald provincial school regarding students, new systems methodologies and resources;
 - coordinate teacher practicum placements; and
 - liaise with medical practitioners and outside agencies to support appropriate sharing of functional vision, learning media, and orientation and mobility assessment data for students who are blind or who have low vision.
5. Coordinate the purchase, maintenance and repair of Personalized Equipment
 - responsible for coordinating department orders for personalized equipment;
 - ensuring itinerant teachers are aware of new technologies;
 - supporting itinerant teachers in the use of Personalized Equipment;
 - overseeing and manage the Central Brailist and Braille Centre;
 - ensure Personalized Equipment is maintained in good working order; and
 - track Personalized Equipment and loaned equipment.

6. Coordinating system level support staff & services provided by itinerant teachers
 - coordinate in-service opportunities for classroom teachers, special education teachers, other Student Services Support staff, and outside agencies related to the needs of students with a visual impairment;
 - provide AQ courses for Teachers of the Blind; and
 - providing ongoing professional development for department members to extend their awareness and use of instructional strategies to support teachers and the effective use of available resources.

KEY COMPETENCIES:

Successful applicants will demonstrate evidence of:

- curriculum expertise in accordance with Ministry and Board programs and policies;
- a comprehensive understanding of successful practices in literacy and numeracy instruction;
- an understanding of the ways in which the Board, community agencies and organizations can work collaboratively to support students who are blind or visually impaired;
- Braille and low vision, assessment and instructional literacy; collaboration and teamwork;
- successful leadership experiences at a regional level;
- managing multiple tasks in an effective manner;
- effective presentation skills;
- a wide range of professional experiences;
- a commitment to lifelong learning;
- excellent oral and written communication skills; and
- the ability to align professional activities with system priorities.

LINE OF RESPONSIBILITY:

Responsible to the Superintendent of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must hold a University Degree; be a member in good standing with the Ontario College of Teachers; hold Principal Qualifications; and hold Specialist Qualifications or graduate study in the field of Blindness and Visual Impairment, with at least three years experience in a Regional Special Education Vision Services position.

POSITION TITLE: Applied Behaviour Analysis (ABA) Facilitator

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing training and coordination at the school and school board level in order to build capacity in the system and to enhance collaborative cooperation between service providers and schools. The ABA Facilitator will work closely with regional multi-disciplinary teams and provide consultation to CEC Intervention Teams to support deeper implementation of PPM 140 at the team and school level in order to improve outcomes for students with Autism Spectrum Disorder (ASD) and other complex needs.

MAJOR RESPONSIBILITIES:

1. To carry out duties as assigned by the Superintendent of Student Services and the Principals of Student Services.
2. To support principals, teachers and multi-disciplinary teams engaged in transition planning:
 - Provide and coordinate ABA training and resources in collaboration with regional team staff.
 - Support the application of behavioural treatment goals and programs into ABA practices which can be implemented in an inclusive/integrated school setting.
 - Provide school-based behavioural consultation and/or assessment regarding behavioural strategies and interventions for individual students with ASD, particularly those who are new to the Board and;
 - Participate in school and/or parent meetings when requested.
3. To liaise with the Principal on Special Assignment:
 - Assist with the development of internal protocols for service delivery as required by PPM 140.
4. To liaise with community partners to support children and youth transitioning from the Autism Intervention Program (AIP):
 - Co-ordinate with ABA providers to ensure appropriate supports and resources are in place to support behavioural programming for students with ASD while they are at school.
5. To provide system level professional development:
 - Coordinate in-service opportunities at the elementary and secondary levels for classroom teachers, special education teachers, Educational Assistants, Student Services staff, support staff and outside agency staff related to the behavioural needs of students with ASD.
 - Provide ongoing professional development for classroom teachers, special education teachers and Student Services staff to extend their awareness and use of ABA strategies and the effective use of related resources to support students with ASD.
6. To keep current with relevant research, initiatives and evidence-based practices as they relate to ASD and behaviour.

Key Competencies of the Successful Applicant

Successful applicants will demonstrate evidence of:

- Experience working with children and youth who have special education needs, in particular, those who have autism spectrum disorders
- Familiarity with special education issues, particularly those relevant for children and youth with autism spectrum disorders
- Knowledge of the elementary and secondary education system in Ontario
- Experience providing and/or facilitating adult learning and training
- Excellent organizational and coordinating skills
- Excellent communication skills
- Experience working in collaborative teams and
- Strong interpersonal skills
- Assets for successful applicants would include:
 - an understanding of the ways in which the Board, community agencies and organizations can work collaboratively to support students who have autism spectrum disorders
 - effective presentation skills
 - a commitment to lifelong learning and
 - the ability to align professional activities with system and Ministry priorities

LINE OF RESPONSIBILITY:

Responsible to the Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must be working towards or have completed a Masters degree in psychology or related discipline, have training in the principles of Applied Behavioural Analysis (ABA) and have field experience overseen by a clinical psychologist with a minimum of two years supervised practical experience in:

- observation and individualized data collection methods
- analyzing and summarizing data
- completing Functional Behaviour Assessments
- developing Behaviour Support Plans
- writing behaviour management and skills teaching programs
- implementing behavioural/cognitive-behavioural strategies and programs and;
- developing and supporting implementation of individualized reinforcement, self-monitoring and self-regulation programs

POSITION TITLE: Assistant Coordinator of Physical Therapy and Occupational Therapy Services

DEPARTMENT: Student Services

POSITION SUMMARY:

The Assistant Coordinator supports the work of Physical Therapy and Occupational Therapy Support Services to provide service to YRDSB schools, staff and the YRDSB community. In addition to providing Physical Therapy and Occupational Therapy Services to schools, duties in this position will include:

1. Maintain an active knowledge of the Physical Therapy and Occupational Therapy Services needs of students in the Board and work collaboratively with the Coordinator, Physical Therapy and Occupational Therapy Services to plan and implement department services to meet these needs in accordance with the Board's Special Education Plan 2014.
2. Provide services to schools as described in the position description for Physical Therapy and Occupational Therapy Support Services.
3. Assist with the allocation school assignments and duties to Physical Therapy and Occupational Therapy Services staff members.
4. Assist in the interviewing/hiring of new Physical Therapy and Occupational Therapy Services staff members.
5. Support existing staff members and mentor new Physical Therapy and Occupational Therapy Services staff members with issues related providing services within the Board context (i.e. assessment protocols, report preparation, alignment of recommendations with IEP's, preparation of SEA claims).
6. Work collaboratively with other professionals who are involved in the provision of special education services to students within the Board.
7. Work collaboratively with other Student Services and Curriculum and Instructional Services to support system initiatives/priorities (i.e. EA training, kindergarten initiatives, literacy initiatives, SEA/Technology committee).
8. Maintain Physical Therapy and Occupational Therapy Services equipment lending system, including entry of new equipment and monitoring loan practices.
9. Assist with preparation of Purchase Orders for new equipment and consumable test supplies.
10. Contribute to the development and review of Board policies and procedures specific to Physical Therapy and Occupational Therapy Services as assigned by the Superintendent of Student Services, the Principals of Student Services and the Coordinator of Physical Therapy and Occupational Therapy Services, as well as support the interpretation of these policies/procedures to Physical Therapy and Occupational Therapy Services staff members.
11. Assist with the coordination and delivery of various professional development activities for teachers, support staff, parents and other Board personnel including Physical Therapy and Occupational Therapy Services staff members.
12. Assist with the development of internal protocols for service delivery as required by the regulatory colleges for Physical and Occupational Therapists of Ontario (i.e. procedures for informed consent).
13. Carry out other duties as assigned by the Superintendent of Student Services, the Principals of Student Services and the Coordinator of Physical Therapy and Occupational Therapy Services.

LINE OF RESPONSIBILITY:

Reports to the Chief of Physical Therapy and Occupational Therapy Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Holds a masters degree in Speech and Language Pathology and has at least five years of applied experience. Certificate of Registration issued by the Canadian Association of Physical and Occupational Therapists of Ontario.

POSITION TITLE: Assistant Coordinator of Speech and Language Pathology Services

DEPARTMENT: Student Services

POSITION SUMMARY:

The Assistant Coordinator supports the work of Speech and Language Pathology Services to provide service to YRDSB schools, staff and the YRDSB community. In addition to providing Speech and Language Pathology Services to schools, duties in this position will include:

1. Maintain an active knowledge of the Speech and Language Pathology Services needs of students in the Board and work collaboratively with the Coordinator, Speech and Language Pathology Services to plan and implement department services to meet these needs in accordance with the Board's Special Education Plan 2014.
2. Provide services to schools as described in the position description for Speech and Language Pathology Services.
3. Assist with the allocation school assignments and duties to Speech and Language Pathology Services staff members.
4. Assist in the interviewing/hiring of new Speech and Language Pathology Services staff members.
5. Support existing staff members and mentor new Speech and Language Pathology Services staff members with issues related providing services within the Board context (i.e. assessment protocols, report preparation, alignment of recommendations with IEP's, preparation of SEA claims).
7. Work collaboratively with other professionals who are involved in the provision of special education services to students within the Board.
8. Work collaboratively with other Student Services and Curriculum and Instructional Services to support system initiatives/priorities (i.e. EA training, kindergarten initiatives, literacy initiatives, SEA/Technology committee).
9. Maintain Speech and Language Pathology Services equipment lending system, including entry of new equipment and monitoring loan practices.
10. Assist with preparation of Purchase Orders for new equipment and consumable test supplies.
11. Contribute to the development and review of Board policies and procedures specific to Speech and Language Pathology Services as assigned by the Superintendent of Student Services, the Principals of Student Services and the Coordinator of Speech and Language Pathology Services, as well as support the interpretation of these policies/procedures to Speech and Language Pathology Services staff members.
12. Assist with the coordination and delivery of various professional development activities for teachers, support staff, parents and other Board personnel including Speech and Language Pathology Services staff members.
13. Assist with the development of internal protocols for service delivery as required by the regulatory colleges for Speech and Language Pathologists of Ontario (i.e. procedures for informed consent).
14. Carry out other duties as assigned by the Superintendent of Student Services, the Principals of Student Services and the Coordinator of Speech and Language Pathology Services.

LINE OF RESPONSIBILITY:

Reports to the Chief of Speech and Language Pathology Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Holds a masters degree in Speech and Language Pathology and has at least five years of applied experience. Certificate of Registration issued by the Canadian Association of Speech and Language Pathologists of Ontario.

POSITION TITLE: Assistant for Sign Language Support

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for assisting students under the direction of the classroom teacher and/or Specialist Teacher of the Deaf and/or SERT and/or other professional resource staff by providing access to the curriculum and other support through sign language in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To translate spoken language to sign language and sign language to spoken language between hearing, deaf/hard of hearing and those students for which sign language support is required in order to access the curriculum.
2. To serve as a support person to the teacher in the development and implementation of students' Individual Education Plans (I.E.P.).
3. To deliver interventions or strategies as set out in the I.E.P. as established by teachers, in consultation with other resource staff.
4. To assist in the preparation of materials for programs.
5. To assist with the supervision of students and assist students during classroom activities, recess, lunch, excursions, bus and taxi arrival and departures and work placements.
6. To assist students with personal and medical care in accordance with current Board Policy (662.0) and procedure which may include administration of medication, feeding, dressing, toileting, catheterization, hygiene, lifting and positioning and assistance with mobility.
7. To assist the teacher in dealing with behavioural needs of the students as outlined in Addressing Unsafe Student Behaviour in Safe and Supportive Ways (Special Education).
8. To assist with on-going assessment of student programs and writing daily anecdotal reports and records.
9. To attend meetings as requested.
10. To support students in community work experience placements and facilitate natural supports at the work site.
11. To work as an active member of the school team to ensure safety, success and facilitated communication.
12. To attend professional development sessions/training as required.
13. To perform other duties as assigned.

LINE OF RESPONSIBILITY;

Responsible to the Administrator of Deaf and Hard of Hearing Services and school Principal.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma is required. A skill proficiency level in American Sign Language that is equal to Level 200 or equivalent proficiency is required. Minimum one year related experience is required. Training in de-escalation strategies (possibly CPI certification), lifting and positioning techniques are requirements of this position. A good working knowledge of Microsoft Office Suite and Board approved/implemented software is required. Proficient verbal and written communication and interpersonal skills are required.

POSITION TITLE: Assistant for Students who are Deaf or Hard of Hearing

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing access to the curriculum and educational environment, through audition and oral communication, to students who are deaf/hard of hearing in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To provide support in a variety of settings, facilitating the integration of students who are deaf/hard of hearing with their peers in regular classes as well as support in the partially integrated setting.
2. To serve as a support person to the teacher of the deaf in the development, review of progress and implementation of students' Individual Education Plans (I.E.P.)
3. To deliver interventions or strategies as set out in the I.E.P. as established by teachers, in consultation with other resource staff. To assist in the preparation of materials for programs.
4. To assist with the supervision of students and assist students during classroom activities, recess, lunch, excursions, bus and taxi arrival and departures and work placements.
5. To assist students with personal and medical care in accordance with current Board Policy (#: 662.0) and procedure which may include administration of medication, feeding, dressing, toileting, clean catheterization, hygiene, lifting and positioning and assistance with mobility.
6. To assist the teacher in dealing with behavioural needs of the students as outlined in Addressing Unsafe Student Behaviour in Safe and Supportive Ways (Special Education).
7. To liaise between the teacher of the deaf and regular teachers regarding any issues arising in regular classes which may impact on student progress (i.e. student skill development; behaviour, peer interactions, etc.)
8. To assist in writing daily anecdotal reports, record and help with on-going reporting of student's programs, and act as a resource person for parent/teacher interviews.
9. To work as an active member of the school team to ensure safety, success and facilitated communication.
10. To provide assistance for focused learning and notetaking services for students who are deaf/hard of hearing as necessary.
11. To attend meetings as requested.
12. To attend professional development sessions/training as required.
13. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Deaf and Hard of Hearing Services and school Principal.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with two years of post-secondary education in a related discipline is required. Minimum one year experience is required.

Effective verbal and written communication and interpersonal skills are required.

A general working knowledge of computers and Board approved software is required.

POSITION TITLE: Central Braillist

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing Braille support to Regional Teachers of the Visually Impaired and School Braillists through the transcription of print materials into braille in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To edit scanned material and convert into braille, large print, electronic and auditory formats according to copyright protocols.
2. To set up appropriate braille formatting of material and proof-read braille material on the computer before embossing it into braille and also proof-read braille output.
3. To transcribe textbooks, novels and classroom curriculum materials into braille (Literary Braille, Nemeth Braille Code and Scientific Notation).
4. To convert classroom teacher-generated materials/handouts/worksheets to novels into braille, large print, electronic and auditory formats.
5. To convert graphics (diagrams, charts, etc.) into tactile graphics with braille, according to Graphic Standards.
6. To provide guidance and training for School Braillists.
7. To communicate and co-ordinate digital information with Media Services and Itinerant Teacher of the Visually Impaired to ensure materials are logged appropriately in the Vision Braille Library and in the "e-docs" library.
8. To maintain an organized and updated database of digital information books/materials recently brailled and Special Equipment Amount (S.E.A) equipment
9. To assist with obtaining quotes from vendors for assistive technology.
10. To maintain confidentiality of personal information that is transcribed into braille for parent or student use.
11. To attend professional development/training sessions as required.
12. To attend meetings as required.
13. To work as an active member of the department team.
14. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Blind, Low Vision and Deafblind Services or designate.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a three year post-secondary certificate in Literary Braille Transcription is required. Minimum two years related experience with at least one year using Nemeth Braille Code is required. Knowledge of the Computer Braille Code and other codes specific to languages as well as the corresponding braille formats for production of braille in that specific „category“; competency with Windows-based technology and scanning; experience with adaptive software such as Kurzeil 1000/3000, Duxbury, Megadots, Dancing Dots, and knowledge and preparation of tactile graphics using specialized braille embossers and software are required. Proficient verbal and written communication and interpersonal skills are required.

POSITION TITLE: Chief of Physical Therapy and Occupational Therapy Services and Children's Treatment Network (CTN) Liaison

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for system wide leadership of Physical Therapy (PT) and Occupational Therapy (OT) Services, a wide variety of consultative, assessment and intervention services to schools, as well as administrative activities and supervision responsibilities.

MAJOR RESPONSIBILITIES:

Under the supervision of the Superintendent of Student Services, the Chief will:

1. Supervise, direct and evaluate the work of Physiotherapists and Occupational Therapists.
2. Develop and maintain PT/OT services as outlined in the Special Education Plan 2014.
3. Provide leadership, support and supervision to support staff of varied backgrounds and training e.g. CTN Single Plan of Care Coordinators.
4. Provide leadership in the development and implementation of CTN contracts for services.
5. Oversee the CTN budget allocated to the YRDSB.
6. Oversee the budget assigned to the PT/OT Team.
7. Hire and provide orientation and mentoring of new PT/OT staff.
8. Implement regularly scheduled staff meetings and provide leadership to staff to promote a common understanding of service delivery and system priorities.
9. Meet on a regular on-going basis with the Superintendent of Student Services to maintain an ongoing understanding of the needs and operations specific to the various services.
10. Work collaboratively with other professionals who are involved in the provision of special education services to students within the Board (e.g., Student Services Leadership Team).
11. Work collaboratively with other special education services to support system initiatives/priorities (e.g., EA training; kindergarten initiatives, literacy initiatives, SIP/SEA claims).
12. Contribute to the development and review of Board policies and procedures specific to PT/OT Services, as assigned by the Superintendent of Student Services, and interpret these policies/procedures to Student Services support staff.
13. Develop and/or coordinate various professional development activities for teachers, support staff, parents and other Board personnel.
14. Liaise with outside agencies such as the CCAC and the YRDSB regarding provision of service.
15. Assist in the coordination and management of a confidential system for collecting, sorting and distributing information specific to Physical and Occupational Therapists, as required by the RHPA and the Colleges of Physical and Occupational Therapists of Ontario.
16. Carry out other duties as assigned by the Superintendent of Student Services.

Key Competencies of the Successful Applicant

Successful applicants for the position will demonstrate evidence of:

- Curriculum and information technology expertise in accordance with Ministry and

Board programs and policies;

- an understanding of how the departments support literacy development;
- collaboration and teamwork;
- successful leadership experiences;
- managing multiple tasks in an effective manner;
- effective presentation skills;
- a wide range of professional experiences;
- assessment and evaluation literacy;
- a thorough understanding of Ministry funding requirements;
- excellent oral and written communication skills; and
- an ability to align professional activities with system priorities.

SCOPE OF OPERATIONS:

Has authority to assign duties to and supervise the work of team members. Interacts with teachers, special education and Student Services staff, principals and superintendents.

LINE OF RESPONSIBILITY:

Reports to the Superintendent of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Hold a Masters degree and is a member in good standing in either the Ontario College of Occupational Therapists or the Ontario College of Physiotherapists with at least five years of experience in school settings. Preference will be given to the candidate who demonstrates a variety of successful leadership experiences.

POSITION TITLE: Chief of Social Work and Attendance Services

DEPARTMENT: Student Services

POSITION SUMMARY:

As well as carrying out the responsibility of a school social worker, the supervisor shall be responsible for:

- developing procedures which assure that all referrals from principals are serviced;
- developing criteria which ensure a uniform level of service in similar situations; and
- developing working relationships with internal professional staff and outside agencies.

MAJOR RESPONSIBILITIES:

1. To supervise, direct and evaluate the work of the school social workers as it applies to students, parents and school personnel.
2. To facilitate communication with other internal support services and external agencies.
3. To recommend the allocations and appointments of social workers.
4. To provide routine reports on the operation and needs of the attendance counseling service.
5. To keep abreast of and communicate to school social workers, information that will assist them in improving the performance of their duties.
6. To carry out other duties as may be assigned by the Superintendent of Student Services.

SCOPE OF OPERATION:

The Chief of Social Work and Attendance Services has the authority to act in accordance with Provincial Acts and Regulations. As a staff person, the Coordinator interacts with all levels in the York Region District School Board.

LINE OF RESPONSIBILITY:

The Chief of Social Work and Attendance Services is responsible to the Superintendent of Student Services. Social workers report directly to the Chief of Social Work and Attendance Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The successful candidate holds a Bachelor or Master Degree in Social Work with two-three years supervisory experience. Experience should indicate knowledge of special education with strengths in organizational and interpersonal skills. Knowledge of both elementary and secondary levels is advantageous.

POSITION TITLE: Chief of Speech and Language Pathology Services

DEPARTMENT: Student Services

Position Summary:

Responsible for a wide variety of consultative, assessment and intervention services to schools, as well as administrative activities and supervision responsibilities.

Major Responsibilities:

Under the supervision of the Superintendent of Student Services, the Chief of Speech and Language Pathology Services will:

1. Provide services to schools as described in the position description for Speech and Language Pathologists.
2. Allocate duties and school assignments to self and team members.
3. Supervise team members.
4. Oversee the budget assigned to the Speech and Language Pathologists.
5. Assist in the interviewing/hiring and mentoring of new Speech-Language Pathology.
6. Services staff and with consultations with Speech-Language staff regarding specific case issues.
7. Implement regularly scheduled staff meetings and provide leadership to staff to promote an understanding of the service delivery model for speech and language services.
8. Meet on a regular on-going basis with the Principals of Student Services to maintain an ongoing understanding of the needs and operations specific to speech-language services.
9. Work collaboratively with other professionals who are involved in the provision of special education services to students within the Board (e.g., Student Services Leadership Team).
10. Work collaboratively with other special education services to support system initiatives/priorities (e.g., EA training; kindergarten initiatives, literacy initiatives, SIP/SEA claims).
11. Contribute to the development and review of Board policies and procedures specific to Speech-Language Pathology Services, as assigned by the Superintendent of Student Services, and to interpret these policies/procedures to Speech-Language staff.
12. Develop and/or coordinate the development of various professional development activities for teachers, support staff, parents and other Board personnel.
13. Liaise with outside agencies such as the CCAC and the YRDSB regarding provision of service.
14. Assist in the coordination and management of a confidential system for collecting, sorting and distributing information specific to Speech-Language Pathology Services, as required by the RHPA and the College of Audiologists and Speech Language Pathologists of Ontario.
15. Carry out other duties as assigned by the Superintendent of Student Services.

Key Competencies of the Successful Applicant

Successful applicants for the Chief of Speech-Language Pathology Services position will demonstrate evidence of:

- Curriculum and information technology expertise in accordance with Ministry and Board programs and policies;
- an understanding of how the departments support literacy development;
- collaboration and teamwork;
- successful leadership experiences;
- managing multiple tasks in an effective manner;
- effective presentation skills;
- a wide range of professional experiences;
- assessment and evaluation literacy;
- a thorough understanding of ministry funding requirements;
- excellent oral and written communication skills; and
- ability to align professional activities with system priorities.

Scope of Operations:

Has authority to assign duties to and supervise the work of team members. Interacts with teachers, special education and Student Services staff, principals and superintendents.

Line of Responsibility:

Reports to the Superintendent of Student Services.

Education, Experience and Qualifications:

Holds a masters degree in Speech and Language Pathology and has at least five years of applied experience. Certificate of Registration issued by the Canadian Association of Speech and Language Pathologists of Ontario.

POSITION TITLE: Complex Needs Services Psychology Staff

DEPARTMENT: Student Services

POSITION SUMMARY:

Works collaboratively with CEC Psychology Services staff and Interdisciplinary Teams within Student Services to support and coordinate services for students with complex developmental, behavioural and/or mental health needs

The main focus for Complex Needs Services Psychology Staff is providing psychological consultation and programming support, as well as building the capacity of other school and Board staff in the areas of developmental disorders, behaviour, mental health and complex needs. This is accomplished through consultation, case discussions, professional development and training opportunities.

MAJOR RESPONSIBILITIES:

1. Consultation to, and coordination with, relevant staff to support school staff with students who have complex needs
2. Direct intervention with students who are experiencing significant behavioural and mental health challenges using evidence-based and best practices
3. Assessment, including functional behaviour assessment, psycho-educational and clinical assessment, as well as screening for mental health disorders
4. Liaison and coordination with agencies and professionals external to the Board
5. Support and training of Board staff in the areas of behavioural assessment and programming, mental health, and exceptional needs

Key Competencies:

- Strong assessment, consultation and direct intervention skills, especially in the areas of Autism Spectrum Disorders, Applied Behaviour Analysis (ABA), and mental health
- Demonstrated leadership to support capacity building of other professional staff
- Possess ability to:
 1. work effectively on an interdisciplinary team
 2. establish internal partnerships through ongoing dialogue and networking with colleagues across various work or professional groups, and
 3. build community partnerships by working with families and coordinating with agencies and professionals external to the Board

LINE OF RESPONSIBILITY

Reporting to the Managing Psychologist – Behaviour and Complex Needs

EDUCATION, QUALIFICATIONS AND EXPERIENCE:

- Registration with the College of Psychologists of Ontario, or documentation of eligibility for registration is required
- Specialization in Clinical Psychology and/or School Psychology
- Membership in one or more psychological associations
- Training and experience in ABA and functional behaviour assessment, psychological consultation and assessment, and design and implementation of individualized interventions, with children and youth who have various developmental,

- behavioural and mental health disorders
- Experience working with children and adolescents with Autism and other developmental disorders, and their families, preferably in a school setting
 - Familiarity with best and evidence-based practices in the areas of behaviour and mental health, that can be applied with fidelity to a school-based setting
 - A background in individual and group strategies/counseling/interventions with children, adolescents and parents
 - Current certification in Crisis Prevention Intervention (CPI) or a similar type of behaviour management system
 - Experience working collaboratively as part of a team
 - Skills and experience in delivering professional development to a variety of groups
 - Very good organizational, interpersonal and communication skills (oral and written)
 - Training or experience in a number of the following: social and emotional interventions, transition planning, impulse-control programs, anxiety/anger management strategies, safety plans, crisis management, restorative practices/conferences, mediation, group/systemic interventions, trauma counseling, team building)
 - Previous research/program evaluation experience is preferred

POSITION TITLE: Coordinator of Autism Services

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for a wide variety of consultative, assessment and intervention services to schools, as well as administrative activities.

MAJOR RESPONSIBILITIES:

Under the supervision of the Principals of Student Services, the Coordinator of Autism Services will:

1. Oversee the budget assigned to the Professional Development allocation for the Behaviour Expertise Amount (BEA).
2. Assist in the mentoring of new support services staff.
3. Meet on a regular on-going basis with the Principal of Student Services to maintain an ongoing understanding of the needs and operations specific to the various services.
4. Work collaboratively with other professionals who are involved in the provision of special education services to students within the Board (e.g. Student Services Leadership Team).
5. Work collaboratively with other special education services to support system initiatives/priorities (e.g., EA training, kindergarten initiatives, literacy initiatives, SIP/SEA claims).
6. Work collaboratively with members of Curriculum and Instructional Services to support system initiatives/priorities (e.g., NTIP teachers).
7. Contribute to the development and review of Board policies and procedures specific to Autism, as assigned by the Principal of Student Services, and to interpret these policies/procedures to support Student Services staff.
8. Develop and/or coordinate professional development activities for teachers, support staff, parents and other Board personnel.
9. Liaise with outside agencies such as Kinark Child and Family Services and the YRDSB regarding provision of service.
10. Carry out other duties as assigned by the Principal of Student Services.

Key Competencies of the Successful Applicant

Successful applicants for the Coordinator of Autism Services position will demonstrate evidence of:

- Curriculum and information technology expertise in accordance with Ministry and Board programs and policies;
- an understanding of how the departments support literacy development;
- collaboration and teamwork;
- successful leadership experiences;
- managing multiple tasks in an effective manner;
- effective presentation skills;
- a wide range of professional experiences;
- assessment and evaluation literacy;
- a thorough understanding of Ministry funding requirements;
- excellent oral and written communication skills; and
- an ability to align professional activities with system priorities.

SCOPE OF OPERATIONS:

Interacts with teachers, special education and student support services staff, principals and superintendents.

LINE OF RESPONSIBILITY:

Reports to the Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must hold a University degree and have at least five years of applied experience, specific to the field of Autism. Preference will be given to the candidate who demonstrates a variety of successful leadership experiences.

POSITION TITLE: Principal of Care and Treatment

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for liaising between the York Region District School Board and care, treatment and correctional facilities located within York Region.

MAJOR RESPONSIBILITIES:

1. To facilitate contract negotiations between the York Region District School Board and care, treatment and correctional facilities located within York Region.
2. To offer administrative support to the Principals of Student Services in matters pertaining to care, treatment and correctional facilities.
3. To support the York Region central intake process for day treatment programs.
4. To attend meetings to support the enrolment and transition re-entry of Section 23 clients.
5. To facilitate the support York Region teachers working in these programs both individually and through the development of a Section 20 teacher network which provides professional development activities.
6. To act as a resource person to designated principals and Student Services Coordinators in matters pertaining to care, treatment and correctional facilities.
7. To liaise with appropriate staff from the Ministry of Education.
8. To work collaboratively with liaison personnel from other boards to address common issues and advocate for services for students.
9. To liaise with the numerous agencies, support groups and networks region wide.
10. To perform other duties as may be required by the Principals of Student Services or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Has the authority to advise Principals and teachers regarding programs and services as outlined in The General Legislative Grant.

LINE OF RESPONSIBILITY:

Responsible to the Superintendent of Student Services and works in cooperation with the Principals of Student Services and the Superintendents of Schools.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The successful applicant holds an O.T.C., and a degree from an acceptable university, a Specialist Certificate in Special Education or equivalent and is a principal.

Preference will be given to candidates who have experience in care, treatment and correctional facilities, knowledge of both elementary and secondary levels, experience with behavioural strategies and qualifications in special education. Experience should indicate strengths in organizational and interpersonal skills.

POSITION TITLE: Program Support Teacher Care and Treatment Programs

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for liaising between the York Region District School Board and care, treatment and correctional facilities located within York Region.

MAJOR RESPONSIBILITIES:

1. To offer support to the Principal of Care and Treatment in matters pertaining to care, treatment and correctional facilities.
2. To support the York Region central intake process for day treatment programs.
3. To attend meetings to support the enrolment and transition re-entry of Section 20 clients.
4. To support York Region teachers working in these programs both individually and through the development of a Section 20 teacher network which provides professional development activities.
5. To act as a resource person to designated principals and Student Services Coordinators in matters pertaining to care, treatment and correctional facilities.
6. To liaise with appropriate staff from the Ministry of Education.
7. To work collaboratively with other professionals who are involved in the provision of mental health and/or special education services to students within York Region District School Board.
8. To liaise with the numerous agencies, support groups and networks region wide.
9. To work collaboratively with other members of Student Services to support system initiatives/priorities (i.e., mental health initiatives, interdisciplinary team, community agency supports, Early Years initiatives, literacy and math initiatives, modern learning initiatives).
10. To perform other duties as may be required by the Principal of Care and Treatment or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Has the authority to advise Principals and teachers regarding programs and services as outlined in The General Legislative Grant.

LINE OF RESPONSIBILITY:

Responsible to the Principal of Care and Treatment.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The successful applicant holds an O.T.C., a degree from an acceptable university and qualifications in Special Education. Previous experience in care, treatment and correctional facilities, knowledge of both elementary and secondary levels, experience with behavioural strategies are an asset and qualifications in special education are required. Experience should indicate strengths in organizational, interpersonal and technology skills.

POSITION TITLE: Educational Audiologist

DEPARTMENT: Student Services

POSITION SUMMARY:

The YRDSB Educational Audiologist works in conjunction with specialist teachers of the deaf and the FM Technician to manage hearing technology and make recommendations for **SEA technology** that will enhance communication access and learning. In order to ensure Ministry funded equipment is organized, maintenance of written records and appropriate/required documentation of this equipment is important.

MAJOR RESPONSIBILITIES:

1. This role involves provision of **professional development** opportunities to hearing resource staff, school personnel and parents, where applicable and typically, in concert with the specialist teacher of the deaf to facilitate a better understanding of the impact of auditory impairments on language, learning, literacy and social development.
2. Knowledge of personal, classroom and other **hearing assistive technology** is critical. Collaboration with the Regional Hearing Resource team to ensure delivery of appropriate services, particularly related to hearing technologies and current research in the field.
3. As well, the Educational Audiologist is able to measure classroom noise, evaluate acoustics and make recommendations for improving the **classroom listening environment**. It is critical that the Educational Audiologist works collaboratively with Regional Hearing Resource team members, as well as school personnel, to discuss structuring of the learning environment including analysis of classroom noise and modifications to improve the listening environment to ensure acoustic accessibility. An understanding of the structure of the learning environment, school systems and multi-disciplinary teams is an important characteristic of this role.
4. Knowledge of **daily living assistive technology** (radio, television, telephone, messaging, alerting, and convenience) for students with hearing and listening problems is important as well as collaboration with students, teachers, and parents to facilitate a greater understanding of the impact of noise exposure and hearing loss prevention.
5. An Educational Audiologist must demonstrate an understanding of general child development and management, **auditory skill development** and the relationship of hearing and hearing loss to communicative, physical, psychosocial, cognitive, academic and vocational development.
6. **Auditory Processing Disorder** is becoming more prevalent in our schools. Coordinating FM amplification technology and working within the In School Team process is another key element of the Educational Audiology role.

LINE OF RESPONSIBILITY:

Reports to the Administrator of Deaf and Hard of Hearing Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Graduate Degree in Audiology. As “Registered Health Professionals” in Ontario, Audiologists require registration with the College of Speech Language Pathologists and Audiologists of Ontario (CASLPO). Experience with pediatric populations (from pre-school to high school age groups) and knowledge of current Hearing Assistive Technology for this population as well as for students with Central Auditory Processing Disorders is essential. Ability to provide professional development opportunities as well the ability to work closely with the Deaf and Hard of Hearing Team and the larger Student Services Team is fundamental to this position.

POSITION TITLE: FM Technician

DEPARTMENT: Student Services

POSITION SUMMARY:

This is an itinerant position responsible for the maintenance and service of FM amplification systems and equipment used by students.

MAJOR RESPONSIBILITIES:

1. Maintain up-to-date inventory list of all FM equipment and accessories with serial numbers, warranties and SEA funding date.
2. To respond and track all service calls regarding current equipment.
3. To troubleshoot breakdowns of FM equipment and if necessary send out the system for repair and arrange for a spare FM for the student in a timely fashion.
4. To assist classroom teachers and students in the use, importance and effects of FM equipment.
5. To provide guidance to the classroom teacher and EAs on the different uses of FM in conjunction with other classroom/school technology such as computer and television, when necessary.
6. To provide assistance and training for students as necessary.
7. In conjunction with the Educational Audiologist, summer service of FM equipment and systems.
8. To keep up to date with current FM technologies and trends.
9. To assist the schools in the relocation of Sound Field FM systems and equipment.
10. To attend meetings as requested.
11. To attend professional development sessions/training as required.
12. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Deaf and Harding of Hearing Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a minimum of 2 years post-secondary education is required. Microsoft Office and experience working with database programming is required. Knowledge of Assistive Devices for the Deaf/Hard of Hearing. Effective verbal and written communication and interpersonal skills are required. A good working knowledge of computers and other Board approved software is required.

POSITION TITLE: Hearing Resource Teacher

DEPARTMENT: Student Services

POSITION SUMMARY:

A teacher who provides assessment, consultation, liaison, and direct instruction services for deaf and hard of hearing students in a number of schools throughout the region.

MAJOR RESPONSIBILITIES:

1. To provide indirect service, resource and/or withdrawal assistance to those students identified as deaf and hard of hearing through the Identification, Placement and Review Committee process.
2. To consult with regular classroom teachers/departments regarding modification/accommodation strategies related to the needs of students with hearing loss.
3. To participate in the In-School Team process and the IPRC process as directed by the Principal.
4. To consult with school administrators regarding special needs related to students with hearing loss, i.e. equipment, structural changes, fire alarms, closed captioning, etc.
5. To coordinate the collaborative development, implementation and evaluation of the special education program for students identified as deaf and hard of hearing, involving all regular and special education staff assigned.
6. To coordinate the purchase, maintenance and repair of personalized FM amplification systems.
7. To liaise with classroom teachers, special education teachers, Principals, parents and other support services on a regular basis regarding the progress of students who are deaf and hard of hearing. .
8. To liaise with medical practitioners and outside agencies to support appropriate auditory management of students with hearing loss.
9. To provide in-service opportunities for classroom teachers, SERTs, special education teachers and other support services.
10. To work with teachers and administration to assess students' needs with respect to personalized equipment for SEA funding.
11. To carry out other duties as may be assigned by the Student Services Coordinator and/or the Superintendent of Student Services.
12. To provide assessment specific to students with hearing loss.

SCOPE OF OPERATIONS:

Works cooperatively with teachers, special education teachers, Principals, Student Services staff, parents, outside agencies and educational programs. Has the authority to advise Principals and teachers regarding programs and services as described in *Special Education Plan 2014*.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Deaf and Hard of Hearing Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Ontario Teacher's Certificate. Specialist Certificate or equivalent, in education of the deaf and hard of hearing.

POSITION TITLE: Intervenor for Students with Deafblindness

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for providing support to students with deafblindness which allows students to take part in, and benefit from educational programs. The Intervenor provides access to and facilitates communication between students with deafblindness, other students, parents and staff using the student's preferred mode of communication. Under the direction of a Regional Vision Resource Teacher, and in cooperation with the classroom teacher, the Intervenor reinforces the educational program by reinforcing concepts, adapting, and modifying instructional materials (visual and/or tactile) to meet the specialized needs of students with deafblindness in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To receive and interpret information for students with deafblindness, in order to facilitate their participation in the visual/oral world around them.
2. To use a total communication approach to facilitate communication between the students with deafblindness, other students and staff, in order to support the required education and communication levels (this may involve signing, tactile signing, voice, Braille, object/visual/tactile cues, etc.).
3. To receive and relay information on behalf of students with deafblindness using a total communication approach.
4. To reinforce skills and concept development through concrete, meaningful and functional activities and interactions with others and the environment.
5. To provide reinforcement of the use of residual vision and/or hearing, while addressing sensory integration issues and changes in level of functioning, under the direction of the Regional Vision Resource Teacher.
6. To serve as a support person to the teacher in the development and implementation of the students' Individual Education Plans (I.E.P).
7. To deliver interventions or strategies as set out in the I.E.P as established by teachers, in consultation with other resource staff.
8. To assist in the promotion of interaction between students with deafblindness and his/her environment, fostering social growth, positive self image, and meaningful contribution to society.
9. To assist in the preparation and adaptation of materials and monitoring of programs.
10. To supervise and assist individual and groups of students during classroom activities, recess, lunch, field trips, excursions, bus and/or taxi arrival and departures, work placements and other situations as required.
11. To assist students with personal and medical care in accordance with current Board Policy and Procedure #662.0 which may include administration of medication, feeding, dressing, toileting, hygiene, lifting and positioning, and assistance with mobility.
12. To assist the teacher and/or resource staff in dealing with behavioural needs of the students as outlined in Addressing Unsafe Behaviour in Safe and Supportive Ways (Special Education).

13. To assist with ongoing assessment of student programs and writing daily anecdotal reports and records, as required.
14. To attend meetings as requested.
15. To attend professional development sessions/training as required.
16. To perform other duties as assigned. LINE OF RESPONSIBILITY: Responsible to the school Principal and the Administrator of Blind/Low Vision & Deafblind Services, through the Regional Vision Resource Teachers.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a two year diploma in Intervenor for Deafblind Persons or Deaf and Blind Support Specialist Program is required. Training in a Total Communication Approach is required. Minimum one year related experience is required. Training in de-escalation strategies (including CPI certification, where required), lifting and positioning techniques are requirements of this position. Page 3 Intervenor for Students with Deafblindness Effective verbal and written communication and interpersonal skills are required. A general working knowledge of computers and Board approved/implemented software is required.

POSITION TITLE: Intervention Support Worker

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for working as a member of a specialized integrated intervention team to support students with a range of behaviour concerns which might include: social emotional, autism, mental health and/or behaviour; assisting school staff with the development of individual education plans and program responses to support students in classroom settings; demonstrating and facilitating strategies; working with a case load of students and working on the team to support the students; providing leadership for professional development opportunities; and working with community agencies in an integrated continuum of service to support students and their families. This position will work under the direction of the Student Services Coordinator in consultation with the Coordinating Psychologist in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To assist school staff, in the assessment and management of individual cases through observation, case conferences and data collection.
2. To assist school staff in the development, implementation and monitoring of student support strategies and programs, including IEPs and Safety Plans, to ensure a safe and caring school environment.
3. To work collaboratively within an interdisciplinary team, demonstrating and facilitating strategies that will enhance student learning.
4. To model for and coach staff with a capacity building approach, working with both community agency and school staff in a variety of areas (i.e. mediation and circle solutions, Applied Behaviour Analysis, CPI).
5. To assist in the identification of need for on-going education or in-service training and facilitate and/or deliver program development and professional learning in a variety of areas (i.e. Restorative Approaches, Threat Assessment, Applied Behaviour Analysis, CPI).
6. To assist with the research and preparation of materials for programs.
7. To provide direct support such as behaviour management and/or counselling to enable students to function in a school setting, either individually or within groups.
8. To participate in case management sessions and collaborate with system support staff and attend meetings as required.
9. To participate in the identification of barriers which may be impacting on effective supports to students and families, and supporting the team toward solutions which mitigate the barriers.
10. To engage with community agencies in an integrated continuum of service to support students and their families.
11. To attend professional development/training sessions as required.
12. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the Student Services Coordinator and/or Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a recognized degree/diploma (3 years) in a related field is required (e.g. Social Service Worker, Psychology, Child and Youth Worker, Child Care Worker). Minimum two years experience is required. Experience with a range of socialemotional, mental health and/or behaviours concerns is required. Excellent verbal and written communication and interpersonal skills and the ability to work collaboratively as a member of a multidisciplinary team are required. Training in de-escalation strategies (possibly CPI certification), lifting and positioning techniques are requirements of this position. A general working knowledge of computers and Board approved/implemented software is required.

POSITION TITLE: Itinerant Special Education Resource Teacher

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible, as a member of an Interdisciplinary Team, for providing program strategies and professional development to teachers and other school staff of students with a range of concerns which might include social emotional, mental health, behaviour, in order to assist in building capacity within schools. This role also involves supporting teachers with the development of Individual Education Plans and program responses to support students in classroom settings; demonstrating and facilitating strategies that will enhance student learning; managing a case load of students and working in the team to support the students; providing leadership for professional development opportunities; and working with community agencies in an integrated continuum of service to support students and their families.

MAJOR RESPONSIBILITIES:

Work as a member of an Interdisciplinary Team to support:

- Assisting school staff in the assessment and management of individual cases;
- Assisting school staff in the development, implementation and monitoring of student support strategies and programs, including IEPs and Safety Plans, to ensure a safe and caring school environment;
- Working collaboratively within an interdisciplinary team, demonstrating and facilitating strategies that will enhance student learning;
- Modelling for and coaching of staff with a capacity building approach, working with both community agency and school staff;
- Assisting in the identification of need for on-going education or in-service training and facilitating program development and professional learning in a variety of areas (e.g. Restorative Approaches, Threat Assessment, Applied Behaviour Analysis, CPI);
- Participating in case management sessions and collaborating with system support staff;
- Participate in the identification of barriers which may be impacting on effective supports to students and families and supporting the team toward solutions which mitigate the barriers; and
- Working with community agencies in an integrated continuum of service to support students and their families.

LINE OF RESPONSIBILITY:

Responsible to Student Services Coordinator and/or Principal of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must hold a University Degree; be a member in good standing with the Ontario College of Teachers; hold Qualifications in Special Education; with at least five years teaching experience in a variety of special education settings; and have:

- Experience teaching students who have demonstrated a range of social-emotional, mental health and/or behavioural concerns is required;
- Knowledge and experience in comprehensive programmatic responses to students with a range of concerns;
- Excellent interpersonal skills and the ability to work collaboratively as a member of an interdisciplinary team;
- Sound knowledge and experience in consultation models and practices;
- Understanding of capacity building strategies and effective coaching skills;
- Current CPI Training is an asset;
- Experience teaching in a specialized class or treatment setting (i.e. Autism class, Behaviour class, etc.) is an asset;
- Proven ability in working with multi disciplinary integrated teams is an asset;
- Experience with Restorative Approaches is an asset; and
- Experience with Threat Assessment is an asset

POSITION TITLE: Managing Psychologist – Behaviour and Complex Needs

DEPARTMENT: Student Services

POSITION SUMMARY:

Primary responsibilities include managing, coordinating, supervising and training staff in the provision of specialized and individualized programming and crisis response resources, supports and services, in order to build system capacity in knowledge about, and implementation of best and evidence-based practices with, students and staff with developmental, behavioural, mental health and/or complex needs. Additional responsibilities include a broader system focus on prevention, intervention and especially high needs management in promoting safe, caring and supportive schools, through developing programs, facilitating internal and external partnerships (community providers, hospitals and universities), and participating in research and program evaluation (with individual students, groups of students, whole classes or schools, or system-wide).

MAJOR RESPONSIBILITIES:

1. Carry out management, coordination, supervision, training, program development, partnership facilitation, and research/program evaluation activities under the supervision of the Superintendent of Student Services.
2. Manage the Complex Needs Services staff that includes Applied Behaviour Analysis (ABA) Facilitators and Psychology Staff that support Interdisciplinary Teams with students who have developmental, behavioural, mental health and/or complex needs.
3. Coordinate specialized and individualized programming and crisis response resources, supports and services regionally, by:
 - Supporting Interdisciplinary Teams and Complex Needs Psychology Staff in providing case management, consultation, assessment, intervention, and training, in relation to referred students with developmental, behavioural and/or mental health needs;
 - Collaborating with Student Services Leaders and the Care and Treatment Coordinator at the board office, and with Student Services and Psychological Services Coordinators at the area offices, to ensure consistency in supports and services for students with high, multiple or complex needs; and
 - Liaising with supervisors or managers in community-based or health care settings, to ensure that there is a continuum of care in meeting student and family needs.
4. Provide supervision and/or guidance in the areas of behaviour, mental health, developmental disorders, and complex needs to:
 - ABA Facilitators and Psychology Staff in Complex Needs Services working with Interdisciplinary Teams staff;
 - Professional support services staff on the Interdisciplinary Teams (i.e., Speech-Language Pathology, Occupational Therapy);
 - Special Education Resource Teachers and Intervention Support Workers, in collaboration with the Principal of Student Service; and
 - College or university students on practicum placement or internship with Student Services.

5. Work in conjunction with the YRDSB Leadership Development and/or Learning Design Team to plan, coordinate and provide training to Board and school administrators, teachers, school support staff and regional or area teams, on topics related to crisis management, safety, behaviour, mental health, development, and complex needs to:
 - Plan and coordinate Interdisciplinary Team/Complex Needs Services professional development series sessions for school teams supporting students with behavioural, mental health, developmental, and/or complex needs;
 - Support development of corresponding on-line training and resources; and
 - Provide training sessions to various staff groups and community providers or members, on topics related to crisis management, safety, behaviour (including ABA, Positive Behaviour Supports), mental health, developmental disorders (including Autism), and complex needs.
6. Support development and implementation of:
 - Community class programs for students with Special Education needs, particularly in the areas of Autism and/or Intellectual/Developmental Disability;
 - Evidence-based prevention and intervention programs; and
 - Specialized and individualized behavioural and cognitive-behavioural interventions for students with high, multiple or complex needs.
7. Facilitate partnerships by participating in various Student Services and Board committees and initiatives, as well as committees and initiatives in the community, related to crisis management, police, behaviour, mental health, developmental disorders (including Autism) and complex needs:
 - Support referrals to the York Region Autism Spectrum Disorders (ASD) Mobile Service, and attend York Region ASD Day Treatment and Mobile Service Steering Committee Meetings on a bi-annual basis;
 - Attend Local Case Resolution Meetings through Children's Case Coordination at York Support Services Network, as needed to offer highly skilled professional consultation on behalf of the Board;
 - Build collaborative working relationships with supervisors/managers of services offering crisis management, clinical services and treatment in community-based and hospital settings; and
 - Develop partnerships with professionals in community, hospital and university settings who are engaged in research on best and evidence-based practices which can be applied to a school setting.
8. Promote the use of best and evidence-based school-based practices with students and staff who present with developmental, behavioural and/or mental health needs, by:
 - Working with Board and professional support staff to systematically evaluate resources, supports and services for individual students, groups of students, and whole classes or schools;
 - Engaging with community providers, hospitals and universities to support research on efficient and effective school-based resources, supports and services for students in the areas of development, behaviour, mental health, and complex needs; and
 - Collaborating with YRDSB Managers Council and/or Human Resource Services in the Board on proposals/projects related to employee wellness, mental health and safety.

KEY COMPETENCIES:

The professional assuming the position should demonstrate evidence of:

- Current knowledge of relevant clinical and school-based research, initiatives and evidence-based practices in the areas of developmental disorders, behaviour and mental health
- Extensive clinical and school-based experience working with children and youth who have developmental, behavioural and mental health needs
- Training and experience in supporting parents and families
- Familiarity with special education, regulated health profession and legal issues, relevant for children and youth
- Knowledge of the elementary and secondary education system, as well as the child and youth health, community service and youth justice systems, in Ontario
- Well-developed coordination and organizational skills
- Experience in team building and working collaboratively on teams
- Considerable proficiency in providing and facilitating adult learning and training
- Strong communication and interpersonal skills.

Assets for the professional assuming the position would include:

- An understanding of the ways in which the board, community agencies and organizations can work collaboratively to support students and families
- Previous experience and/or training in trauma/tragic events counseling, mediation, suicide intervention, risk/threat assessment, and/or team management
- Accumulated continuing education hours or credits in the areas of developmental disorders, behaviour, mental health and/or complex needs, which would be accepted by various professional licensing bodies or associations
- The ability to align professional activities with board and Ministry of Education priorities.

LINE OF RESPONSIBILITY:

Reporting to the Superintendent of Student Services

EDUCATION, QUALIFICATIONS AND EXPERIENCE:

The professional assuming this position must have a Ph.D. in Psychology from an accredited university, be currently licensed as a Psychologist with the College of Psychologists of Ontario, and have over 10 years experience working with children, adolescents and families.

Additional qualifications would include:

- Specialization in Clinical Psychology and School Psychology
- Permanent membership in several psychological associations
- Training and experience in ABA and functional behaviour assessment, psychological consultation and assessment, and design and implementation of individualized interventions, with children and youth who have various developmental, behavioural and mental health disorders
- Current certification in Crisis Prevention Intervention (CPI) and/or Behaviour Management Systems
- Experience working with individuals with Autism and other developmental disorders
- Familiarity with best and evidence-based practices in the areas of behaviour and mental health, that can be applied with fidelity to a school-based setting

- A background in individual and group strategies/counseling/interventions with children, adolescents and parents
- Training or experience in facilitation/mediation/conflict resolution and crisis response or management strategies
- Skills, experience and comfort in delivering staff training, using a knowledge enhancement, skills training, mediator or train-the-trainer model
- A commitment to data collection and analysis, through research participation and/or program evaluation.

POSITION TITLE: Physiotherapist, Occupational Therapist

DEPARTMENT: Student Services

POSITION SUMMARY:

Student Services PT/OT staff serve students with significant physical, motor or developmental disabilities. Our goal is to enable these students to be successful in their school setting. PT/OT staff develop and support individual student programs in the following areas.

- physical abilities and needs;
- lifting and positioning;
- functional mobility skills;
- self-help skills;
- environmental adaptations;
- written communication skills/computer access;
- curriculum modifications as related to physical needs i.e. physical education programs; and
- fine and gross motor skills (in primary grades).

MAJOR RESPONSIBILITIES:

1. To participate in the pre-entry screening process for children with exceptional abilities in response to requests from Student Services Coordinators, outside agencies or parents.
2. To collaborate with school staff regarding with students in the classroom and individually assess students' strengths and needs related to educational programs.
3. To share physical and occupational therapy assessment data with members of the educational team, including parents or caregivers and students, and appropriate medical and community agencies.
4. To collaborate with the educational team to develop recommendations and strategies appropriate for each student in his/her classroom and school environment.
5. To provide ongoing involvement with students to ensure the continued appropriateness of initial strategies, and to modify or expand strategies as needed.
6. To support the development of the Individual Education Plan.
7. To clarify relevant medical information, and assessment data from outside services.
8. To provide information relevant to the student's medical and/or physical condition.
9. To recommend special equipment as required to meet individual needs in consultation with school personnel.
10. To recommend modifications to school buildings and playgrounds to enable student participation and to meet individual needs.
11. To refer, as appropriate, to other services and agencies.
12. To carry out other duties as may be assigned by the Principals of Student Services, Student Services Coordinators and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

To work collaboratively with teachers, SERTs, special education teachers, Principals, Student Services staff and parents.

LINE OF RESPONSIBILITY:

Responsible to the Chief of Physical and Occupational Therapy Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

1. Graduate of an accredited university physiotherapy or occupational therapy program with a minimum of a Bachelor's degree or equivalent.
2. Eligible for registration with the Canadian Physiotherapy Association or The Canadian Association of Occupational Therapists.
3. Physiotherapists must be members of the College of Physiotherapists of Ontario.
4. Occupational Therapists must be members of the College of Occupational Therapists of Ontario.

Preference will be given to candidates with a minimum of two years paediatric experience. Strong interpersonal and organizational skills are required.

POSITION TITLE: Psychological Services: Chief Psychologist

DEPARTMENT: Student Services

POSITION SUMMARY:

The Chief Psychologist is responsible for reviewing, developing, implementing and supervising procedures for Psychological Services and the development and implementation of Board policies and procedures and to interpret these policies and procedures for Psychological Services staff. In addition, the Chief Psychologist has responsibility for facilitating the professional development of Psychological Services personnel and for assisting in the professional development of teachers and other Board staff. The Chief Psychologist is responsible for the day-to-day functioning of the

Psychological Services department including:

- ensuring that the services delivered and practices used by Psychological Services staff are consistent with the Board's mandate and priorities;
- developing procedures which assure that all referrals made to Psychological Services are served;
- developing criteria which ensure a uniform level of service to students requiring support from Psychological Services staff; and
- developing working relationships with internal professional staff, Student Services staff and outside agencies to extend the support available to York Region students, parents and staff.

MAJOR RESPONSIBILITIES:

1. Supervise, direct and evaluate the work of Psychological Services staff as it applies to students, parents and school personnel.
2. To serve as a resource to school administrators, managers and Supervisory Officers in matters relating to Psychological Services and student safety and well being.
3. To provide consultation and to the Board's supervisory and administrative staff related to student learning and well-being, as requested.
5. To facilitate communication between the department and Board personnel from other departments and services as well as external agencies.
6. Administer funds allocated to the department.
7. To recommend the allocations and appointments of Psychological Services staff to the Superintendent of Student Services.
4. To provide routine reports on the operation and needs of Psychological Services to the Superintendent of Student Services.
8. To keep abreast of and communicate to Psychological Services staff, information that will assist them in improving the performance of their duties.
9. Coordinate and manage the collection and distribution of confidential information specific to psychological services in a manner that is consistent with the requirements of the Regulated Health Professions Act, the College of Psychologists of Ontario and other applicable legislation.
10. To provide consultation and assessment to individual students, as needed and perform the duties of a Board Psychologist as outlined in the position description.

LINE OF RESPONSIBILITY:

Responsible to the Superintendent of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The Chief Psychologist must be registered as a doctoral level Psychologist with the College of Psychologists of Ontario with school psychology as a declared area of practice. The Chief Psychologist has a minimum of 10 years of experience with at least 5 years in a school system working in both elementary and secondary schools. The ability to perform supervisory and administrative duties is essential.

POSITION TITLE: Psychological Services: Coordinator of Complex Needs Services

DEPARTMENT: Student Services

POSITION SUMMARY:

The Coordinator of Complex Needs Services provides leadership to a team of Complex Needs Services staff and is responsible for administrative activities related to the team's activities. The Coordinator also provides clinical supervision to members of the team who are not registered with the College of Psychologists of Ontario and is responsible for the provision of clinical consultation to other members of the team. In addition, the Coordinator carries out the activities similar to other Psychologists within the department, as outlined in the position description for a Psychologist within Psychological Services.

MAJOR RESPONSIBILITIES:

1. To allocate duties and school assignments to all team members.
2. To supervise team members who are not registered with the College of Psychologists of Ontario and be available to provide consultation to all team members as needed.
3. To be available to the Board's supervisory and administrative staff to provide consultation and support related to student learning and well-being, as requested.
4. To provide services to schools and work with other Board personnel as described in the position description for Psychologists and Psychological Associates.

SCOPE OF OPERATIONS:

A Coordinator of Complex Needs Services has authority to assign duties to and supervise the work of team members. The Coordinator also interacts with students, parents, outside agencies, teachers, special education and Student Services staff, Principals, and Superintendents.

LINE OF RESPONSIBILITY:

Reports to the Chief Psychologist.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Coordinators of Complex Needs Services hold a doctoral or a Masters Degree in psychology and a certificate of registration issued by the College of Psychologists of Ontario. Coordinators have at least three years of applied experience post registration with the College.

POSITION TITLE: Psychological Services: Psycho-educational Consultant

DEPARTMENT: Student Services

POSITION SUMMARY:

Psycho-educational Consultants are responsible for a wide variety of consultative, assessment and intervention services to schools. Staff members consult with school and Board personnel, parents, outside agencies and professionals external to the Board. As well they are available to provide professional development activities, or contribute to the development of professional development material and resources for Board personnel and to present to parent and community groups. Psycho-educational Consultants work under the administrative supervision of a Coordinator of Psychological Services and clinical supervision of a staff member who is a member of the College of Psychologists of Ontario.

MAJOR RESPONSIBILITIES:

1. Engage in consultation with school personnel, parents and/or other relevant professionals on either a formal, or informal basis to support student learning and wellbeing.
2. Such consultation may include assistance to: define areas of concern, gather relevant information, provide programming suggestions and facilitate program implementation and follow up.
3. To serve as a resource to the In-School Team to provide information related to student achievement and well-being.
4. To conduct formal and/or informal assessments of cognitive, behavioural, social and emotional functioning to determine a student's strengths and needs. This may include assessment of intelligence, achievement, behaviour, social and emotional functioning and personality using a wide variety of instruments and techniques.
5. To provide intervention services including, but not limited to: consultation, brief individual and/or group counselling, behavioural programming to individual students or to classrooms.
6. To serve as a resource to Board staff to interpret psychological and other professional reports and to implement recommendations, as appropriate, to support student learning and well-being.
7. To respond to traumatic and emergency situations in schools and related to student learning and well-being.
8. To offer or participate in professional development activities for school personnel in areas such as child development, learning, behaviour and mental health. This may be accomplished through group or individual contact.
9. To consult with parents regarding child development, learning, behaviour and mental health. This may include discussion with individual parents or parent groups.
10. To be responsible for personal professional development and to contribute to the professional development of colleagues within Psychological Services.
11. To perform supervisory, administrative or other tasks as assigned by a Coordinator of Psychological Services, Chief Psychologist and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Interacts with students, parents, outside agencies and Board personnel such as teachers, Principals and special education and Student Services staff.

LINE OF RESPONSIBILITY:

Reports to a Coordinator of Psychological Services and to the Chief Psychologist.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Holds a Masters degree or equivalent and is eligible for registration with the College of Psychologists of Ontario.

POSITION TITLE: Psychological Services: Psychological Associate

DEPARTMENT: Student Services

POSITION SUMMARY:

Psychological Associates are responsible for a wide variety of consultative, assessment and intervention services to schools. Psychological Associates consult with school and Board personnel, parents, outside agencies and professionals external to the Board. In addition, Psychological Associates are available to provide professional development activities or contribute to the development of professional development material and resources for Board personnel and to present to parent and community groups.

Psychological Associates work under the administrative supervision of a Coordinator of Psychological Services. A Psychological Associate may participate in the training of practicum students or interns in psychology and may, at times, assist with supervision of other staff, as appropriate.

MAJOR RESPONSIBILITIES:

1. Engage in consultation with school personnel, parents and/or other relevant professionals on either a formal, or informal basis to support student learning and wellbeing.
2. Such consultation may include assistance to: define areas of concern, gather relevant information, provide programming suggestions and facilitate program implementation and follow up.
3. To serve as a resource to the In-School Team to provide information related to student achievement and well-being.
4. To conduct formal and/or informal assessments of cognitive, behavioural, social and emotional functioning to determine a student's strengths and needs. This may include assessment of intelligence, achievement, behaviour, social and emotional functioning and personality using a wide variety of instruments and techniques.
5. To provide intervention services including, but not limited to: consultation, brief individual and/or group counselling, behavioural programming to individual students or to classrooms.
6. To serve as a resource to Board staff to interpret psychological and other professional reports and to implement recommendations, as appropriate, to support student learning and well-being.
7. To respond to traumatic and emergency situations in schools and related to student learning and well-being.
8. To offer or participate in professional development activities for school personnel in areas such as child development, learning, behaviour and mental health. This may be accomplished through group or individual contact.
9. To consult with parents regarding child development, learning, behaviour and mental health. This may include discussion with individual parents or parent groups.
10. To be responsible for personal professional development and to contribute to the professional development of colleagues within Psychological Services.
11. To perform supervisory, administrative or other tasks as assigned by a Coordinator of Psychological Services, Chief Psychologist and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Psychological associates interacts with students, parents, outside agencies and Board personnel such as teachers, Principals and special education and Student Services staff.

LINE OF RESPONSIBILITY:

Reports to a Coordinator of Psychological Services and to the Chief Psychologist.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Psychological Associates hold a Masters degree or equivalent and a certificate of registration issued by the College of Psychologists of Ontario.

POSITION TITLE: Psychological Services: Psychologist

DEPARTMENT: Student Services

POSITION SUMMARY:

Psychologists are responsible for a wide variety of consultative, assessment and intervention services to schools and consults with school and Board personnel, parents, outside agencies and professionals external to the Board. In addition Psychologists are available to provide professional development activities, or contribute to the development of professional development material and resources for Board personnel and to present to parent and community groups. Psychologists work under the administrative supervision of a Coordinator of Psychological Services. A Psychologist may participate in the training of practicum students or interns in psychology and may, at times, assist with supervision of other staff, as appropriate.

MAJOR RESPONSIBILITIES:

1. Engage in consultation with school personnel, parents and/or other relevant professionals on either a formal, or informal basis to support student learning and wellbeing.
2. Such consultation may include assistance to: define areas of concern, gather relevant information, provide programming suggestions and facilitate program implementation and follow up.
3. To serve as a resource to the In-School Team to provide information related to student achievement and well-being.
4. To conduct formal and/or informal assessments of cognitive, behavioural, social and emotional functioning to determine a student's strengths and needs. This may include assessment of intelligence, achievement, behaviour, social and emotional functioning and personality using a wide variety of instruments and techniques.
5. To provide intervention services including, but not limited to: consultation, brief individual and/or group counselling, behavioural programming to individual students or to classrooms.
6. To serve as a resource to Board staff to interpret psychological and other professional reports and to implement recommendations, as appropriate, to support student learning and well-being.
7. To respond to traumatic and emergency situations in schools and related to student learning and well-being.
8. To offer or participate in professional development activities for school personnel in areas such as child development, learning, behaviour and mental health. This may be
9. accomplished through group or individual contact.
10. To consult with parents regarding child development, learning, behaviour and mental health. This may include discussion with individual parents or parent groups.
11. To be responsible for personal professional development, and to contribute to the professional development of colleagues within Psychological Services.
12. To perform supervisory, administrative or other tasks as assigned by a Coordinator of Psychological Services, Chief Psychologist and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Interacts with students, parents, outside agencies and Board personnel such as teachers, Principals and special education and Student Services staff.

LINE OF RESPONSIBILITY:

Reports to a Coordinator of Psychological Services and to the Chief Psychologist.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Holds a Ph.D. or equivalent degree and a certificate of registration issued by the College of Psychologists of Ontario.

POSITION TITLE: School Brailist

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for the transcription of curriculum materials or adaptation of materials for students with visual impairments under the guidance of the Teacher of the Visually Impaired and in cooperation with the classroom teacher in compliance with Board policies and procedures.

MAJOR RESPONSIBILITIES:

1. To edit scanned material and convert into braille, large print, and auditory formats.
2. To set up appropriate braille formatting of material and proof-read braille output.
3. To transcribe classroom curriculum materials into Braille, large print and auditory formats for students.
4. To convert classroom teacher-generated materials/handouts/worksheets, into Braille.
5. To transcribe commercially prepared and/or students' braille materials into print for teachers.
6. To assist students with personal and medical care in accordance with current Board Policy and Procedure #662.0 which may include administration of medication, feeding, dressing, toileting, hygiene, lifting and positioning and assistance with mobility.
7. To reinforce braille reading and writing skills taught to students by the Teacher of the Visually Impaired.
8. To assist in the preparation of learning materials necessary for students using Braille, large print, digital and/or auditory formats.
9. To reinforce orientation and mobility skills as outlined by the Teacher of the Visually Impaired.
10. To participate and attend meetings, including the development and review of progress on the student's Individual Education Plan (I.E.P.) and deliver interventions or strategies as set out in the I.E.P. as established by the Teacher of the Visually Impaired.
11. To work as an active member of the school team to ensure the safety and success of all students.
12. To liaise between the Teacher of the Visually Impaired and classroom teachers regarding any issues arising in regular classes which may impact on student progress (i.e. student skill development, behaviour, peer interactions, etc.).
13. To assist in writing daily anecdotal reports, record and help with on-going reporting of student's programs, and act as a resource person for parent/teacher interviews.
14. To maintain confidentiality of personal information that is transcribed into braille for parent or student use.
15. To assist with the general supervision of students and assist students during classroom activities, recess, lunch, excursions, bus, taxi arrivals and departures, work placements and other situations as required.
16. To attend professional development/training sessions as required.
17. To perform other duties as assigned.

LINE OF RESPONSIBILITY:

Responsible to the school Principal and the Administrator of Blind, Low Vision and Deafblind Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Secondary School Graduation Diploma with a two-year post-secondary certificate in Literary Braille Transcription is required. Minimum one year related experience is required.

POSITION TITLE: School Social Worker

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for ensuring and improving the attendance of students by carrying out the duties of the social worker in accordance with The Education Act and other provincial acts and regulations.

MAJOR RESPONSIBILITIES:

1. To provide student assessment and counselling, staff and student consultation, home visitations and agency liaison services for schools and students and their families in order to improve student attendance.
2. To recommend action plans, negotiate program changes with school administrators and seek alternative programming to meet specific student needs.
3. To submit reports to the Supervised Alternative Learning for Excused Pupils Committee (SALEP) concerning the advisability of alternative programming for students whose parent/guardian has made application under the regulation.
4. To enforce compulsory school attendance through the application of legal action in accordance with The Education Act, where required.
5. To contribute to the professional development of Board personnel and parent groups upon request and to engage in continuous personal professional development activities.
6. To carry out other duties as may be assigned by the Chief of Social Work and Attendance Services and/or the Superintendent of Student Services.

LINE OF RESPONSIBILITY:

School social workers are responsible to the Chief of Social Work and Attendance Services

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

A Bachelor or Master degree in Social Work is required. School social workers should possess specialized knowledge of The Education Act with two to three years experience in social work or counselling related activities.

POSITION TITLE: Special Education Consultant

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for consulting with Superintendents, Student Services Coordinators, Principals and teachers in the region with respect to the provision of special education programs.

MAJOR RESPONSIBILITIES:

1. To work in a collegial relationship with the Student Services Coordinators to promote more inclusive schools.
2. To provide in-service for administrators, teachers and staff around inclusive practices.
3. To support all staff in the design and implementation of programs for exceptional students in a school, Community Education Centre or by region.
4. To work collaboratively with Curriculum Consultants and curriculum support staff to plan and deliver in-service which supports inclusive practices.
5. To work with the Principal and Coordinator of Student Services to develop and revise documents and resources for system needs.
6. To inform the Student Services Coordinators of new developments in the field of special education.
7. To provide consultative support to the Student Services Coordinators related to effective special education practices.
8. To provide in-service for the system on specific topics in special education in response to system needs and legislative requirements.
9. To promote the intentional and purposeful use of technology in supporting student learning.
10. To perform other duties as may be assigned by the Student Services Coordinator or the Principals of Student Services.

SCOPE OF OPERATIONS:

Responsible for the provision of consultative service to all schools in the Community Education Centre or region.

LINE OF RESPONSIBILITY:

Responsible to the Student Services Coordinators and works in cooperation with the Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The successful applicant holds an O.T.C., a degree from an accredited university, and a Specialist Certificate in Special Education. Preference will be given to candidates who have a minimum of at least seven years experience, the majority being in special education. Experience should indicate strengths in organizational and interpersonal skills.

POSITION TITLE: Speech-Language Pathologist

DEPARTMENT: Student Services

POSITION SUMMARY:

Speech–Language Pathology staff have two main areas of responsibility for any student with a communication difficulty involving speaking, listening, reading and/or writing.

These areas are:

- consultation and liaison
- assessment

MAJOR RESPONSIBILITIES:

1. To consult with regular and special education teachers, Student Services staff, educational assistants, administrative staff and parents regarding speech and language programs, resources, accommodations and modifications for any student with a communication difficulty involving speaking, listening, reading, and/or writing.
2. To act as a resource to the In-School Team to support the preventative approach through consultation.
3. To provide workshops to meet identified needs of York Region District School Board staff.
4. To liaise with and refer to community services and agencies such as Community Care Access Centres and hospitals.
5. To assist in the interpretation of medical information and assessment reports from outside agencies as they relate to Speech-Language Pathology.
6. To support the development of the Individual Education Plan.
7. To provide formal and informal assessment and observation of students with communication difficulties involving speaking, listening, reading and/or writing.
8. To interpret and discuss assessment results, recommendations and program modifications with appropriate staff and parents.
9. To assist preschool children with special needs to make the transition from preschool programs to school programs
10. To work with teachers and administration to assess students' needs with respect to SEA funding.
11. To carry out other duties as may be assigned by the Coordinator Speech-Language Pathology Services, Principals of Student Services, Student Services Coordinators and/or the Superintendent of Student Services.
12. To consult with regular and SERTs, special education teachers, Student Services staff, educational assistants, administrative staff and parents regarding speech and language programs, resources, accommodations and modifications for any student with a communication difficulty involving speaking, listening, reading, and/or writing.
13. To act as a resource to the In-School Team to support the preventative approach through consultation.
14. To provide workshops to meet identified needs of York Region District School Board staff.
15. To liaise with and refer to community services and agencies such as Community Care Access Centres and hospitals.
16. To assist in the interpretation of medical information and assessment reports from outside agencies as they relate to Speech-Language Pathology.
17. To support the development of the Individual Education Plan.

18. To provide formal and informal assessment and observation of students with communication difficulties involving speaking, listening, reading and/or writing.
19. To interpret and discuss assessment results, recommendations and program modifications with appropriate staff and parents.
20. To assist preschool children with special needs to make the transition from preschool programs to school programs
21. To work with teachers and administration to assess students' needs with respect to SEA funding.
22. To carry out other duties as may be assigned by the Coordinator Speech-Language Pathology Services, Principals of Student Services, Student Services Coordinator and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS:

Works collaboratively with SERTs, classroom and special education teachers, Principals, Student Services staff, parents and community service providers.

LINE OF RESPONSIBILITY:

Reports to the Chief of Speech-Language Pathology Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

A Master's Degree in Speech-Language Pathology and registration with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO).

POSITION TITLE: Student Services Coordinator: Principal

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for communicating with the Superintendents of Schools and Principals in a community with respect to the operation of special education programs and services.

MAJOR RESPONSIBILITIES:

1. To work in a collegial relationship with the special education consultants to promote more inclusive schools.
2. To provide support and guidance in the implementation of Regulation 181 around the identification and placement of exceptional students.
3. To participate in the hiring and allocation of educational assistants
4. To supervise and evaluate special education support staff as required.
5. To support administrators with the implementation of student support teams and inclusive practices
5. To problem solve with administrators and student support teams regarding student needs
6. To establish effective working relationships with community partners and support agencies.
7. To coordinate the transition of students requiring more intensive support programs outside the home school to and/or from Care and Treatment and School Authorities.
8. To prepare reports as required for Ministry of Education information and for grant validation.
9. To assist principals in implementing special education policies.
10. To liaise with community organizations and agencies.
11. To facilitate student placement in Community Classes.
12. To perform other duties as may be assigned by the Superintendent of Schools.

SCOPE OF OPERATIONS:

Has the authority to carry out the duties as outlined in *Special Education Plan 2014* under the terms of Board Policies and Procedures.

LINE OF RESPONSIBILITY:

Responsible to the Superintendent of Student Services and works in cooperation with the Principals of Student Services and Superintendents of Schools.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

The successful applicant holds an O.T.C., a degree from an acceptable university, a Specialist Certificate in Special Education or equivalent and is a principal. Preference will be given to candidates who have special education experience at both the elementary and secondary levels. Experience should indicate strengths in organizational and interpersonal skills.

POSITION TITLE: Technology Resource Teacher

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for the support of students with special needs and their teachers in the implementation of personalized equipment (SEA).

MAJOR RESPONSIBILITIES:

1. Provide direct student or group instruction in the use of Assistive Technology (AT), hardware and software, in both elementary and secondary panels.
2. Provide support and professional development (PD) for teachers, educational assistants, administrators, consultants and other Student Services staff in the successful implementation of AT for students, AT software and hardware.
3. Support teachers in the adaptation of their program in accordance with the Technology and the Learner and *Education for All/Learning for All K-12* documents.
4. Work as part of a team with other TRTs and the Principal and Coordinator of Student Services to support the successful implementation of AT throughout the board.
5. Meet with the Digital Literacy Resource Teacher team, Curriculum and Instructional Services and the Information Technology staff on a regular basis.
6. Responsible for follow-up training and problem solving around SEA equipment and software.
7. Research information on new innovations in the area of AT and share with Student Services staff on a regular basis.
8. Work with teachers and the Student Services staff to determine student needs with respect to personalized equipment and software including 'trials' on both.

LINE OF RESPONSIBILITY:

Responsible to the Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Candidates must hold a University Degree, an Ontario Teacher's Certificate, qualification in Special Education with at least five years teaching experience in a variety of special education settings. Understanding and application of assistive technology software and hardware to support individual students' learning needs are critical.

POSITION TITLE: Vision Resource Teacher

DEPARTMENT: Student Services

POSITION SUMMARY:

Responsible for developing and implementing the special education portion of the programs for students who are visually impaired and providing consultative support to parents, teachers, educational assistants, Principals and other resource personnel regarding these students.

MAJOR RESPONSIBILITIES:

1. To function as a member of the Regional Vision Resource Team.
2. To design and implement programs for students who are visually impaired.
3. To teach students who are visually impaired compensatory and adaptive skills specific to their individual needs, including Braille, adaptive technology, use of low vision devices, sensory efficiency, and social skills; and support orientation and mobility skills under the direction of an orientation and mobility instructor.
4. To consult with classroom teachers regarding program accommodations and modifications for students who are visually impaired.
5. To provide assessment and consultative support to the education team.
6. To collaborate with Special Education Consultants, Student Services Coordinators, and the Principals of Student Services in response to program and professional development needs.
6. To act as a resource person to parents, teachers, educational assistants, Superintendents, and other support personnel in matters pertaining to students who are visually impaired.
7. To remain current in special education and the field of visual impairment through professional reading and by attending courses, seminars and conferences.
8. To work with teachers and administration to assess students' needs with respect to personalized equipment for SEA funding.
9. To perform other duties as may be assigned by the Principals of Student Services, Administrator of Vision Services; Student Services Coordinator and/or the Superintendent of Student Services.

SCOPE OF OPERATIONS

Works cooperatively with teachers, SERTs, special education teachers, Principals, Student Services staff and parents. Has the authority to advise Principals and teachers regarding programs and services as described in *Special Education Plan 2014*.

LINE OF RESPONSIBILITY:

Responsible to the Administrator of Blind and Low Vision Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

Applicants hold an O.T.C., a university degree and a Specialist Certificate for the Blind or equivalent or be actively working towards obtaining a Specialist Certificate. Preference will be given to candidates who have experience and/or qualifications in special education and orientation and mobility. Experience should indicate strengths in organizational and interpersonal skills.

POSITION TITLE: Work Experience Program Coordinator

DEPARTMENT: Student Services

POSITION SUMMARY:

The Work Experience Program Coordinator assists school staff with the coordination of Work Experience placements for intermediate/senior students identified with developmentally disabilities, mild intellectual disabilities, autism and/or multiple exceptionalities. Work Experience Coordinators have the following areas of responsibility:

- Coordination/consultation;
- Liaison; and
- Assessment.

MAJOR RESPONSIBILITIES:

Coordination/Consultation

1. To consult with the student, family, teacher and educational assistant regarding Work Experience opportunities, community services and resources.
2. To interview and assess the individual student's strengths, abilities, interests, motivation and job choices.
3. To recruit community business partners in order to provide Work Experience opportunities for students over the age of 14.
5. To promote and educate community partners regarding Work Experience opportunities.
6. To provide programming strategies, resources, in-service workshops and training to teachers and educational assistants and coordinate and present at parent information evenings.
7. To provide public education of abilities awareness by promoting the abilities of students with disabilities.
8. To monitor and evaluate Work Experience placements.
9. To advocate on behalf of students and/or families and promote student self-advocacy.
10. To coordinate case conferences with the teacher to plan for the transition of senior students from secondary school to adult life options.
11. To coordinate employer recognition activities.

Liaison

12. To liaise with families and representatives from community agencies.
13. To liaise between schools and local employers.
14. To liaise with the coordinator of Community Based Learning regarding legal and ethical issues and the administration of Workers Education Agreement hours.

Assessment

15. Develop assessment tools and resources to support curriculum related to Work Experience.
16. To provide formal and informal skills assessments at the work site to ascertain students' strengths and training needs.
17. To carry out other duties as may be assigned by the Principals of Student Services, the Student Services Coordinator and/or the Superintendent of Student Services.

LINE OF RESPONSIBILITY:

Responsible to the Principals of Student Services.

EDUCATION, EXPERIENCE AND QUALIFICATIONS:

A university degree related to human service delivery. At least 3-5 years experience working with and on behalf of individuals with disabilities. Experience in and knowledge of social services. Strong advocacy and public relations skills.



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- personal care items
- lifts or harnesses for moving students



What Assistive Technology is available to all students?

- Computers with Assistive Technology (including word prediction and organization software) are provided for all students in schools.

What are the benefits of Assistive Technology?

Assistive Technology is necessary for some students in the same way that eyeglasses or other aids are necessary for some students. Its successful use in the classroom will depend on:

- the characteristics of individual students;
- the task the students need to complete; and
- the functional use of the hardware and software.

Assistive Technology can effectively help students with special needs to:

- build on individual strengths;
- gain motivation;
- accomplish higher rates of learning and improved achievement; and
- complete academic tasks independently, including tasks they might not otherwise be able to handle unaided, leading to a greater sense of self-efficacy (Polloway, Smith, & Patton, 1988).
Education for All, Ministry of Education (2005).

What do I do if I think my child needs Assistive Technology specific to his/her learning needs?

- You speak to the principal. If appropriate, the principal will schedule an In-School Team meeting. At this meeting, your child's teacher, school psychologist and/or other support staff will consider if a trial of the Assistive Technology is appropriate.

How does my child get his/her equipment?

- The Special Education Resource Teacher (SERT) arranges for your son/daughter to trial the technology and collects work samples from the student. If the technology trial is effective, the school arranges an In-School Team meeting to initiate a submission of a SEA claim.
- If the technology is not helpful, the school reviews appropriate strategies and considers contacting special education support staff to review or update any recommendations.
- The claim is submitted to the Community Education Centre (CEC) or area Special Education Consultant for initial review.
- The Consultant forwards the claim to the Board offices in Newmarket where the claim is reviewed again and the equipment is ordered.
- The vendor ships the equipment.
- Once all of the equipment ordered for your son/daughter's use has arrived at the school, technicians from Student Services will visit the school to set up the equipment. Since students at York Region District School Board schools receive equipment on an on-going basis throughout the school year, equipment will be given set up priority according to the date received at the school.
- During the set-up visit, curriculum and individually approved software will be configured. No additional software may be loaded onto the computer.
- The school arranges training for the student. Parents are invited to be part of the student-focussed training session.

How does my child learn to use the equipment?

- After the equipment is set-up, the school will receive a letter from Student Services with information about the initial student-focussed training. School staff will call to schedule a time for student-focussed training.
- Parents are encouraged to attend the student-focussed training session.





Who is responsible for the maintenance and support of my child's equipment?

- After the initial setup, technical support for technology and equipment is provided to schools by the Information Technology Services department of the York Region District School Board. Parents should notify school staff if they become aware of any technical issues and the school staff will access support as needed.
- As student's needs change over time, the SERT and/or the Technology Resource Teacher can support the student and school staff in learning to use available tools appropriate to the student's IEP goals. When students transition from elementary to secondary school, the Technology Resource Teachers continue to be available to support the integration of Assistive Technology in the secondary school.

What do I need to know about the loan of SEA equipment for home use?

- The Board supports the loan of portable Board-owned equipment to students for educational purposes as part of the school program (i.e., daily homework, projects, research).
- The loan of the equipment for home use is a school-based decision and is facilitated and monitored by the school principal.
- Parents/Guardians are asked to sign a permission form for home use.

Responsibilities

Principals are responsible for:

- facilitating and carefully monitoring the loan of Board-owned equipment in accordance with Board policy and procedure; providing a letter to parents/guardians and the Equipment Loan form (according to Loan of Board-Owned Equipment Property Section Policy #441.0) for parental/guardian signature; and
- ensuring that loaned equipment is available for school program use during the regular instructional day.

Teachers are responsible for:

- providing necessary accommodations to meet individual student's needs based on the IEP;
- arranging student-focussed training; and
- monitoring the use of equipment while the student is at school.

Parents and students are responsible for:

- ensuring the signed Equipment Loan form is returned to the school; and
- treating the equipment with respect and ensuring appropriate use at all times.

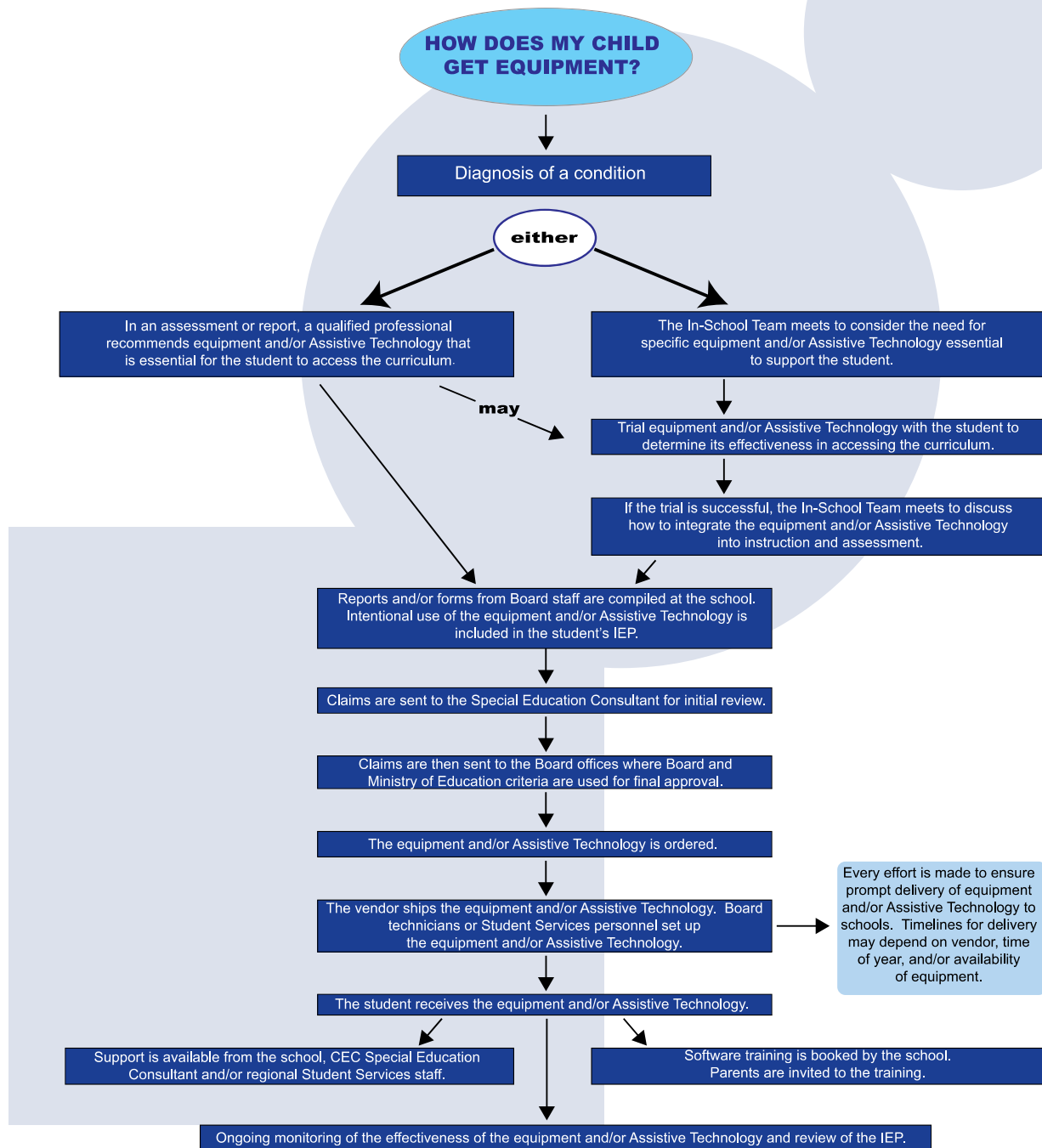
SEA equipment remains property of the York Region District School Board while the student is enrolled in a public school in York Region until the student graduates from a public school in York Region or if the child moves out of the province of Ontario.

What do I need to know about Internet safety with my child's equipment?

- The York Region District School Board recognizes that students benefit from the use of computers, electronic mail and the Internet. The Board has developed an [Information Technology Acceptable Use Agreement](#) to help students manage this responsibility. Please refer to your son/daughter's agenda or to the Board website <http://www.yrdsb.edu.on.ca/> for more information regarding Cyber Safety, Appropriate Use Agreement.
- To increase your son/daughter's Internet safety, the York Region District School Board filters student access to inappropriate web content when at school. When your son/daughter is not at school, it is the student's and parents' responsibility to ensure appropriate use of the computer and access to web content. Information on preventing electronic bullying is available in the Ministry of Education brochure *Bullying: We Can All Help Stop It!* located at: <http://www.edu.gov.on.ca/eng/parents/bullying.pdf>.
- Your son/daughter is expected to exercise personal discretion and responsible choices at all times.
- With most Internet service providers, Internet access from home usually requires no further configuration; however, there may be some variation based on Internet service provider. Additional software may not be loaded onto the computer and no changes to the configuration are supported. When students have a need to print at home, USB keys or other media storage devices can facilitate the transfer of files from the SEA computer to the home computer.

What happens when a student transfers from school to school or to another board?

- The Board has internal processes in place to move SEA purchased equipment when a student moves from one YRDSB school to another or when a student moves to another board;
- If the student transfers out of the York Region District School Board, the receiving school board can request the equipment to be transferred; and
- SEA equipment does not transfer to post-secondary institutions, employment settings, private schools, Home Schooling or outside the province of Ontario. In these cases the equipment is redeployed to another YRDSB student who meets the requirements for such equipment.





ANNUAL ACCESSIBILITY REPORT AND MULTI-YEAR PLAN

December 2017

Prepared by: Accessibility Working Committee

Access the full version of the [Annual Accessibility Report and Multi-Year plan.](#)



ASD Review

Autism Spectrum Disorder (ASD) Review

A summary report of research with the York Region District School Board involving parents/guardians, school staff and Student Services staff.

AUTISM SPECTRUM DISORDER (ASD) REVIEW OVERVIEW

The Autism Spectrum Disorder (ASD) Review Report was commissioned to assess the effectiveness of YRDSB resources, supports and services in addressing the needs of students with ASD, their families, and school staff. The review includes an overview of information about Autism Spectrum Disorders and related trends; current YRDSB and community resources, services and supports for students with ASD; key findings from the Parents/Guardians, school staff and Student Services staff surveys and the subsequent, emergence of four broad themes:

- 1) Knowledge Mobilization: Professional Learning and Information Dissemination;
- 2) Streamlined Approach to Support Services;
- 3) Coordination of a Collaborative Service Model; and
- 4) Program Enhancement.

Finally, the review contains information for possible actions and investigations.

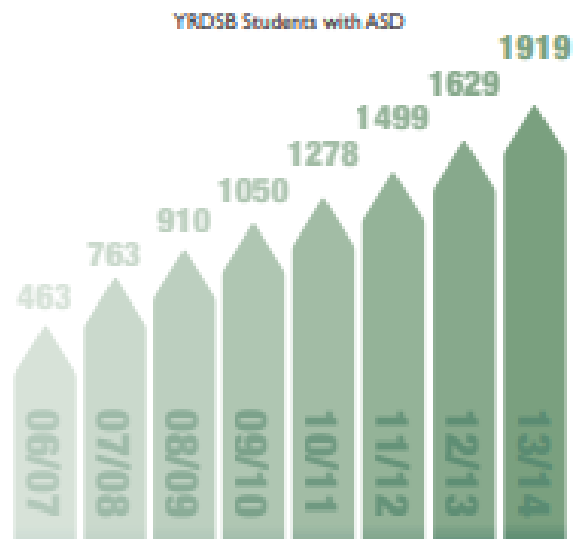
Over the past 15 years, the York Region District School Board has established an array of different resources, supports and services specific to students with Autism Spectrum Disorders (ASD). It was time to ask the question, "How are we doing?"

As a result, a review was undertaken to address the following general questions:

- How do we currently support students with ASD within our Board?
- How do we currently collaborate with partners who provide support and services to students with ASD?
- Are our ASD resources, supports and services sufficiently addressing the needs of our students, staff and families? and
- In the future, how can we work more effectively and efficiently to support students with ASD, their families and staff?

Why engage in an ASD REVIEW?

With a 400% increase in students with ASD in YRDSB over a seven year period, it was critical to consider our current and future support systems for students with ASD.



PPM 140

Sustained by funds from the Ministry of Education that supported the implementation of PPM 140 from September 2007 to date, the Board has undertaken a focused and deliberate approach to professional development related to ASD and ABA. Student Services staff in particular, have facilitated professional development activities associated with effective educational practices for students with ASD. The training has been extensive and has involved school teaching and administrative staff, CEC support staff and members of regional special education departments.

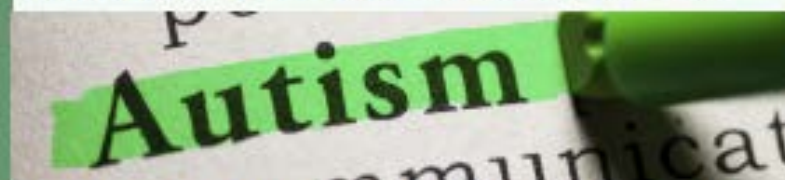
PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), May 17, 2007

AUTISM SPECTRUM DISORDERS

Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development that usually appear during the first three years of life. Characterized by significant impairments in social interaction and communication, and restricted repetitive and stereotypical interests, activities and behaviours, the symptoms of ASD can range from mild to severe impairments. Autism is now recognized as the most common neurological disorder and one of the most common developmental disorders affecting children today (Ministry of Education, 2007). The Centers for Disease Control estimates that 1:68 children have an ASD diagnosis. It is more prevalent in children than Down Syndrome, Cancer, Diabetes, and AIDS combined. In YRDSB there has been more than a 400% increase in the number of students with an identification of ASD in the Board over the past 7 school years with an approximate prevalence rate of 1:63 (March, 2014).

Outcomes of the ASD Review

This review will inform YRDSB as to the possible considerations and investigations over the next decade.



ASD Review & York Region District School Board

The ASD Review's findings indicate that YRDSB has a sound foundational basis of support in place for students with ASD within our schools, our Student Services department and our partnerships with community agencies. There is already a great deal of knowledge and expertise in the system with respect to ASD and Applied Behaviour Analysis (ABA). It is critical, therefore, that strategies are developed that effectively utilize this base of knowledge to engage and build professional capacity among all stakeholders so that the Board's resources, supports and services for students with ASD are effective and efficient in addressing each child's strengths and needs. Our goal for students with ASD, as with all students, is to challenge students to reach their full potential.

HOW DO WE CURRENTLY SUPPORT STUDENTS WITH ASD WITHIN OUR BOARD?

There are multiple levels of support for students with ASD within the Board from school-based staff to regional supports, dependent upon the student's needs. A continuum of special education programs and services is available within each community of schools to meet identified student needs. These programs and services provide learning conditions to maximize student learning potential. For students with special needs, YRDSB is committed to:

- providing programs and services wherever possible in home schools;
- providing a range of placements:
 - Home school
 - Regular class with Indirect Support;
 - Regular class with Resources and/or Withdrawal Assistance;
 - Partially Integrated (self-contained class through a Student Support Centre (SSC) for students who require intensive support);
 - Community Class
 - Self-contained/partial placement in a special education program;
 - Regional class
 - Partially Integrated placement in a regional special education class.

YRDSB has established regional support staff to focus on the following areas: Autism, Behaviour, and Complex Needs. Regional staff are significantly involved in working with school staff in supporting students with complex needs associated with Autism Spectrum Disorders.

HOW DO WE CURRENTLY COLLABORATE WITH OUR ABA/IBI PARTNERS TO SUPPORT STUDENTS WITH ASD?

Collaboration occurs at both a system level through a variety of formal partnerships as well as informally at a school-based level. The following identifies formal collaborative partnerships that YRDSB has established.



AUTISM INTERVENTION PROGRAM (AIP)

In Ontario there are nine Autism Intervention Program (AIP) providers. Kinark Child and Family Services is the AIP provider in York Region. The Board has partnered with Kinark in several initiatives developed to support students who have a diagnosis of ASD. Memorandums of Understanding (MOU) guide the formalized agreements between YRDSB and Kinark in conjunction with the legislative requirements defined by the Ministries of Education, and Children and Youth Services respectively.

1. **ABA TRANSITION CLASSROOM PROGRAMS** – It is the intent of the ABA Transition Classrooms to provide academic programs and ABA intervention strategies to support students as they transition from the AIP program to full-time enrollment in a Board program. Staff from YRDSB and Kinark work collaboratively to address the needs of individual students in the programs.
2. **CONNECTIONS FOR STUDENTS (CFS)** – The Ministry of Education (MOE) and the Ministry of Children and Youth Services (MCYS) developed Connections for Students (CFS) as a collaborative approach to improving transitions for students with Autism Spectrum Disorders. The service is available for students transitioning from Intensive Behavioural Intervention (IBI) therapy delivered through the MCYS funded Autism Intervention Program (AIP) to schools across Ontario.
3. **READINESS FOR IBI SERVICES** – YRDSB and Kinark staff work together to facilitate the transition of students from a school-based program to the Autism Intervention Program commonly known as Intensive Behavioural Intervention (IBI).
4. **TRANSITION SUPPORT SERVICES** – In some cases, parents decline the offer for IBI therapy for their child and opt to receive other services from Kinark called Transition Support Services. These services may include small group activities to generalize learning skills; parent education and support; parent consultation on specific goals; and consultation with school staff to identify strategies to support the child in school.
5. **INTENSIVE BEHAVIOURAL INTERVENTION (IBI)** – In Ontario, Autism Intervention Services are funded by the Ministry of Children and Youth Services (MCYS). The Autism Intervention Program includes:
 - a) Support services which include advice, information, materials, consultation and training for families to get their child ready for Intensive Behavioural Intervention; and
 - b) Intensive Behavioural Intervention (commonly known as IBI).

Parents have two options when selecting MCYS funded IBI services for their child, that is, DSO and DFO.

DIRECT SERVICE OPTION (DSO)

Children can receive the services directly from trained staff at one of Ontario's nine regional service providers. In York Region, IBI therapy is provided by Kinark Child and Family staff in the child's home and/or a clinic setting for between 30-40 hours per week. In accordance with the guidelines of their service, therapists usually offer IBI therapy on 4 of the 5 weekdays.

DIRECT FUNDING OPTION (DFO)

Parents can receive funding directly. The family then arranges for services from a private service provider. Children who receive IBI services through a private service provider funded by MCYS as per the DFO option usually receive 20 hours per week of IBI therapy with 10 hours being provided during the regular school day. Students who receive IBI through the DFO option usually attend school for part of the day and/or week.

PPM 156

A transition plan must be developed for all students who have an Individual Education Plan (IEP), whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.

PPM 156: Supporting Transitions for Students with Special Education Needs, February 1, 2013

EIS

Early Intervention Services supports families with children aged birth to school entry with special needs. Children with special needs include those at risk due to established risk factors such as Autism, Cerebral Palsy, and Down Syndrome.

This service includes:

- Early notification of the student's enrollment in the YRDSB
- An EE/YRDSB parent information session
- A team meeting with community supports
- Sharing of assessments from community supports such as occupational therapy, speech-language pathology
- Collaboration in the development of programming and Individual Education Plan

ABA

An ABA approach focuses on addressing the needs that children and youth with ASD have in 4 key areas:

1. Communication
2. Social/ Interpersonal
3. Daily Living
4. Behaviour management/ emotional regulation

HOW DO WE CURRENTLY COLLABORATE WITH OUR ABA/IBI PARTNERS TO SUPPORT STUDENTS WITH ASD?

APPLIED BEHAVIOUR ANALYSIS (ABA) BASED SERVICES AND SUPPORTS FOR CHILDREN AND YOUTH WITH AUTISM SPECTRUM DISORDER (MCYS)

In July, 2011, the Ministry of Children and Youth Services introduced new ABA based services and supports to assist children and youth with ASD. The services are designed to target the child's or youth's highest priority skill development area(s). Services are provided for between two and six months depending on the child's or youth's identified needs and the type of service being delivered. Services are typically being provided for between two and four hours per week with flexibility to provide services more or less frequently as appropriate depending on the type and design of the service to be delivered. In York Region, Kerry's Place: Autism Services and Macclesfield Health Centre for Behaviour Health Sciences are the providers of these services. Using an ABA approach, these services and supports focus on addressing the needs that children and youth with ASD have in 4 key areas:

- | | |
|-------------------------|---|
| 1. Communication | 3. Daily Living |
| 2. Social/Interpersonal | 4. Behaviour management/ emotional regulation |

YORK ASD PARTNERSHIP

The York ASD Partnership's goal is to improve the system of support for children, youth and adults with ASD and their families in York Region. Over the past four years, the York Region District School Board has assumed an active role in the York ASD Partnership by agreeing to participate in the collective implementation of a shared strategic plan. Board staff have acted as co-chairs of the various working groups and staff have contributed to the tasks associated with the partnership goals. YRDSB joins more than twenty other community organizations in the formal Partnership Agreement.

ARE OUR ASD RESOURCES, SUPPORTS AND SERVICES SUFFICIENTLY ADDRESSING THE NEEDS OF OUR STUDENTS, STAFF AND FAMILIES?

REVIEW FRAMEWORK

In order to assess the effectiveness of YRDSB resources, support and services in meeting the needs of students with ASD, a plan was developed that incorporated gathering qualitative and quantitative data from key stakeholders – parents/guardians, school staff and Student Services staff. As part of the framework for the online surveys, findings identified in the Ministry ASD Reference Group report (2007) were used as the overall Program Considerations for the Review: 1) Student Learning and Assessment; 2) Research and Knowledge Mobilization; and 3) Partnerships and Shared Responsibility.

DATA COLLECTION

Both qualitative and quantitative data were collected for the review during the 2012/2013 school year. Qualitative data was collected through a town hall meeting format, focus groups, and interviews. Online surveys were used to collect the quantitative data in April and May, 2013.

SURVEY RESULTS

The ASD Review survey results generated extensive data related to such topics as placement options, interdisciplinary teams, evidence-based practices/professional learning, service coordination, service navigation and community collaboration that will assist in guiding direction to the Board and the Student Services department in particular. This report highlights the findings related to priorities for improving supports and services for children with ASD within the Board.

IN THE FUTURE, HOW CAN WE WORK MORE EFFECTIVELY AND EFFICIENTLY TO SUPPORT STUDENTS WITH ASD, THEIR FAMILIES AND STAFF?

Four broad themes were identified based on a further analysis of the findings of this study. Each theme outlines expectations and potential next steps. The themes derived from the significant findings are as follows:

**Knowledge Mobilization:
Professional Learning and
Information Dissemination**

**Streamlined Approach
to Support Services**

**Coordination of a
Collaborative Service
Delivery Model**

Program Enhancement

KNOWLEDGE MOBILIZATION: PROFESSIONAL LEARNING AND INFORMATION DISSEMINATION

The acquisition of knowledge about Autism Spectrum Disorders and Applied Behavioural Analysis by board and school staff, and associated professional learning activities was a critical finding in the ASD Review. The emergence of a primary theme related to knowledge mobilization is reflected by the following expectation by all stakeholders:

Students with ASD are supported by caring, knowledgeable and understanding staff.

The review findings indicate that there is a need for on-going professional learning to ensure that school and area/regional board staffs are supported in creating and sharing knowledge about ASD and ABA with others throughout their departments, school, network and Board. A commonly-held expectation by parents, school staff and Student Services staff alike is that students with ASD should be taught by educators who understand and appreciate their divergent strengths and needs.

FOR POSSIBLE CONSIDERATIONS AND INVESTIGATIONS

- Consider an infrastructure that supports and coordinates systematic knowledge mobilization in ASD and ABA at all levels of the system, in collaboration with community partners;
- Adopt job-embedded professional learning strategies for ASD and ABA;
- Facilitate individualized methods for intentional and active sharing of piloted and exemplary practices, as well as research and evidence-based interventions, in relation to specific programs or teams/services along the lines of a professional learning community model; and
- Implement regional communication strategies that will further staffs', students' and families' awareness, understanding and appreciation of the diverse strengths and needs of children and youth with ASD.



STREAMLINED APPROACH TO SUPPORT SERVICES

A primary goal of the review was to assess the effectiveness of YRDSB resources, supports and services in addressing the needs of students with ASD, their families, and school staff. The review findings highlighted the need for the Board to develop a streamlined approach to support services within the system. In particular, parents, school staff and Student Services staff identified a common expectation:

Interdisciplinary teams provide support in a proactive, timely and seamless manner by working collaboratively with parents, school staff and community partners to address the needs of students with ASD and their families.

Many stakeholders cited positive interactions with Student Services staff and subsequent support for students with ASD by interdisciplinary teams. When asked, however, how to improve the effectiveness and efficiency of interdisciplinary teams for students with ASD, common recommendations emerged in the areas of communication, resources/supports and education/training. The review findings indicated that interdisciplinary teams would be more effective and efficient if support services were streamlined and incorporated the following commonly-identified suggestions:

- Promote open and on-going communication with all stakeholders, including school staff, parents and external community supports;
- Streamline the referral process;
- Engage support in classrooms as partners versus “experts”; and
- Provide greater involvement of parents and external community support such as agency staff (parent-based suggestion).

Representative comments from all stakeholder groups indicate there is a need for a review of Student Services regional teams’ and department mandates and protocols to identify ways of improving support and services for students with ASD from kindergarten to graduation including improved communication among families, staff and community partners.

FOR POSSIBLE CONSIDERATIONS AND INVESTIGATIONS

- Streamline ASD services at the Regional level to promote greater continuity in service delivery from JK to Grade 12 (graduation) and greater support for ASD Community Classes;
- Clarify the mandates, roles, responsibilities and expectations of specific teams/services that support students with ASD, and how the teams/services are accessed and operationalized; and
- Explore a data management system(s) to collect demographic and outcome data for the purpose of accessing services and future planning;

Inclusion

The York Region District School Board is committed to providing the most appropriate educational opportunities for all students. Inclusive practices in our schools are an integral part of individualized planning, program development, and instructional delivery. A continuum of service is available to students based on their strengths, needs, and interests.

COORDINATION OF A COLLABORATIVE SERVICE MODEL

Students with ASD often require a combination of services across several professional disciplines, for example, education, medicine, psychology, speech-language pathology, physical therapy, occupational therapy and applied behavior analysis facilitators. Often the professionals who support children and youth with ASD work in different organizations and are governed by the mandate and legislative requirements of their respective agency. Parents, educators and Student Services staff reported the need for coordination of a collaborative service model for students with ASD and their families. The review findings clearly identified that all stakeholder groups had a similar expectation:

Professionals work in partnership with families to coordinate and facilitate resources and services that address the needs of students with ASD.

All stakeholders indicated the importance of coordinating services between the board and community agencies as they pertain to students with ASD. The review findings also indicate that there is a need to develop an effective and efficient model of service coordination to ensure that school, board and community partners are knowledgeable about the services and supports available in the various agencies, and the mechanisms to access the services.

FOR POSSIBLE CONSIDERATIONS AND INVESTIGATIONS

- Develop a common process for coordinating services/meetings, such as the CTN Single Plan of Care, including the designation and description of various roles and responsibilities of school and Board staff;
- Align the In-school Team process with the systematic and Board-wide approach to service coordination and navigation;
- Establish varied methods of sharing information about available services, based on further stakeholder consultations i.e. identify the information that school staff, parents and Student Services staff require about existing services and supports within the Board and community, and the most appropriate ways of sharing this information with the various personnel and community members; and
- Clarify YRDSB protocols/policies/procedures regarding ABA/IBI service provider involvement in schools.



PROGRAM ENHANCEMENT

The Ontario Ministry of Education issued PPM 140 to provide direction to school boards and to support their use of ABA as an effective instructional approach in the education of many students with ASD. As such, the current review centered its investigation on the implementation of ABA strategies in classroom programmes in YRDSB schools. Throughout the review, a fourth theme emerged related to the need to enhance programmes for students with ASD with the expectation by parents, educators and support staff alike that:

Students with ASD receive the resources, services and support that they require.

Given the findings of the review in which the stakeholders identified the complex nature of ASD, it is important that classroom programmes have a foundation of evidence-based practices. High-quality educational programs for students with ASD share common characteristics derived from research, which can be translated into indicators that set practice standards and inform best practices for students with ASD.

FOR POSSIBLE CONSIDERATIONS AND INVESTIGATIONS

- Review criteria for support staff resource allocation for schools and crisis situations to ensure that the level of expertise, resources and flexibility appropriately match the responsiveness of services for each student with ASD;
- Explore an infrastructure for ASD support based on a professional learning community model and/or an evidence-based intervention model which includes screening/bridge, assessment/intervention, professional development and monitoring of implementation, to ensure students with ASD and families obtain the individualized supports they need;
- Review current staffing procedures and policies to ensure that trained, qualified and caring school staffs continue to be available to support students with ASD in classroom settings including teachers and educational assistants; and
- Develop a list of factors that need to be considered and/or implemented in the design of classroom space for students with ASD e.g., work space needs, sensory concerns.

Student Services OUR VISION

We recognize all learners as our learners and work together to ensure the discovery of potential each and every day.

www.yrdsb.ca @YRDSB
60 Wellington Street West, Box 40, Aurora, Ontario L4G 3H2
905.721.0000
LDD 000417





each and every day.

ry of potential

WHAT SERVICES ARE PROVIDED BY SCHOOL SOCIAL WORKERS?

School social workers focus on helping students find solutions to the social and emotional factors which impact a student's school performance. They are knowledgeable and trained to assist students, families and school communities.

School social workers offer a broad range of services, which may include:

- Advocacy
- Assessment
- Attendance Counselling
- Case Conferences
- Conflict Resolution
- Consultation with students, families, school staff and community services
- Crisis Intervention
- Participation in Violence/Threat/Risk Assessments
- Referrals to appropriate community resources
- Short-term counselling regarding a specific concern affecting a student's progress
- Staff professional development and education
- Traumatic Events

WHEN TO INVOLVE THE SCHOOL SOCIAL WORKER?

School social workers may become involved when any of the following issues are impeding school success:

- | | |
|----------------------|-------------------------------|
| • Anger management | • Self-esteem |
| • Anxiety | • Self-harm |
| • Bullying | • Sexuality and sexual health |
| • Depression | • Stress management |
| • Eating Disorders | • Substance use |
| • Family Conflict | • Suicidal behaviour |
| • Grief/Loss | • Trauma |
| • Parenting Support | |
| • Peer Relationships | |

ATTENDANCE

The law requires regular attendance at school until the student reaches 18 years of age or graduation, whichever comes first. In cases of serious non-attendance, the school social worker supports the student, family and school to develop a plan for improved attendance. This support focuses on the student's strengths, interests and academic ability.

Attendance referrals may be initiated by the school administration in consultation with parents, teachers and the school social workers.

HOW TO ACCESS A SCHOOL SOCIAL WORKER

If a principal or vice-principal believes that a student could benefit from the support of a school social worker, they will contact the school social worker for a confidential consultation. This allows the school social worker to determine if they are the best person to support the student.

Parents/guardians may also recognize that their child is in need of additional support to be successful in school. In this case, parents/guardians may contact the principal or vice-principal to discuss the possibility of the school social worker becoming involved.

There may be situations where it would be more appropriate for counselling to occur outside of school in a setting where individual and/or family therapy can take place. The school social worker can provide the parent/guardian with suggestions or suitable resources in the community. Sometimes, the family doctor will refer a student to a psychiatrist or mental health clinic for further support.

CONFIDENTIALITY

Privacy of information is a legal requirement. Confidentiality will be discussed with the parent/guardian/student preferably prior to the first meeting with the student. This is the informed consent process and will address any questions or concerns that anyone might have.

Services provided to students are confidential unless health and safety issues, of a significant nature, arise.

ey found out that I was getting help, that I was trying to improve, and that now I'm better (academically). So it wasn't as bad as I thought it was going to be."



Learning Disabilities
and Individual
Education Plans

A summary report of field research
with York Region District School
Board students

ents and as such are distinct from intellectual disabilities.

** Definition provided by the Learning Disabilities Association of Ontario*





ntario
(905) 882-6088

PEAK East

201 Town Centre Boulevard
Markham, Ontario
(905) 479-2787 ext. 408



Program is

a transition program designed for senior secondary school students and serves as a bridge from school to adult life options including work, college vocational programs and community participation. Students complete the program with increased independence, confidence and purpose. The program supports students to function as independent, responsible and contributing members of society.

The program goals are to assist students to make an effective transition from secondary school to work, college and/or other adult life options. This is accomplished by gaining extensive exposure to the world of work while developing effective social skills and work habits which enhance quality of life. Another goal of the program is to encourage a well-balanced lifestyle.

The program consists of a 25% in-class component and a 75% community work placement.

The in-class component of the program includes English and Mathematical Literacy, Personal Life Management, Exploring the World of Work, Learning Strategies and Community Based Education. Employment readiness and transition planning for college vocational programs are also key components of PEAK. Practical challenges which come directly from the student's work placement provide tools and strategies necessary for life long success. The ultimate goal is to empower students and maximize their independence through teaching self-advocacy, critical thinking and self reflection.

Summary of Feedback – Special Education Plan 2018

The Communications Sub-Committee reviewed sections of the Plan and shared with the SEAC at each meeting.

- Section A, Introduction, updated to include how SEAC members provide input into the Special Education Plan and Summary of Feedback Chart added to the appendices.
- Updated sections to include Ministry document, *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017*, and removed the three policy and resource documents that it supersedes.
- Section B, Ministry and Board Directives, added the *Caring and Safe Schools in Ontario* to the list of Ministry documents.
- In Section C, Service Delivery Models by Exceptionality, in the Category of Communication – Autism, the definition was updated based on the Autism Ontario definition and changes to the funding model.
- The Student Services Organizational Chart was updated in Section D to include Complex Needs Team as part of the professional learning support and removed Mental Health Lead, York Support Services Network and COMPASS as part of the Interdisciplinary Team.
- In Section D, updates to the following support staff and services: Autism Services, Complex Needs Services, Special Education Consultants, Psychological Services, and School Social Worker; as well as updates to the Special Education Staffing.
- New information about time frames for assessments has been included in the Special Education Plan in Section E.
- The SSNET IEP Checklist for Administrators was reviewed and updated in Section E, and SSNET templates were updated for Sections E and F.
- In Section F, Transitions, the following information was updated: Entry to School Procedures; Kinark Connections For Students templates; York Region Central Intake for Day Treatment Services; and the Work Experience Transition Document.
- Demonstration Schools Chart in Section K was updated in the Special Education Plan.
- The final updated Special Education Plan will be submitted to the Ministry of Education.