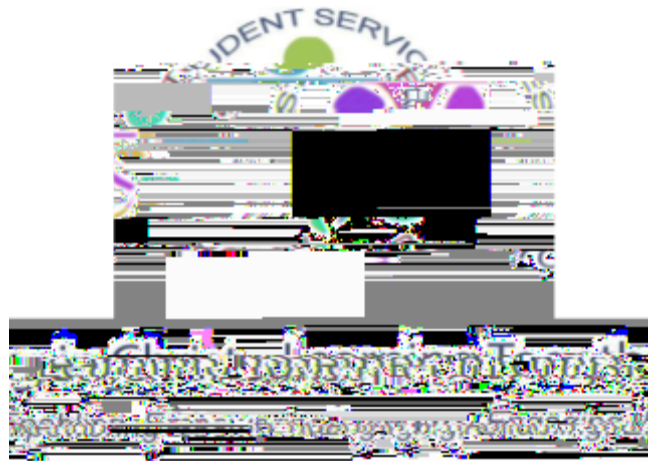


# Special Education Plan 2024-2025



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## INTRODUCTION

### Acronyms and Definitions and Related to Special Education

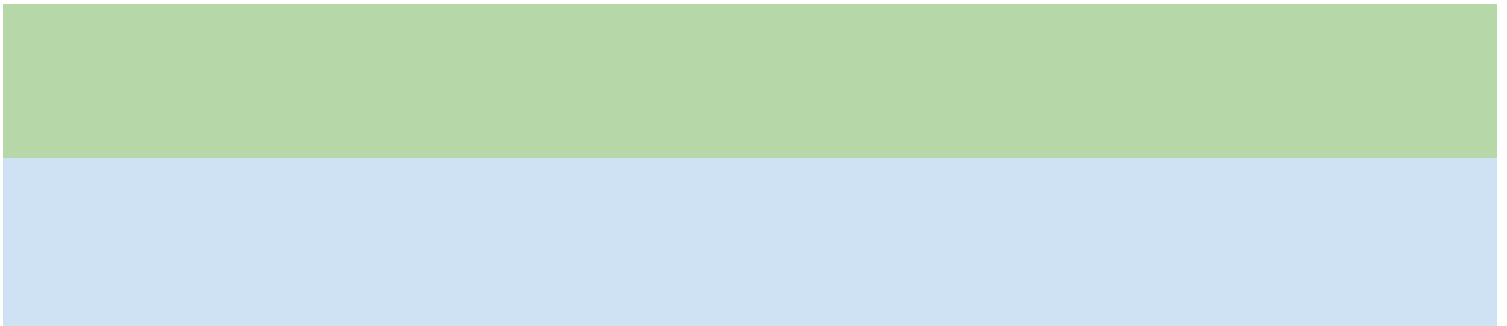
## Acronyms and Definitions Related to Special Education

Acronym	Description
ABA	Applied Behaviour Analysis
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
APT	Alternative Program Teacher
ASD	Autism Spectrum Disorder
BMS	Behaviour Management Systems
BRS	Behaviour Resource Services
CC	Case Conference
CDA	Communicative Disorders Assistant
CEC	Council for Exceptional Children, also Catholic Education Centre
CYC	Child and Youth Care Practitioner
CYW	Child and Youth Worker
DS	Differentiated Support
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
EA	Educational Assistant
EW	Education Worker
ES	Educational Support Program
FLS	Functional Life Skills Program
FSIQ	

# Special Education Plan

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## Special Education Plan

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

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

The York Catholic District School Board (YCDSB) welcomes input regarding special education services and provides the community with this opportunity via the website. Student Services and school staff gather ongoing feedback from students, parent(s)/guardian(s) and community members throughout the year in order to continuously v

## SEAC Involvement in the Review Process

In accordance with regulation 464/97 made under the Education Act, the Board ensures SEAC's (Special Education Advisory Committee) involvement in the annual review of the Board's Special Education Plan. SEAC Member Associations have an opportunity each year to submit a majority or minority Report to the Chair of SEAC and Board of Trustees concerning the board's Special Education Plan.

As a follow up to the school board Special Education Plan report – 2023-2024, the following was put into place:

- Updated the Special Education Plan to reflect any changes and services
- Presented to SEAC the amendments to the Plan 2023 for information and input
- Implemented the recommendations
- Presented to SEAC for approval
- Presented to Board for approval

### Majority and Minority Reports

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

Advisor



**SPECIAL EDUCATION PROGRAMS  
AND SERVICES**

**Section B – STANDARD 2**

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





# Special Education Plan

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# Special Educd a



## Standard 3: Roles and

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# Special Education Plan

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## Parent(s)/Guardian(s)

- Is familiar with and informed about board policies and procedures in areas that affect the child
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities
- Participates in the development of the IEP
- Is acquainted with the school staff working with the student
- Supports the student at home
- Works with the school Principal and educators

**SPECIAL EDUCATION PROGRAMS**

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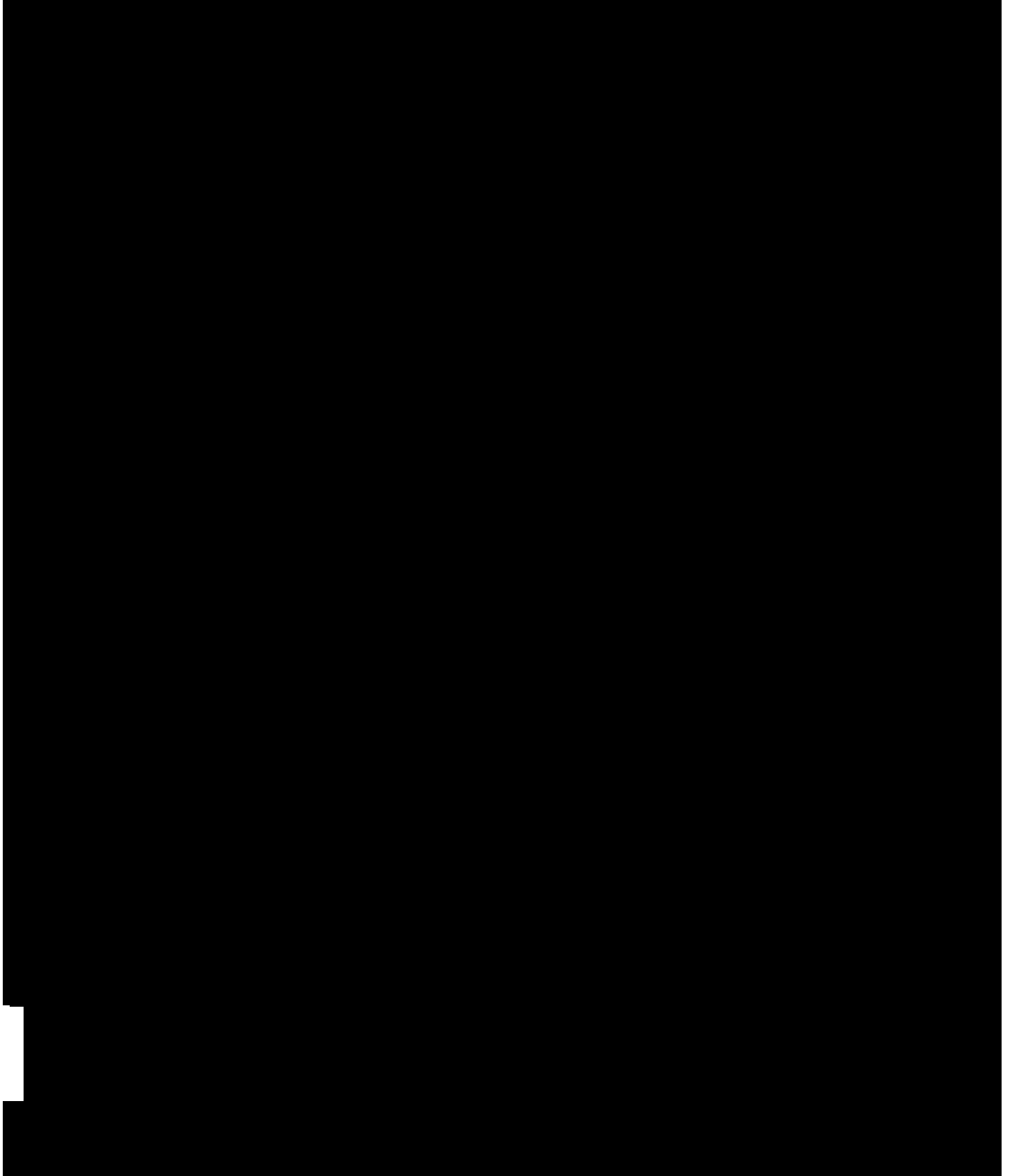
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# Special Education Plan

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# Special Education Plan

Item	Description	Status
1. Identification of students	The school identifies students who are eligible for special education services through a variety of methods, including teacher referrals, parent referrals, and direct observation. All students are screened for hearing and vision.	Does not meet
2. Assessment and evaluation	Students who are identified for special education services are assessed and evaluated by a team of professionals, including teachers, parents, and specialists. The team determines the student's needs and develops an individualized education plan (IEP).	Does not meet
3. Instruction and services	Students who are eligible for special education services receive instruction and services that are tailored to their individual needs. This may include specialized instruction, related services, and accommodations.	Does not meet
4. Monitoring and evaluation	The school monitors and evaluates the progress of students who are receiving special education services. This is done through regular communication with parents and the special education team.	Does not meet

[REDACTED]







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# Special Education Plan

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SE7 to be Completed  
and Signed

Original **Summary of IPRC (SE7)** is sent home for  
Parent(s)/Guardian(s) signature, final copy with signatures to be  
placed in OSR  
IEP to be created within 30 days of IPRC decision

Special Education  
Program Consultant  
Parent(s)/Guardian(s)  
School Staff

## Parental Consent

The IPRC Committee will finalize the Identification and Placement decision and record it in the  
[Summary](#)



# Special Education Plan









# Special Education Plan

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# Special Education Plan

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## Consent



# Special Education Plan

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stored in the relevant YCDSB



## Educational Assessment

### Group Assessments Tools:

Canadian Cognitive Abilities Test (CCAT)

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

Kaufman Test of Educational Achievement -3 (KTEA-3)

Peabody Picture Vocabulary Test (PPVT)

Diagnostic Math Assessment (DMA)

Brigance Inventory of Basic Skills

Brigance Transition Skills Inventory

Transition Planning Inventory (TPI-2)

Flynt-Cooter Comprehensive Reading Inventory

YCDSB Phonological Awareness Screener

Remediation Plus Program Assessment Tools

Lexia Structured Literacy Auto-Placement Test

STAR Program Student Learning Profile

YCDSB Checklists/Inventories for Alternative Programs/Skills

## Other Assessments

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

### ABA Specialists

**QUALIFICATIONS** Mas

# Special Education Plan

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# Special Education Plan

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# Special Education Plan

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## Psychological Services

**QUALIFICATIONS** **Registered Psychologist or Psychological Associate:** Ph.D. or Master's degree (or equivalent); Registered with the College of Psychologists of Ontario (CPO)



# Special Education Plan

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## Adaptive Behaviour

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# Special Education Plan

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Type 2: The school team, including the Psychological Services staff member, have reviewed the SE1 (OSR Search) and SE4 (Academic/Assessment of Skills

# Special Education Plan

	<p><b>Tools that assesses a student’s expressive and/or receptive vocabulary skills:</b>          Peabody Picture Vocabulary Test-4          Expressive Vocabulary Test          Expressive One Word Picture Vocabulary Test-4</p> <p><b>Tools that assesses a student’s articulation (i.e., speech sound production):</b>          Goldman Fristoe Test of Articulation -2</p>
<p><b>WAITING TIME FOR ASSESSMENT</b></p>	<p>1 to 7 months</p>
<p><b>PRIORITY CRITERIA</b></p>	<p>students who have multiple needs and are new to school          students who require more detailed assessment/communication profile information for programming purposes          students who require a referral to community programs (e.g., CTN SBRS)</p>

**SPECIAL EDUCATION PROGRAMS  
AND SERVICES**

**Section B – STANDARD 7**

**StR 2**

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# Special Education Plan

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**Specialized Health  
Support Services**

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## Special Education Plan

**Specialized Health  
Support Services**

**Agency or position of  
person who performs  
the service (e.g.,  
Board staff,  
community agency,  
parent(s)/guardian(s),  
student)**

**Eligibility criteria  
for students to  
receive the  
service**

**Position of  
person who  
determines  
eligibility to  
receive the  
service and the  
level of support**

**Criteria for  
determining when  
the service is no  
long**

# Special Education Plan

Specialized Health  
Support Services

Agency or position of  
person who performs  
the service (e.g.,  
Board staff,  
community agency,  
parent(s) a



## Special Education Plan

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**Specialized Health  
Support Services**

**Agency or position of  
person who performs  
the service (e.g.,  
Board staff,  
community agency,  
parent(s)/guardian(s),  
student)**

**Eligibility criteria  
for students to  
receive the  
service**

**Position of  
person who  
determines  
eligibility to  
receive the  
service and the  
level of support**

**Criteria for  
determining when  
the service is no  
long**

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## Special Education Plan

Specialized Health Support Services	Agency or position of person who performs the service (e.g., Board staff, community agency, parent(s)/guardian(s), student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility (if available)
	provider-sterile intermittent				
Suctioning	YCDSB staff-shallow surface suctioning; HCCSS contracted service provider-deep suctioning	HCCSS Care-Coordinator	HCCSS Care-Coordinator	Physician, HCCSS Care-Coordinator and service provider	Consultation with the Principal and HCCSS Care-Coordinator
Lifting and positioning	YCDSB staff	As determined by YCDSB OT/PT Services	YCDSB OT/PT staff	YCDSB OT/PT staff	Consultation with the Principal and Supervisor of OT/PT Services
Assistance with mobility	YCDSB staff	As determined by YCDSB OT/PT Services	YCDSB OT/PT staff	YCDSB OT/PT staff	Consultation with the Principal and Supervisor of OT/PT Services
Feeding	YCDSB staff, HCCSS contracted service provider (enteral feeds)	YCDSB staff, HCCSS contracted service provider (enteral feeds)	The Principal, HCCSS Care-Coordinator	YCDSB staff, and HCCSS service provider	Consultation with the Principal and HCCSS service provider

# Special Education Plan

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**Specialized Health  
Support Services**

**Agency or position of  
person who performs  
the service (e.g.,  
Board staff,  
community agency,  
parent(s)/guardian(s),  
student(s)/gua**



## Standard 8: Categories and Definitions of Exceptionalities

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

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

### Behavioural

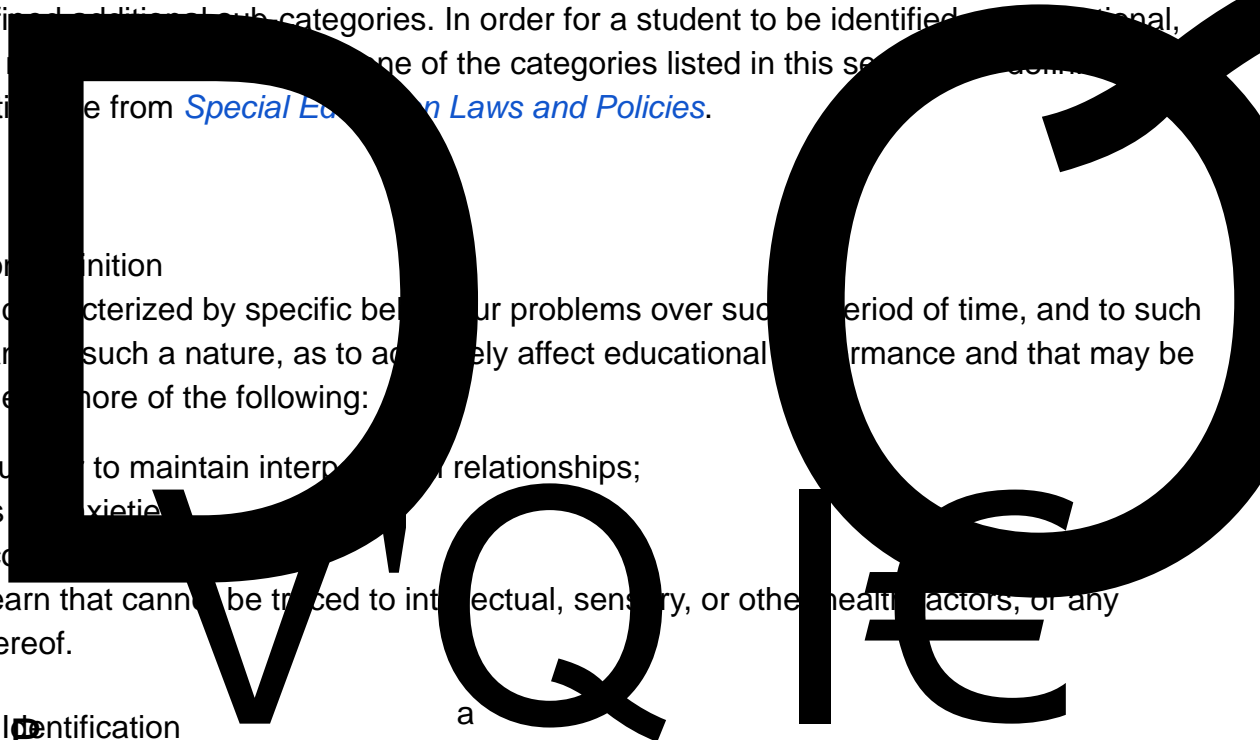
Ministry of Education Definition

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

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

YCDSB Criteria for Identification

Within this category, only students with



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# Special Education Plan

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## YCDSB Criteria for Identification

A diagnosis of Autism Spectrum Disorder (ASD) has been provided by a qualified practitioner (i.e., a member of the College of Psychologists or a

# Special Education Plan

## YCDSB Criteria for Identification

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

An assessment by a Registered Speech-Language Pathologist indicating which indicates the following:

The CELF-5 Language Battery has been administered and results reveal at least one Composite Score (*i.e.*, *Core Language*, *Receptive Language Index*, or *Expressive Language Index*) is found to be at 70 or below within a 90% level of confidence; AND

The student's ability to access curriculum and engage in everyday social interactions are negatively impacted by their language abilities; AND

The student's language difficulties are deemed to be persistent; AND

The student's language difficulties are not the result of their need to learn English as a second language.

an identification of either Language Disorder or Developmental Language Disorder by a Registered Speech-Language Pathologist or of Language Disorder by a member of the College of Psychologists, which results in a need for accommodations and/or modifications to the classroom environment and/or program

reports that are external to YCDSB must be reviewed by a member of the Speech and Language

YCDSB Services department prior to proceeding to IPRE and / esu w 3 C.C. into 3 if Pat a

Communication: Speech



# Special Education Plan

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## Communication: Learning Disability

Ministry of Education Definition

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and understand



# Special Education Plan

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## **Intellectual: Giftedness**

Ministry of Education Definition

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# Special Education Plan

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curriculum modifications and/or alternative specialized programming

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

## **Intellectual: Developmental Disability**

Ministry of Education Definition

A severe learning disorder characterized by:

an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

an ability to profit from a special education program that is designed to accommodate slow intellectual development;

a limited potential for academic learning, ~~in~~ independent social

## YCDSB Criteria for Identification

A diagnosis of Intellectual Developmental Disorder (previously known as Intellectual Disability - Mild) has been provided by a qualified practitioner

The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming

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

## **Physical: Physical Disability**

### Ministry of Education Definition

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

### YCDSB Criteria for Identification

An ongoing physical disability or condition as identified by a medical practitioner which results in a need for accommodations and/or modifications to the classroom environment and/or program

Reports must be reviewed by a member of the Occupational and Physical Therapy Services prior to proceeding to IPRC

## **Physical: Blind and Low Vision**

### Ministry of Education Definition

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

### YCDSB Criteria for Identification

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

a visual acuity of 20/70 or less in the better eye after correction;

a visual field of 20 degrees or less;

any progressive eye disease;

Cortical Visual Impairment (CVI)

a completed Functional Vision Assessment, Cortical Visual Impairment Range Assessment, or Learning Media Assessment;

requires alternative format(s), rather than conventional print, to access the curriculum (textbooks, handouts, etc.). Alternative formats could include, but is not limited to, large print, e-text, braille



**6 SPECIAL EDUCATION**





# Special Education Plan

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

The Special Education Advisory Committee (SEAC) of the York Catholic District School Board was established, in accordance with the Education Act, to make recommendations to the Board with respect to any matter affecting the establishment and development of Special Education programs and services for students with exceptional needs. SEAC receives information with regards to criteria for placement, proposed program developments and proposed program changes for Special Education programs. This information is presented during regular monthly meetings, prior to presentation to the Board. SEAC's recommendations are considered and accompany any proposal to the Board. For more information on SEAC, please use this [LINK](#).



# Special Education Plan

## ELEMENTARY AND SECONDARY PLACEMENTS

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

### BEHAVIOUR

Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
BEHAVIOUR	Regular Class			
	Regular			



# Special Education Plan

<b>LANGUAGE IMPAIRMENT</b>	Regular Class with Withdrawal	N/A	Core Resource	IPRC/SE5 based on demonstrated need
<b>LEARNING DISABILITY</b>	Regular Class with Withdrawal	N/A	Core Resource	IPRC/SE5 and diagnosis of LD
	Regular Class with Withdrawal	12 + 3	Learning Strategies (Secondary)	IPRC/SE5 and diagnosis of LD
	Provincial Demonstration School	12	Specialized Program	Determined by Trillium Demonstration School in conjunction with parent(s)/guardian(s)

## INTELLECTUAL

Exceptionality	Placement Options	Class Size	Program/ Service	Criteria for Admission
<b>GIFTEDNESS</b>	Special Class, Fully Self-Contained (grades 5-8)	25	PACE (Elementary)	IPRC or SE5 and student meets YCDSB criteria for Giftedness. Procedure for Entry into the PACE Program is available on the YCDSB website <a href="#">Programs and Services</a>
	Special Class, with Partial Integration (grades 9-12)	30	PACE (Secondary)	
	Regular Class with withdrawal (elementary and secondary)	N/A	Core Resource	
<b>MILD INTELLECTUAL DISABILITY</b>	Regular Class with withdrawal	N/A	Core Resource	IPRC or SE5 and diagnosis/identification of MID, adaptive skills are developing as expected
	Regular Class with withdrawal	N/A	Educational Support	IPRC or SE5 and diagnosis/identification of MID, direct teaching of adaptive skills is required
<b>DEVELOPMENTAL DISABILITY</b>	Regular Class with Withdrawal	N/A	Functional Life Skills	IPRC or SE5 and diagnosis of DD





**Special**

# Special Education Plan

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Parent(s)/guardian(s) and students (who are sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion. ([SE9 A Parent/Guardian to the Identification, Placement and Review Committee \(IPRC\) Process](#)). The IEP consultation and review process must be documented.

## The IEP Process

## Process for Dispute Resolution

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

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

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

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

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

# Special Education Plan



# Special Education Plan

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## Provincial Schools for the Deaf

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

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

*YCDSB currently has 1 student attending The Ernest C. Drury School for the Deaf.*

## Transportation to Provincial Schools

School boards will provide transportation to provincial schools.

## Demonstration Schools

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

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

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

## Special Education Plan

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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

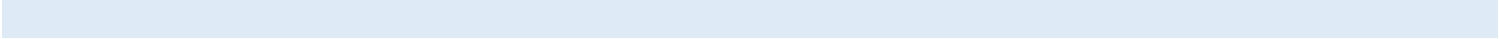
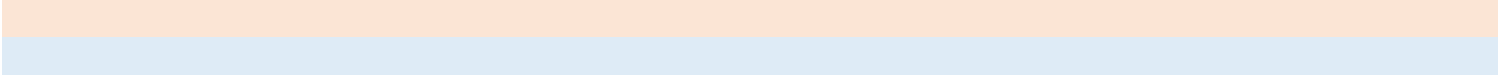
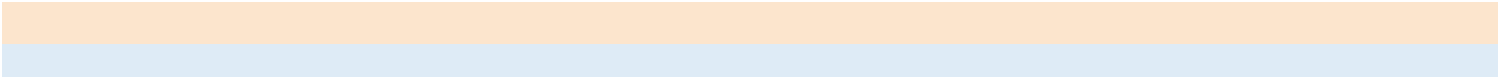
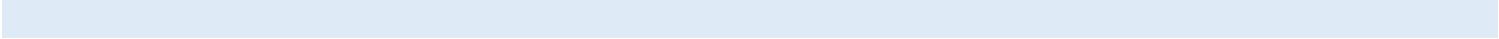
**SPECIAL EDUCATION PROGRAMS  
AND SERVICES**

**Section B – STANDARD 12**

**Standard 12: Special Education Permanent  
Staffing Allocation**

Standard 12: Special Education Staff

The purpose of this standard is to provide specific



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## Standard 13: Staff Development

### Goal

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

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# Special Education Plan

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## **Budget**

Student Services remains committed to in-servicing at all



# Special

# Special Education Plan

## In-services attended out of Board:

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

## Parent/Guardian Information Sessions

OU Early Facilitation Virtual Information Session (new to board students) wiM

# **SPECIAL EDUCATION PROGRAMS AND SERVICES**

## **Section B – STANDARD 14**

### **Standard 14: Equipment**

## Standard 14: Equipment

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

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

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with Special Education needs. There are two types of Special Equipment Amount (SEA) claims: SEA Per Pupil Amount (e.g., computer hardware, software and related equipment) and SEA Claims-based Amounts (e.g., lifts, Braille writers, positioning devices, FM Systems, etc.).

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

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

A SEA claim can be put forward for any student who requires personalized non-computer equipment to attend school and access his/her curriculum/modified program when the cost of the equipment exceeds \$800 for the school year. All personalized equipment meeting the SEA requirements is ordered through Student Services in accordance with the Ministry of Education submission timelines. YCDSB seeks efficiencies for all SEA equipment purchases through bulk purchases as well as Board licenses in order to decrease costs.



# **SPECIAL EDUCATION PROGRAMS AND SERVICES**

## **Section B – STANDARD 15**

### **Standard 15: Accessibility of School Buildings**



# Special Education Plan

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## Deaf and Hard of Hearing Students



# Special Education Plan

# Special Education Plan

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## Standard 16: Transportation

The purpose of the standard is to provide details of the board's transportation policies to

# Special Education Plan

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## Pathway to Independence Plan - Transportation

A plan will be developed for students who receive temporary transportation. These students will have a Pathway to Independence Plan (PIP) page in their IEP with goals in the area of transportation.

# **SPECIAL EDUCATION**

## **Section C – STANDARD 17**

**Standard 17: The Board's Special  
Education Advisory Committee**

## Standard 17: The Board's Special Education Advisory Committee

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

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

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

### 1. Purpose/Mandate:

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

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

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

### 3. Committee Membership:

- 3.1 The SEAC Committee will be comprised of the following:
  - a) One representative from each of the local associations, not to exceed twelve, that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board, who must be:
    - a Canadian citizen;
    - of full age of eighteen years;
    - a resident within the area of jurisdiction of the Board;
    - a separate school elector; and
    - not employed by the Board in which the member resides.
  - b) One alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the Board;

# Special Education Plan

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- c) Trustees are appointed by the Board (2 regular members, 1 alternate) and the Board may appoint one or more additional members who are neither representative of a local association nor members of the Board or another committee of the Board.

## 4. Resource Personnel:

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

## 5. Association Representatives:

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

## 6. Trustee Membership:

- 6.1 Two regular trustee members
  - A. Grella
  - J. Wigston
- 6.2 Two alternate trustee members
  - M. Barbieri
  - M. lafrate

## 7. Meeting Schedule and Time:

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

## 8. SEAC Rules and Regulations

- 8.1 See fro u. 1 0 h



# Special Education Plan

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## **Early Intervention Services of York Region**

17250 Yonge Street

PO Box 147

Newmarket, ON L3Y 6Z1

Tel: KIDS Line at 1-888-703-KIDS (5473)

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

York Region Early Intervention Services (EIS) delivers programs that support families who have children with special needs in their homes or licensed child care settings. The years between birth and school-entry are critical to a child's development. Studies have shown that intervening in a child's development early has a much greater impact than doing so at a later stage. York Region Early Intervention Services assists children and their families in this important period. All early intervention services are provided at no cost. York Region EIS provides four different e



# Special Education Plan

**COORDINATION OF SERVICES**

# Special Education Plan



## Special Education Plan

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

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

### **Parent(s)/Guardian(s) Role**

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

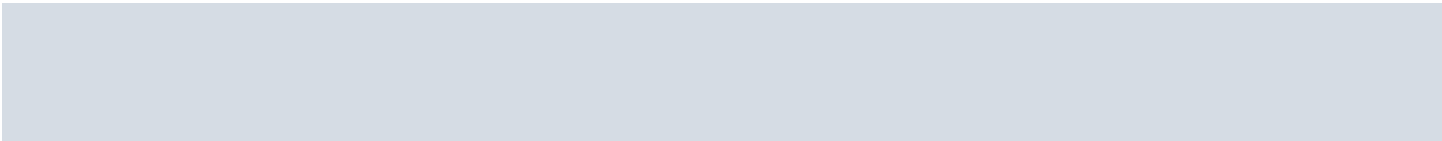
# Special Education Plan

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## Process

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

severe physical limitations;



# Special Education Plan

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

Follow up to obtain necessary reports to assist with transition and other



# Special Education Plan

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

Any student of the YCDSB with a confirmed diagnosis of ASD is eligible to

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# Special Ed

# **SPECIAL EDUCATION PROGRAMS AND SERVICES**

## **Section E – Mental Health and Addiction Strategy**

# Special Education Plan

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## Mental Health and Addiction Strategy

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### Mental Health & Well-Being in Ontario

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



# Special Education Plan

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# Special Education Plan

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## Mental Health Community Partnerships

### COMPASS

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

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

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



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**Mental Health and Addiction**

