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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

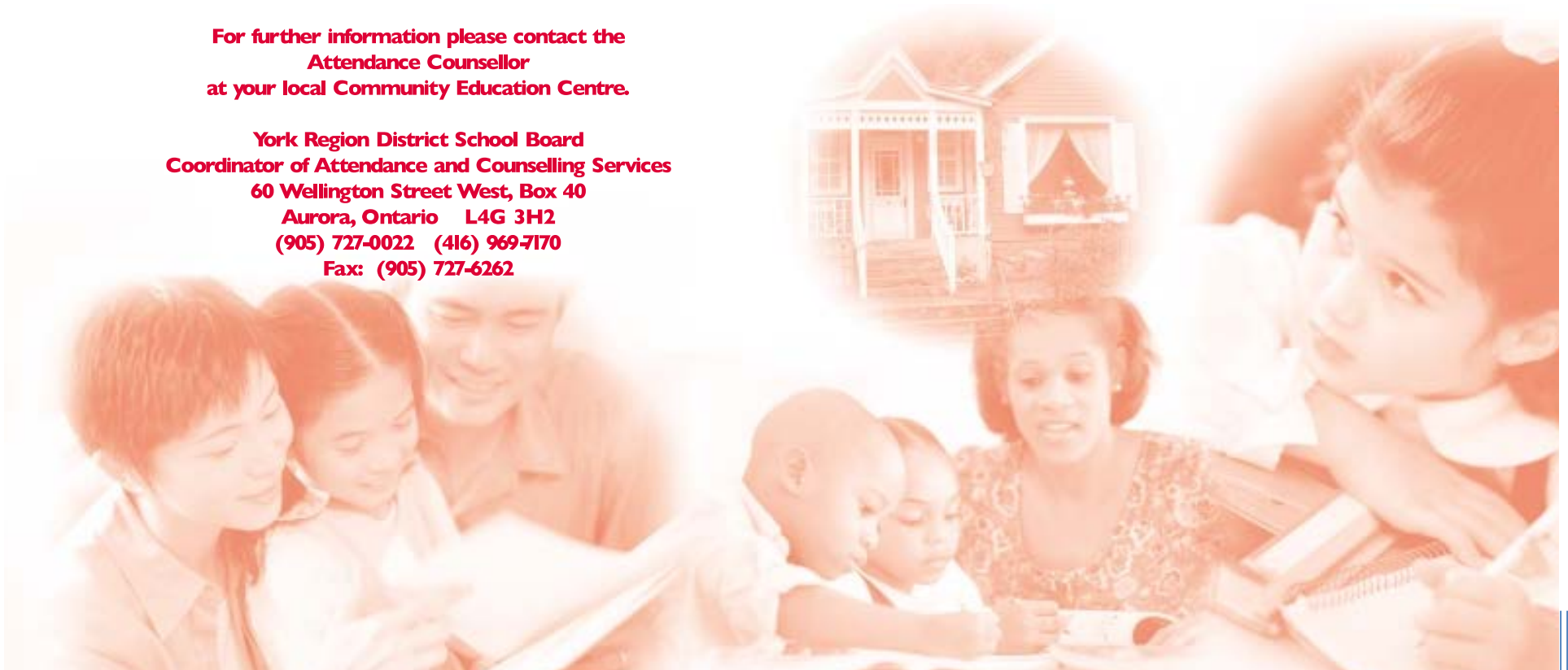
Coordinator of Attendance and
Counselling Services

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	<p>Composed of two subscales - Auditory Comprehension and Expressive Communication:</p> <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
<i>Continued...</i>		

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





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 Kurzweil 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.

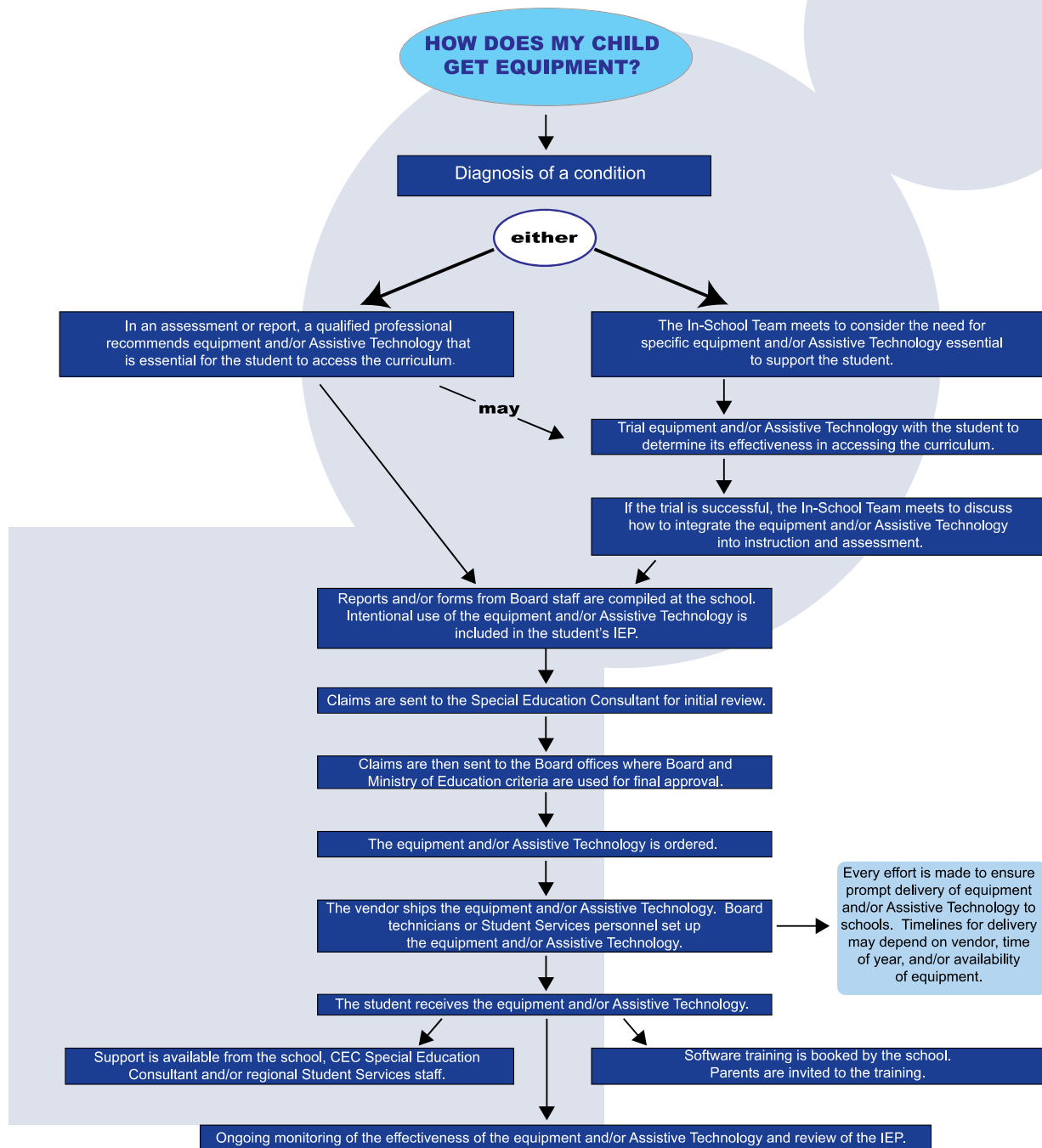
SEA equipment remains property of the York Region District School Board while the student is enrolled in a public school in York Region until the student graduates from a public school in York Region or if the child moves out of the province of Ontario.

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.

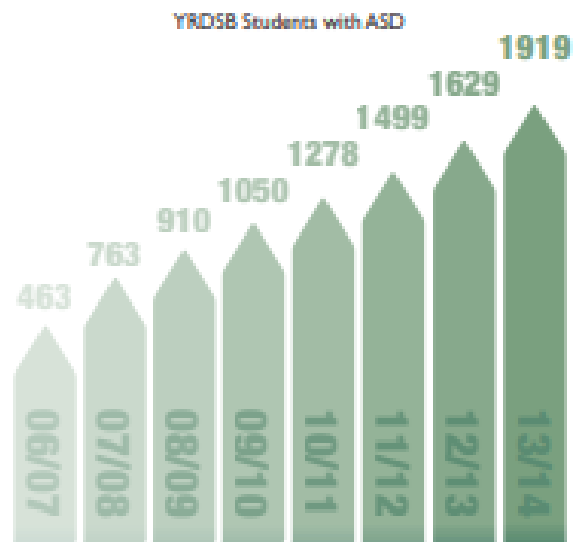
Over the past 15 years, the York Region District School Board has established an array of different resources, supports and services specific to students with Autism Spectrum Disorders (ASD). It was time to ask the question, "How are we doing?"

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.

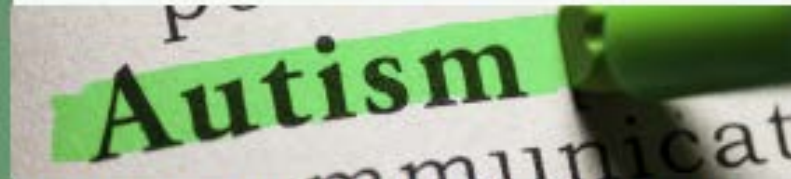
PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), May 17, 2007

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 or 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 20-40 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

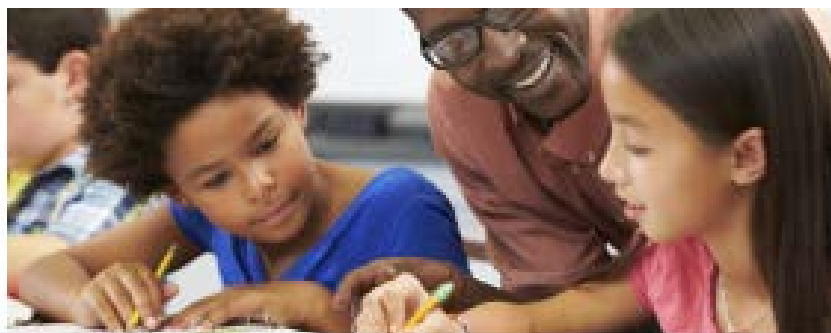
The acquisition of knowledge about Autism Spectrum Disorders and Applied Behavioural Analysis by board and school staff, and associated professional learning activities was a critical finding in the ASD Review. The emergence of a primary theme related to knowledge mobilization is reflected by the following 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 staff 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



ram 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.