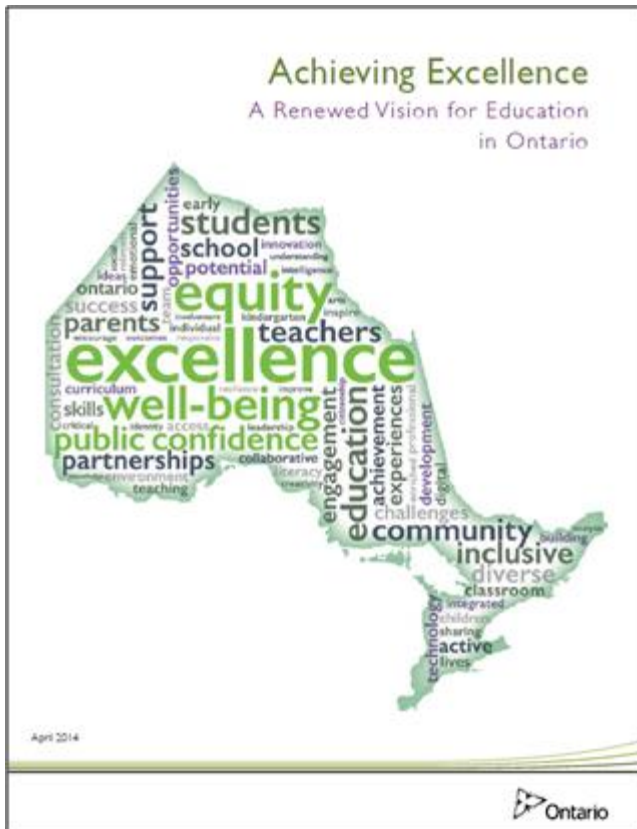


# York Region District School Board

Student Services and Special Education

***Inspire*** Learning!

# Our Foundation...



- ✓ Achieving Excellence
- ✓ Ensuring Equity
- ✓ Promoting Well-Being
- ✓ Enhancing Public Confidence



**FOSTER**  
Well-Being and Mental Health

We create safe, healthy and inclusive learning and working environments.



**BUILD**  
Collaborative Relationships

We build trusting relationships based on respectful and responsive communication.



**CHAMPION**  
Equity and Inclusivity

We develop the knowledge, skills and attitudes to remove barriers in support of all learners.



**EMPOWER**  
Ethical Leadership

We lead ethically by focusing on students and upholding our values.



# YRDSB Multi-Year Strategic Plan

# Director's Annual Plan



The Director's Annual Plan sets out six goals that align with the strategic plan and our Board's Mission, Vision and Values.

The goals focus on raising the achievement of students who are **underserved** and **underperforming**.



**FOSTER**  
Well-Being and Mental Health

We create safe, healthy  
and inclusive learning and  
working environments.

# *Well-Being and Mental Health*

To raise the achievement and well-being of our underperforming and underserved students, we will:

**DAP GOAL #1: Build safe and inclusive learning and working environments where students and staff feel they matter and belong.**

## CHAMPION

### Equity and Inclusivity

We develop the knowledge, skills and attitudes to remove barriers in support of all learners.



# *Equity and Inclusivity*

To raise the achievement and well-being of our underperforming and underserved students, we will:

DAP GOAL #2: Build a collective understanding of: the ongoing impact of colonialism on Indigenous Communities, Anti-oppression, and Culturally Responsive and Relevant Pedagogy (CRRP).

DAP GOAL #3: Provide comprehensive math programs that reflect students' identities and lived experiences, needs and interests.

# *Collaborative Relationships*

To raise the achievement and well-being of our underperforming and underserved students, we will:

DAP GOAL #4: Build safe and inclusive learning and working environments where students and staff feel they matter and belong.



# ***Ethical Leadership***

To raise the achievement and well-being of our underperforming and underserved students, we will:

DAP GOAL #5: Elevate student voice in learning, assessment and decision-making.

DAP GOAL #6: Build a collective understanding of ethical leadership.





# York Region Approach

- All students can learn
- Inclusive practices
- Treat all with respect and dignity
- Value and validate each student
- Ensure students and families feel like they matter and belong

# Understanding the Numbers in YRDSB

126,738

- Students in the Board

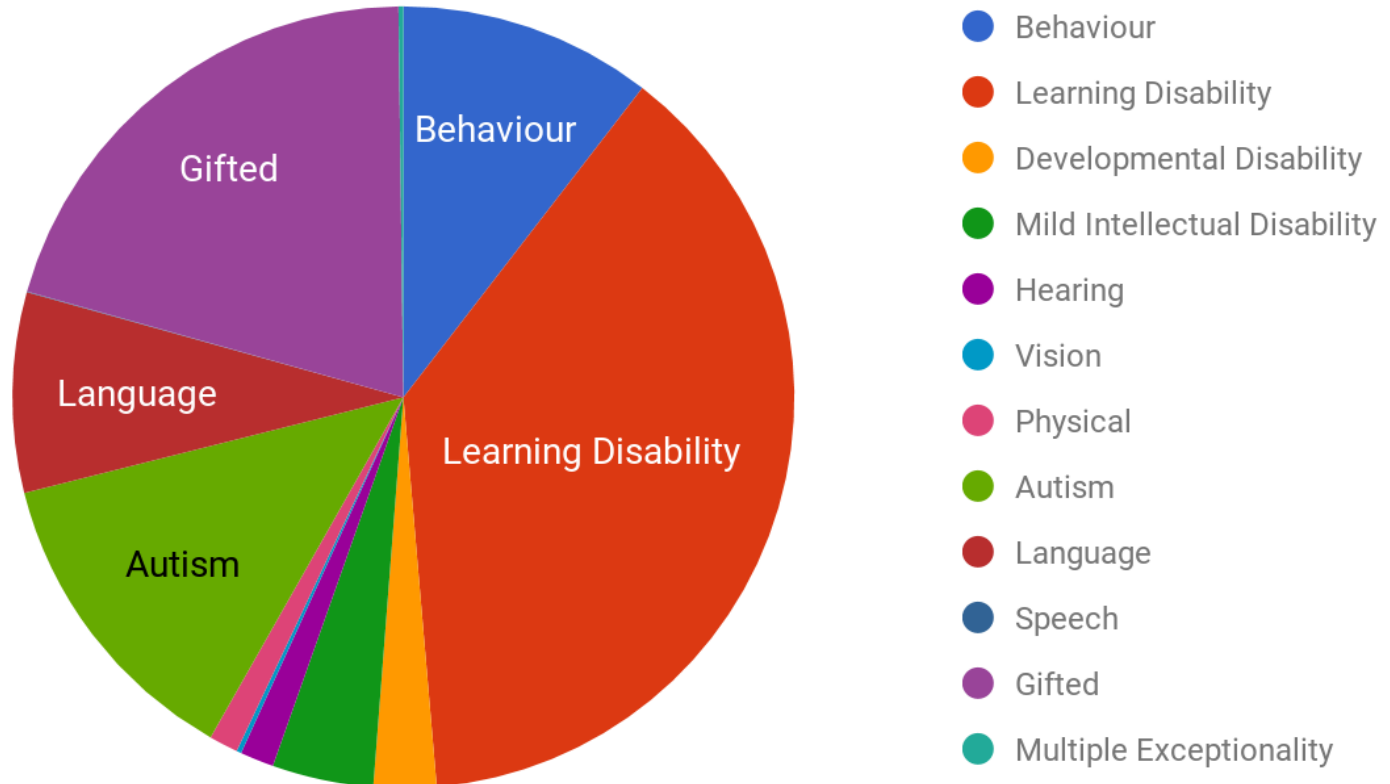
19,936

- Number of students with an IEP

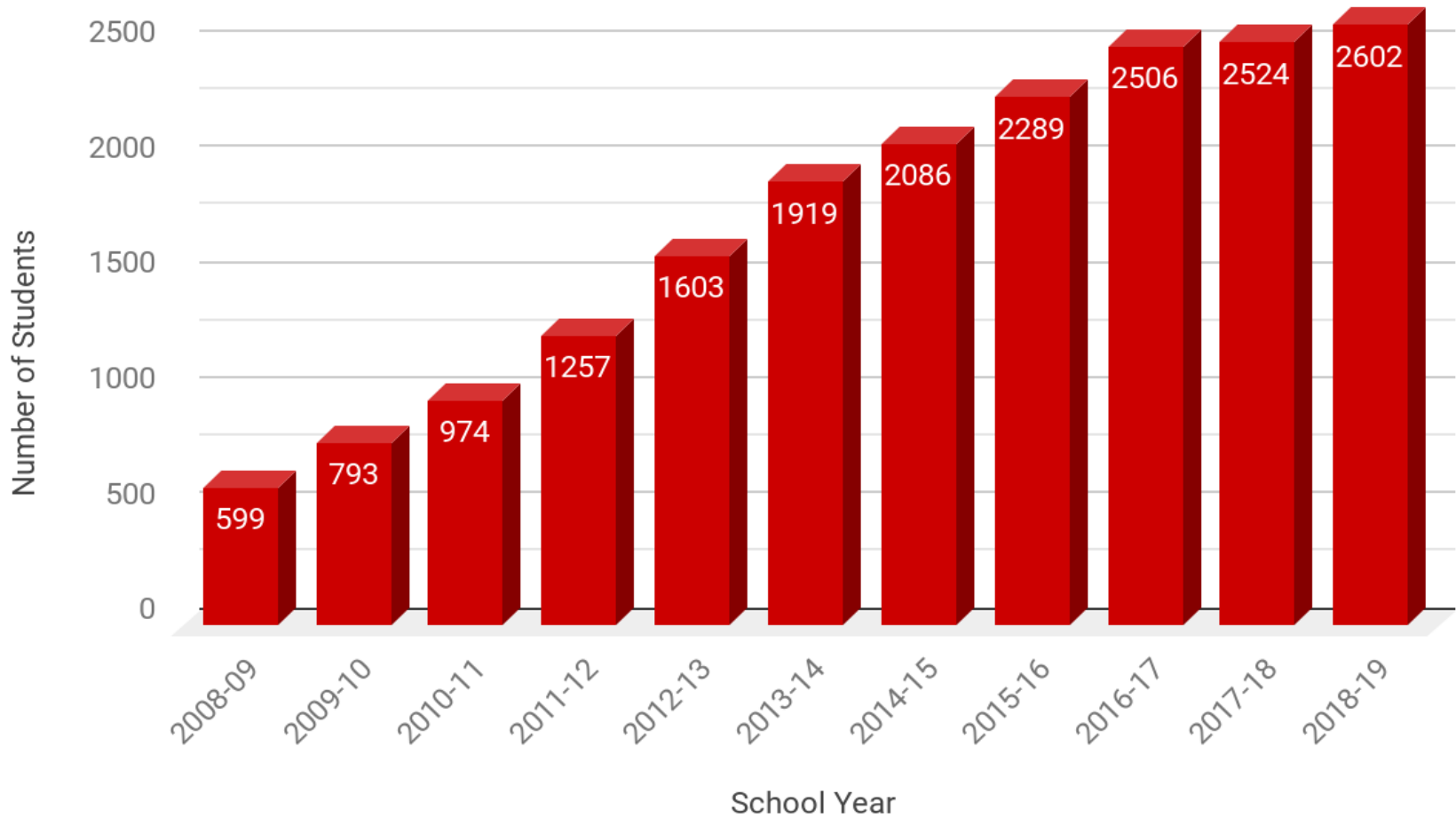
1 in 6

# Understanding the Numbers

## 2018 Exceptionalities Data

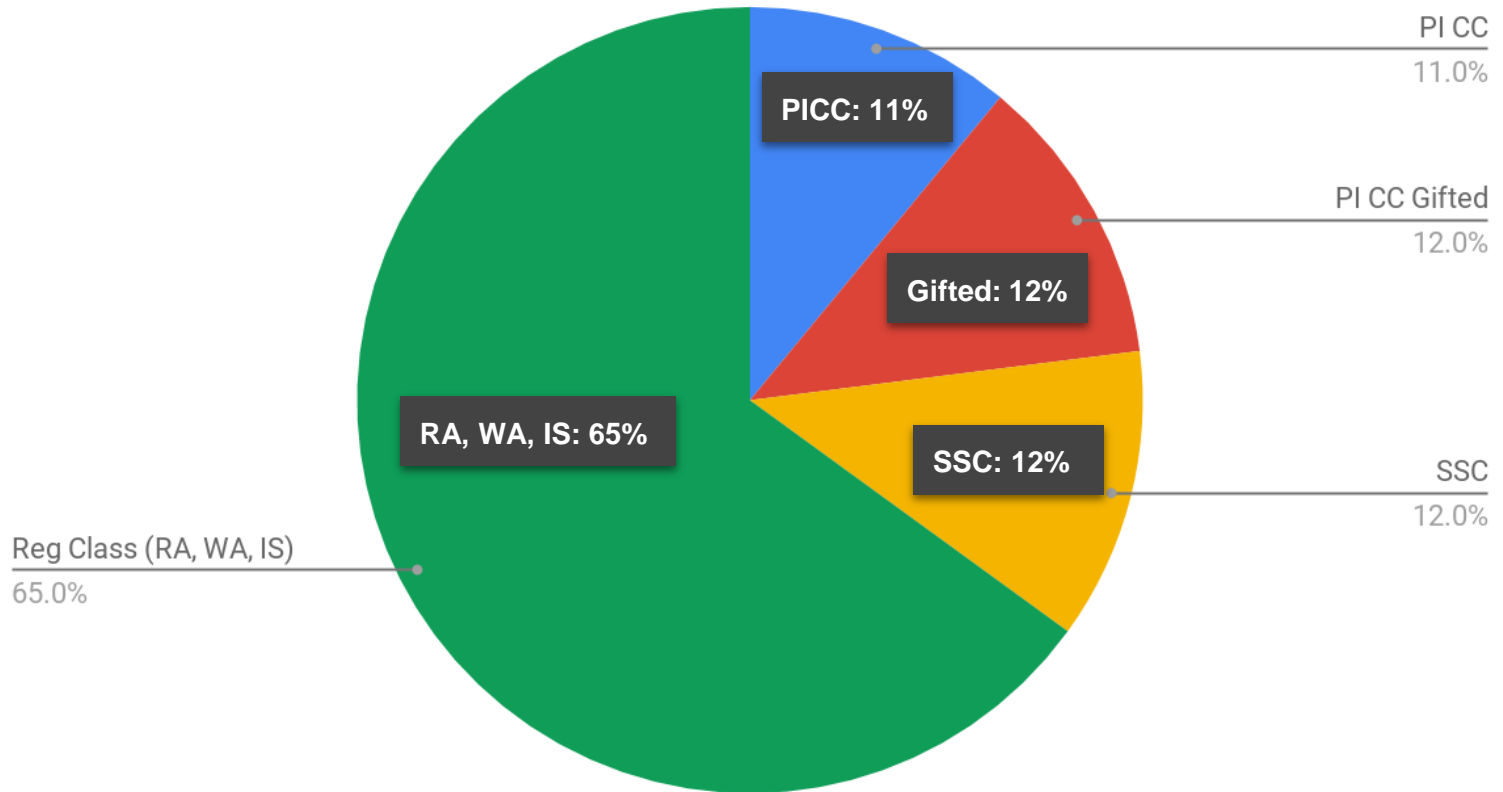


# YRDSB Students with an Autism Identification



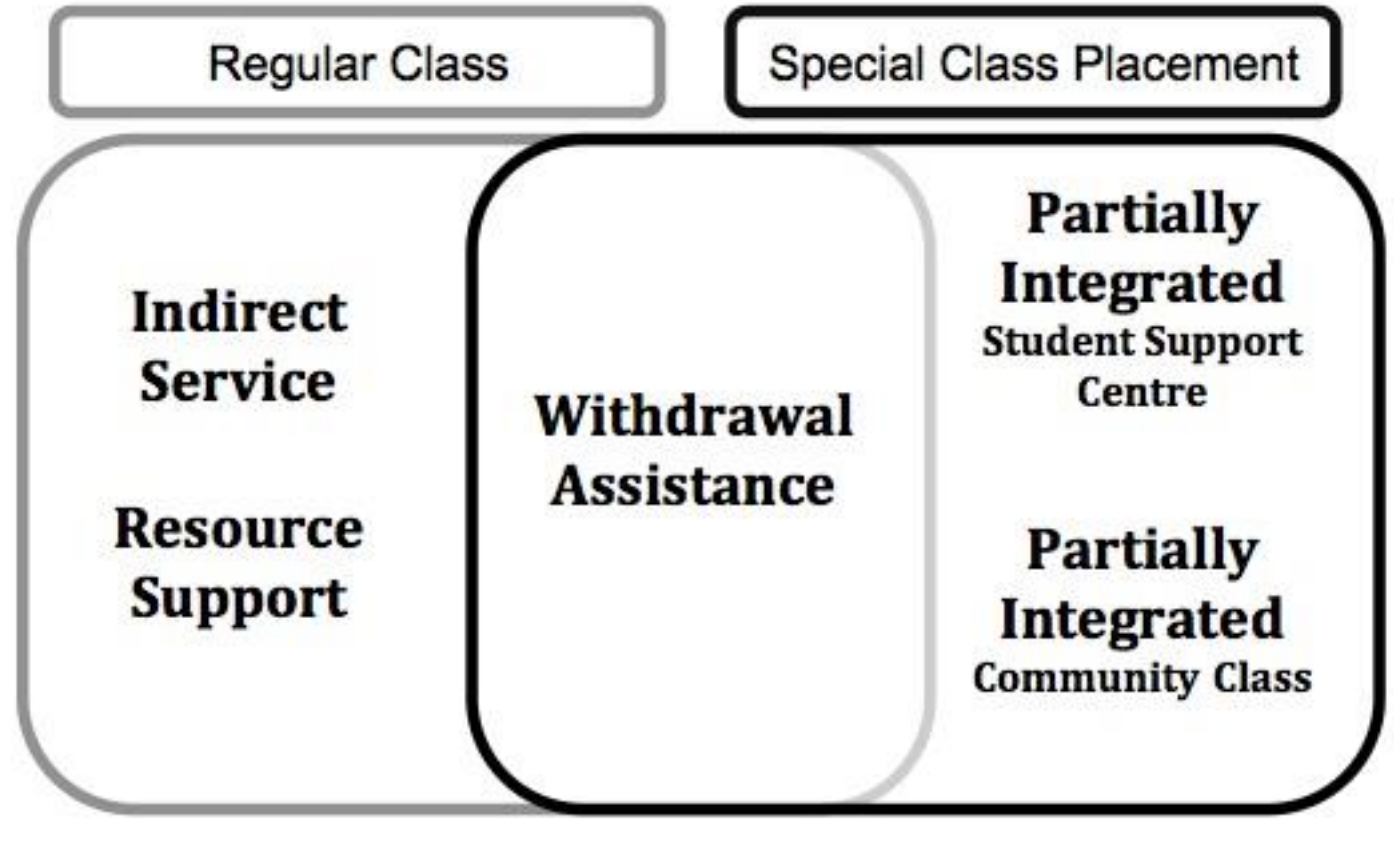
# Placements

## Placements for Identified Students



# Placement by Options by IPRC

## Identification Placement and Review Committee





# Educational Assistant (EA)Support

Roughly  
1,550 EAs in  
the system

20,000  
identified  
students

92 SIP  
Claims



# STUDENT SERVICES ORGANIZATION

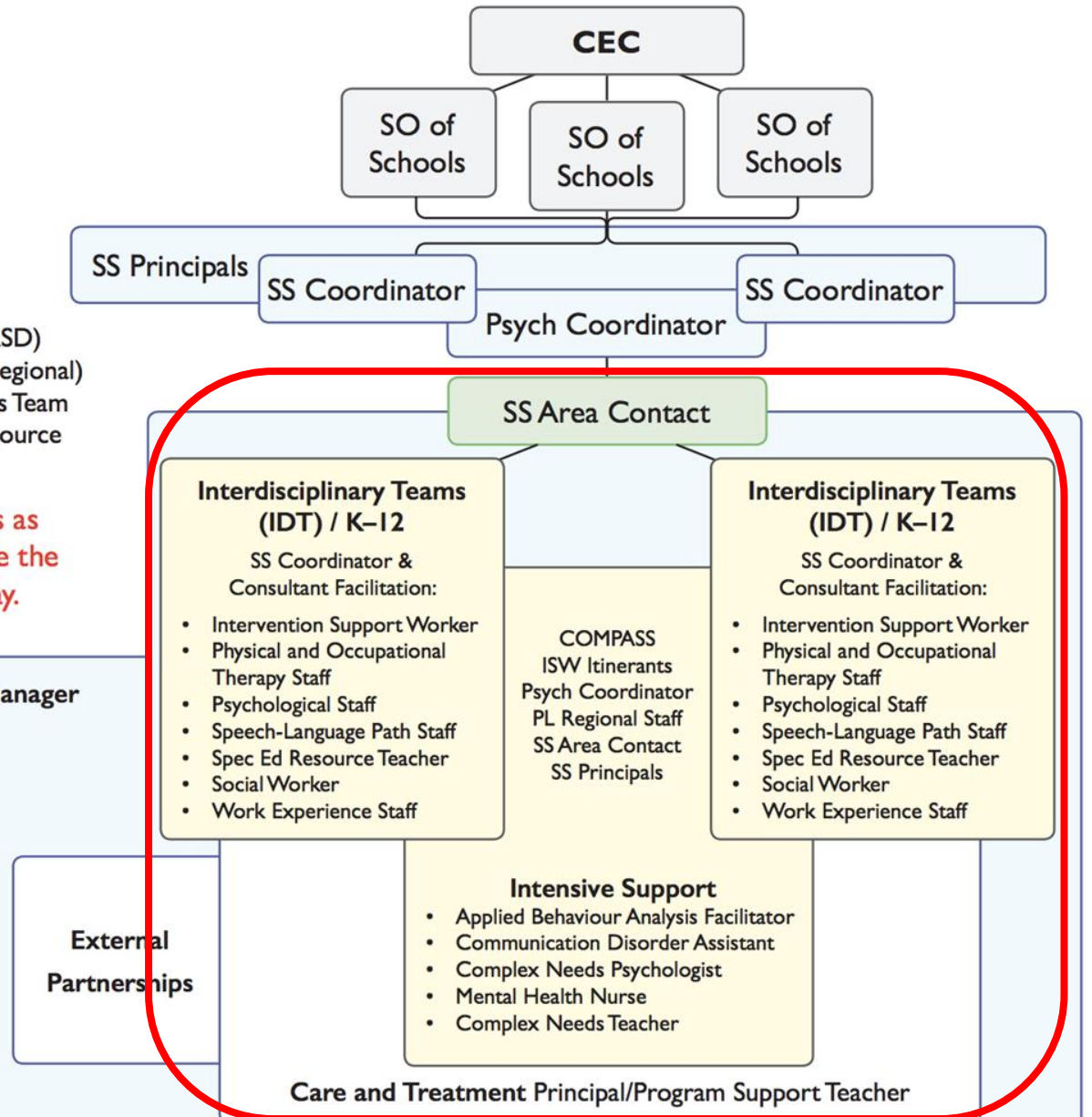
## Student Achievement and Well-Being

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

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

## Administrators, Chiefs, Coordinators and Manager (ACCM)

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





# Interdisciplinary Team Supports

## Interdisciplinary Teams (IDT) K-12 Student Services Coordinator & Consultant Facilitation



- Intervention Support Worker
- Physical and Occupational Therapy Staff
- Psychological Staff
- Speech-Language Pathology Staff
- Special Education Resource Teacher
- Social Worker
- Work Experience Staff

- COMPASS
- ISW Itinerants
- Psych Coordinator
- PL Regional Staff
- SS Area Contact
- SS Principals

### Intensive Support

- Applied Behaviour Analysis Facilitator
- Communication Disorder Assistant
- Complex Needs Psychologist
- Complex Needs Teacher
- Mental Health Nurse

### Care and Treatment

- Principal
- Program Support Teacher

# In-School Team Process

**KEYS TO A SUCCESSFUL ISTM**

**Attitude:** a growth mindset and a commitment to the belief that all students can learn

**People:** careful consideration of who to invite; options for alternative participation (e.g. phone)

**Time:** pre-schedule consistent time, responsive to timing needs of participants, sufficient time for problem solving process, where possible and appropriate, during the instructional day

**Preparation:** collect and review pertinent documentation

**Voice:** all attendees have an opportunity to contribute respect for all voices

**PERTINENT DOCUMENTATION**

- Summary of relevant/new information/assessments
- Required Consents
  - Student Work Samples
  - Growth Plan
  - Data Tracking
  - Assessment Data

**STRUCTURE OF THE ISTM**

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

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

**PREPARING FOR AN ISTM**

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

**WHAT IS AN ISTM?**

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

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

**ISTM Process**

**WHO SHOULD BE INVITED?**

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

www.istm.ca @ISTM28  
60 Wellington Street West, Box 46 Toronto, Ontario M4Z 3R2  
416.221.0222  
LDD: 0365318

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Region  
DISTRICT SCHOOL BOARD

## [In-School Team Meeting Brochure](#)

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

# Critical Staff Structures

- Student Services Coordinators
- Interdisciplinary Teams

# How We Monitor and Refine Practice

- ✓ Homeroom Teacher Communicates with Family
- ✓ **Growth Plan**
- ✓ Classroom-Based Interventions
- ✓ **Interdisciplinary In-School Team**
- ✓ Problem Solving and Possible Assessments
- ✓ Choice of Programme Placement
  - ✓ Together with family
- ✓ If necessary, move to **IPRC**
  - ✓ Identification, Placement and Review Committee
- ✓ Development of **IEP**
  - ✓ Individual Education Plan

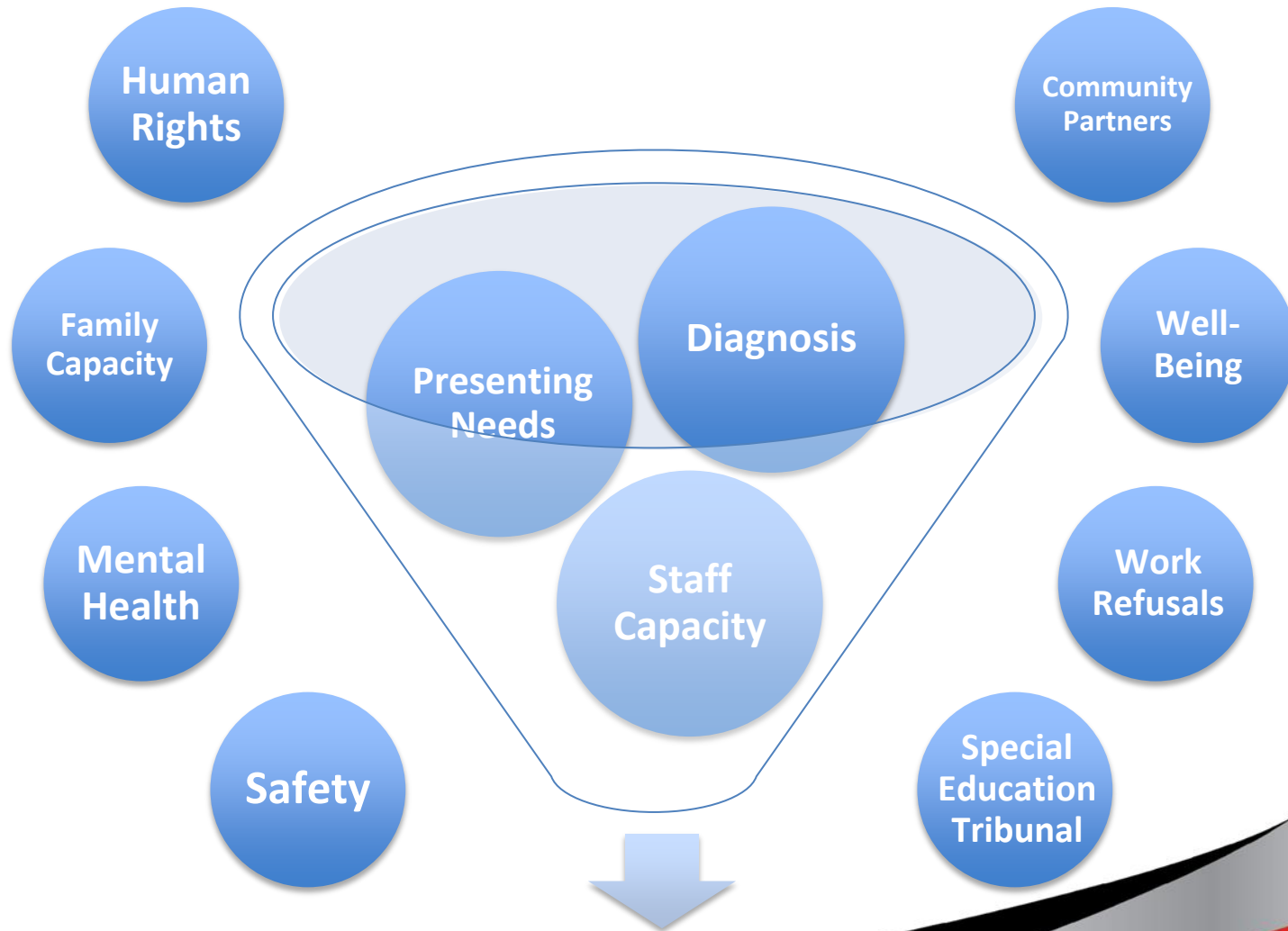


# Successes and Challenges

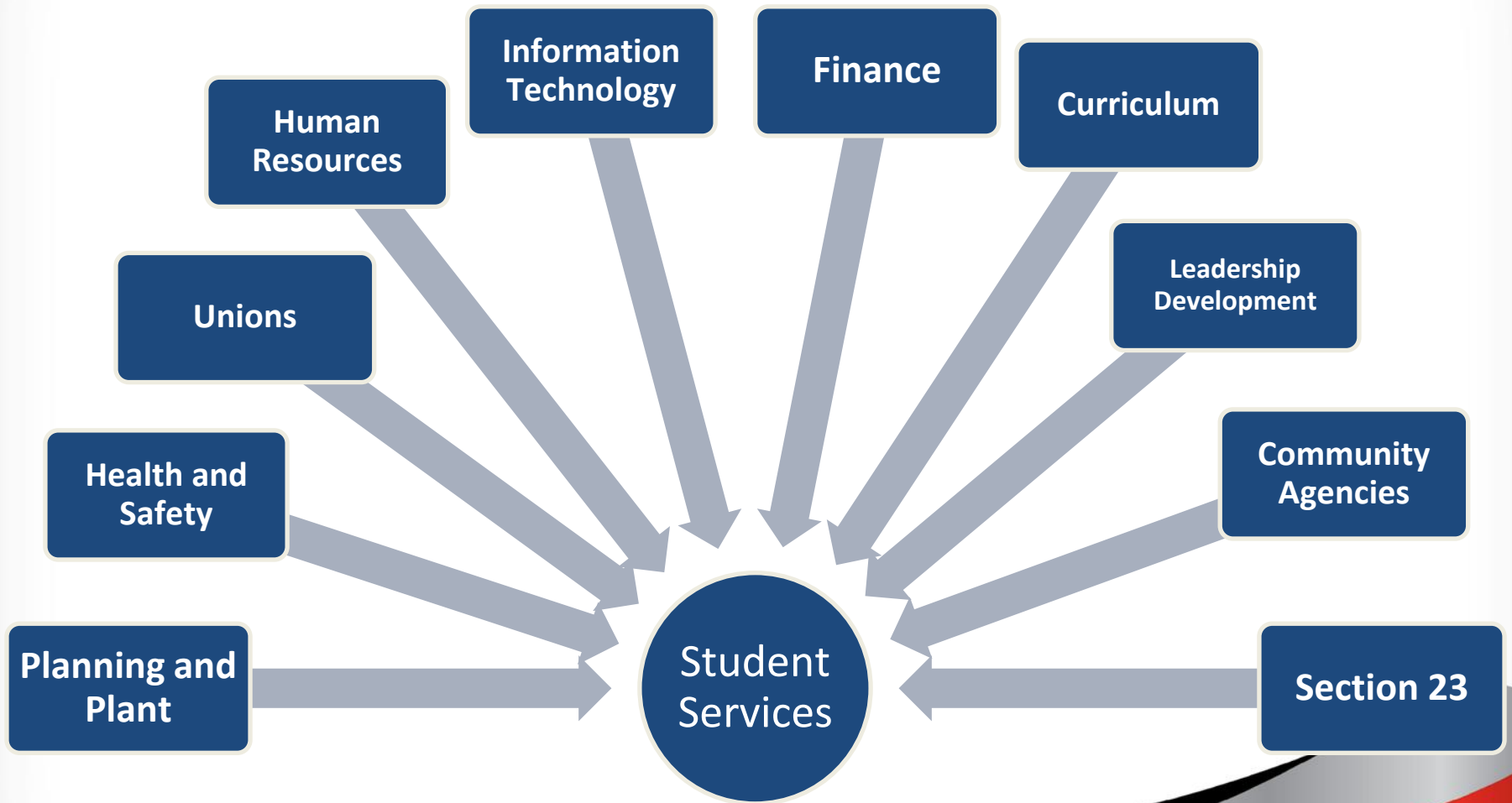
- Core Beliefs
- Professional Learning
- Environment
- Safety
- Staffing
- Communication



# Considerations

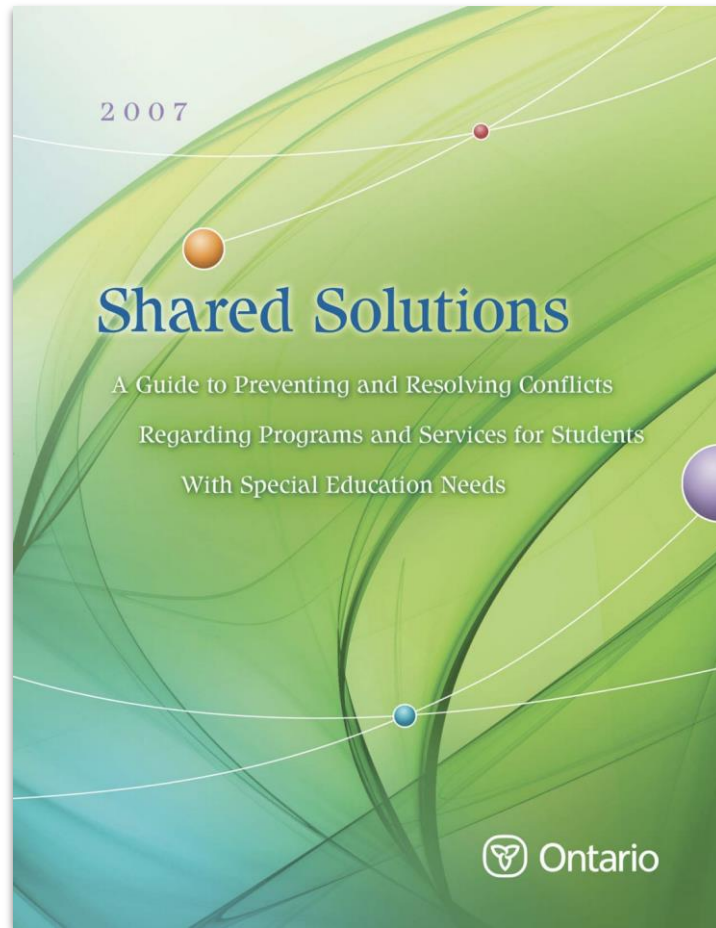


# Partnerships





# Positive Communication



## Special Education



### A Communication Guide for Parents and Students.

#### When I have a concern, where do I begin?

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

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

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

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

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

We welcome your participation in communicating your concern.

##### I. Plan Your Approach.

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

##### Remember

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





# Innovative Resources

**York Region DISTRICT SCHOOL BOARD**

## Understanding Learning Disabilities - How Processing Affects Learning

A chart designed to be used for starting points to think, plan and support programming in response to a student's assessed areas of strength and/or need

Phonological Processing	Language	Visual-motor Skills	Visual-spatial (perceptual) Skills
<p><b>Phonological Processing</b> refers to the ability to process information through the sound structure of oral language. It involves the ability to identify, manipulate, and store phonemes in memory. It is a critical component of reading and writing.</p> <p><b>Phonological Processing</b> refers to the ability to process information through the sound structure of oral language. It involves the ability to identify, manipulate, and store phonemes in memory. It is a critical component of reading and writing.</p>	<p><b>Language</b> refers to the ability to understand and use spoken or written language. It involves the ability to comprehend and produce language. It is a critical component of reading and writing.</p> <p><b>Language</b> refers to the ability to understand and use spoken or written language. It involves the ability to comprehend and produce language. It is a critical component of reading and writing.</p>	<p><b>Visual-motor Skills</b> refer to the ability to coordinate visual information with motor skills. It involves the ability to copy, trace, and draw. It is a critical component of reading and writing.</p> <p><b>Visual-motor Skills</b> refer to the ability to coordinate visual information with motor skills. It involves the ability to copy, trace, and draw. It is a critical component of reading and writing.</p>	<p><b>Visual-spatial (perceptual) Skills</b> refer to the ability to understand and use visual information. It involves the ability to identify, describe, and manipulate shapes and spaces. It is a critical component of reading and writing.</p> <p><b>Visual-spatial (perceptual) Skills</b> refer to the ability to understand and use visual information. It involves the ability to identify, describe, and manipulate shapes and spaces. It is a critical component of reading and writing.</p>
<p><b>Possible Signs</b></p> <p>Students may have difficulty:</p> <ul style="list-style-type: none"> <li>Identifying rhyming words</li> <li>Identifying the beginning and ending sounds of words</li> <li>Identifying the number of syllables in a word</li> <li>Identifying the number of letters in a word</li> <li>Identifying the number of words in a sentence</li> <li>Identifying the number of lines in a drawing</li> <li>Identifying the number of shapes in a drawing</li> <li>Identifying the number of colors in a drawing</li> <li>Identifying the number of objects in a drawing</li> <li>Identifying the number of people in a drawing</li> <li>Identifying the number of animals in a drawing</li> <li>Identifying the number of plants in a drawing</li> <li>Identifying the number of buildings in a drawing</li> <li>Identifying the number of vehicles in a drawing</li> <li>Identifying the number of people in a drawing</li> <li>Identifying the number of animals in a drawing</li> <li>Identifying the number of plants in a drawing</li> <li>Identifying the number of buildings in a drawing</li> <li>Identifying the number of vehicles in a drawing</li> </ul>			
<p><b>Instructional Strategies</b></p> <p>Use the following strategies to support students with learning disabilities:</p> <ul style="list-style-type: none"> <li>Use explicit instruction to teach phonological processing skills.</li> <li>Use explicit instruction to teach language skills.</li> <li>Use explicit instruction to teach visual-motor skills.</li> <li>Use explicit instruction to teach visual-spatial (perceptual) skills.</li> <li>Use explicit instruction to teach memory skills.</li> <li>Use explicit instruction to teach processing speed skills.</li> <li>Use explicit instruction to teach attention skills.</li> <li>Use explicit instruction to teach executive function skills.</li> </ul>			

Name: \_\_\_\_\_

**York Region DISTRICT SCHOOL BOARD**

**Understanding Learning Disabilities**

**How Processing Affects Learning**

This waterfall chart is designed to be used for starting points to think, plan and support programming in response to a student's assessed areas of strength and/or need

**USING THIS RESOURCE**

**PHONOLOGICAL PROCESSING**

**LANGUAGE**

**VISUAL-MOTOR SKILLS**

**VISUAL-SPATIAL (PERCEPTUAL) SKILLS**

**MEMORY**

**PROCESSING SPEED**

**ATTENTION**

**EXECUTIVE FUNCTION**

**HOW LEARNING IS AFFECTED BY PROCESSING AREAS IN AN LD**

**HOW MY LEARNING IS AFFECTED BY PROCESSING**

**York Region DISTRICT SCHOOL BOARD**

**InspireLearning!**


Name: \_\_\_\_\_

## Understanding Learning Disabilities

### How Processing Affects Mathematics Learning

Companion Resource to the *Understanding Learning Disabilities Waterfall Chart*

This resource is designed to be used for starting points to think, plan, and support mathematics programming in response to a student's assessed areas of strength and/or need.



**Squatio™**

make math digital



## A Parents Guide to ...

# Identification, Placement and Review Committee (IPRC)

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

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

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

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

### The IPRC:

- decides whether a child should be identified as "exceptional". (An exceptional pupil is a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by the IPRC.)
- identifies the category and area of exceptionality;
- decides on an appropriate placement for the child who is identified as exceptional;
- reviews the identification and placement at least once in each school year.



# THE INDIVIDUAL EDUCATION PLAN (IEP)

## A Guide for Parents

The IEP summarizes the following

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

### What is an Individual Education Plan (IEP)?

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

### Educator Support Guide for Transition Planning

A transition brochure developed by the Barrie Region District School Board to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an Individual Educational Plan (IEP).

## School Social Workers



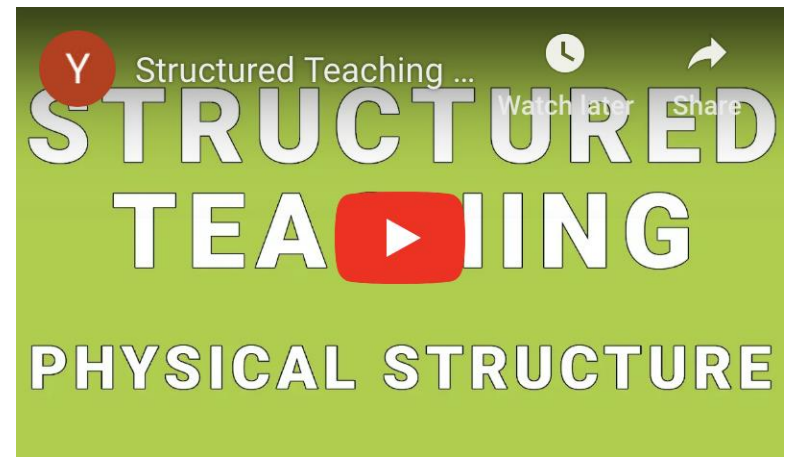
## A Guide for Parents and Guardians



# Videos



[In-School Team Meeting Video Series](#)



[Structured Teaching Video Series](#)

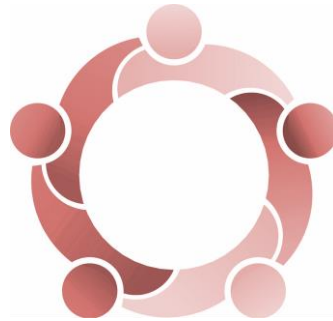
# Innovative Programming

- Reading Recovery
- Empower™ Reading
- Executive Function Pilot Project
- UP Math
- Structured Teaching
- Environmental Literacy & Outdoor Learning
- S.T.E.M. Robotics and Coding
- Early Years Literacy Learning



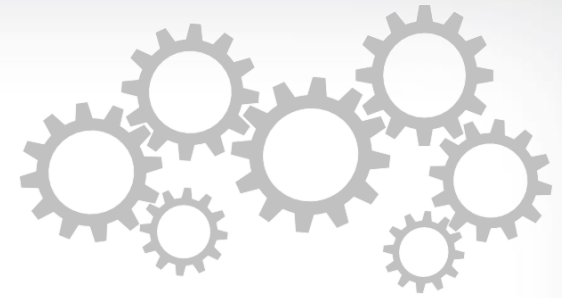
# Critical Understandings

- Knowing our students
- Knowing their intersecting identities
- Families as partners in education
- Student voice
- Building rich inclusive learning environments





# Leadership



- Relationships, Communication and Trust
- Ontario Leadership Framework
- Personal Leadership Resources
- Proactivity
- Problem-solving expertise
- Resilience
- Whole System Thinking



**Student Hoedown**



**OCT Art Exhibition**



**Canadian Blind Hockey**



**Blind Sports Day**



**Yes I Can Awards**



**Best Buddies Prom**

**Student Council**

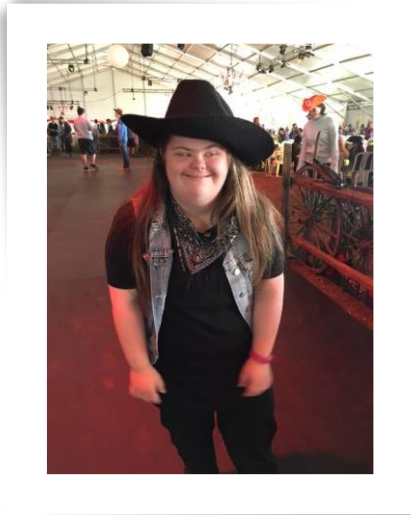


**Elementary & Secondary  
Special Needs Track &  
Field**





# We Have Many Reasons To Smile



Questions?