Special Education Plan
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THE BOARD’S CONSULTATION PROCESS

Section A – Standard 1
Standard 1: The Board’s Consultation Process

The purpose of the standard is to provide details of the Board’s consultation process to the Ministry and to the public.

The Durham District School Board (DDSB) values collaboration with families, community partners and stakeholders. We welcome input into our Special Education Plan at any time. The Durham District School Board’s Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. Input from SEAC was received and all feedback was reviewed and included in the report where the suggestions aligned with the Ministry of Education Standards for School Board’s Special Education Plans.

There were no majority or minority reports concerning the Board’s approved plan in 2019/2020.

Opportunities for public consultation are welcomed through the Board’s website, through our school teams, through connection with Inclusive Student Services Department team members and through consultations with SEAC. Student voice sessions were facilitated at every Durham District School Board secondary school during the 2017-2018 school year to ensure student engagement and input into supports and services. Student voice, and community voice, were foundational to significant changes to our special education model in the DDSB. Our Inclusive Student Services team had committed to facilitating follow up sessions at every secondary school in the 2019-2020 school year; sessions but were paused due to school closures. We look forward to opportunity in the 2020-2021 school year to seek their further student input.

Inclusive Student Services in the DDSB

Our student-centered integrated service model, the DDSB Special Education Department rebranded as Inclusive Student Services. Our service model continues to focus on individual student supports but also adding a layer of integration within professional learning specifically focusing on intervention in areas to support program access for students with special education strengths and needs.

Information about Inclusive Student Services in the DDSB can be found online: https://www.ddsb.ca/en/programs-and-learning/inclusive-student-services.aspx

An integrated approach to service supporting students and families is key to efficiently and effectively leveraging all resources. Internal partnerships (e.g., across departments and team such as Curriculum, Well-Being/Mental Health and Union partners) and community partnerships (e.g., SEAC, Durham Children and Youth Planning Network, and Transition Advisory Group) are foundational to the continual refinement of special education programs and services.
Throughout a school year in which responsiveness and flexibility remain key, our commitments to providing responsive special educational supports and services held as steadfast commitments. For example, beginning in the fall, we launched our revised Pathway to IPRC document, entitled *Supporting Many Paths to Success – Intervention Pathway*, to include focus on interventions, early assessment and consultation with families and community partners.

In Ontario, schools were closed by mandatory order from the Ministry of Education. On April 6\(^{th}\) 2020, the DDSB launched Distance Learning for students. Our role as a system continued to focus on support for the well-being of our community while providing flexible options for learning inclusive of upholding commitments to accommodation. During Distance Learning, the DDSB commitments to collaboration with families and student voice remain foundational to special education programming and services. An appendix “Special Education Supports & Services During Distance Learning (COVID Related School Closures”) has been added. In this section, key documents outline how key special education processes and tools were amended specific to the period of Distance Learning (Spring 2020). It is important to note that the DDSB sought feedback from families, educators and students throughout this period and that feedback received helped shape service-related decision making.
SPECIAL EDUCATION PLAN • 2020 - 2021

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 2 – The Board’s General Model for Special Education

SECTION B – Standard 2
Standard 2: The Board’s General Model for Special Education

The purpose of the standard is to provide information on the Board’s philosophy and service delivery model for the provision of Special Education programs and services.

The Durham District School Board (DDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act. The Durham District School Board’s approach to Special Education and its Special Education delivery model are aligned with the Board’s Ignite Learning Strategic Plan. Within Ignite Learning, the foundation of our work is set in Success, Well-Being, Leadership, Equity, Engagement, and Innovation. All students, inclusive of those with special needs, are at the centre of all planning.

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

Our on-going commitment is to provide the structures and support each student needs to nurture their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs. We work with parents/guardians and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

The majority of students with special education needs are supported through placement in a regular classroom. For most students, a classroom teacher, with the support of the school’s Special Education Resource Teacher (SERT) and District staff, is able to provide individualized programming that allows the student to meet with success. A regular classroom is always an option that parents or guardians may consider. A regular classroom provides opportunity for the student to be with peers, while receiving personalized programming that is outlined in the student’s Individual Education Plan. The regular class is considered the most inclusive of placements.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs. It is our privilege to be part of the success for all students as we support their “Many Paths to Success”.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 3 – Roles and Responsibilities

SECTION B – Standard 3
Standard 3: Roles and Responsibilities

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

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas: legislative and policy framework; school system management; funding; programs and curriculum. The roles and responsibilities within special education are outlined below:

The Ministry of Education:
• defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
• ensures that school boards provide appropriate special education programs and services for their exceptional pupils
• establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
• requires school boards to report on their expenditures for special education
• sets province-wide standards for curriculum and reporting of achievement
• requires school boards to maintain special education reports, review them annually, and submit amendments to the ministry
• requires school boards to establish Special Education Advisory Committees (SEACs)
• establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
• establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
• operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The district school board or school authority:
• establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
• monitors school compliance with the Education Act, regulations, and policy/program memoranda
• requires staff to comply with the Education Act, regulations, and policy/program memoranda
• provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
• obtains the appropriate funding and reports on the expenditures for special education
• develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional pupils of the board
• reviews the report annually and submits amendments to the Minister of Education
• provides statistical reports to the ministry as required and as requested
• prepares a parent guide to provide parents with information about special education programs, services and procedures
• establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them
• establishes a Special Education Advisory Committee
• provides professional development to staff on special education

The Special Education Advisory Committee:
• makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
• participates in the board’s annual review of its special education report
• participates in the board’s annual budget process as it relates to special education
• reviews the financial statements of the board as they relate to special education
• provides information to parents, as requested

The school principal:
• carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
• communicates Ministry of Education and school board expectations to staff
• ensures that appropriately qualified staff are assigned to teach special education classes
• communicates board policies and procedures about special education to staff, students, and parents
• ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
• consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
• ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements
• ensures that parents are consulted in the development of their child’s IEP and that they are provided with a copy of the IEP
• ensures the delivery of the program as set out in the IEP
• ensures that appropriate assessments are requested if necessary and that parental consent is obtained

The teacher:
• carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
• follows board policies and procedures regarding special education
• maintains up-to-date knowledge of special education practices
• where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
• communicates the student’s progress to parents
• works with other school board staff to review and update the student’s IEP
The special education teacher, in addition to the responsibilities listed above under “the teacher”:

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

The parent/guardian:

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

The student:

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

Our commitments, through every role in Inclusive Student Services (Special Education), have a foundation in optimizing the potential and achievement of every student. To build coherence across these roles, the responsibilities of each role have been outlined under the commitments of: Communication, Learning Outcomes, Building Capacity, Support, Safety and Advocacy and have been shared through the "Role and Responsibilities of..." documents (Appendix 3). These documents are utilized by Durham District School Board staff (school and system) to build a better understanding of the roles and commitments. A brief summary, including leadership roles, is found here:

**THE SUPERINTENDENT INCLUSIVE STUDENT SERVICES (SPECIAL EDUCATION)**

The Superintendent of Inclusive Student Services (Special Education) coordinates all Special Education Programs and Services, including the development and implementation of curriculum and new programs. In addition, ensuring that policies and procedures are developed and followed in accordance with The Education Act, the regulations and Durham District School Board priorities.

**SPECIAL EDUCATION OFFICER**

The role of the Special Education Officer, as centrally assigned Principal, supports the Superintendent of Inclusive Student Services in providing leadership of special education programs, supports and department staff. Officers work collaboratively with other Officers, departments, Facilitators, Speech-Language, Centrally Assigned Teachers, Social Work, Psychological Services and school-based special education staff to ensure the coordination of services for students with special needs. This includes supporting IEP development, providing in-service opportunities and provision of resources to staff in developing differentiated programming including the infusion of technology for students with special needs.
### SPECIAL EDUCATION FACILITATOR

Special Education Facilitators are centrally assigned teachers, guided through the leadership of the Special Education Officer and the Superintendent of Inclusive Student Services. Special Education Facilitators may have responsibilities to support a Family of Schools, Innovative (Assistive) Technology or Gifted Programming. Facilitators support school staff in meeting the needs of students with special education strengths and needs, provide guidance and professional. Facilitators also liaise with schools and parents/guardians, assisting all stakeholders in determining the most appropriate program and placement for students.

### SPECIALIST TEACHERS FOR HEARING AND VISION

Hearing and Vision Itinerant teachers are centrally assigned and provide both consultative and direct service for students with hearing and vision exceptionalities. These specialist teachers work collaboratively with school staff to meet the needs of students, provide programming and assistive equipment resources.

### SPECIALIZED STAFF

A range of specialized staff are made available to support students with specific special education needs. Intervenors facilitate or provide access to communication for students who are Deaf-Blind; Interpreters facilitate and/or provide access to communication for students who are Deaf/Hard of Hearing.

### CHIEF OF PSYCHOLOGICAL SERVICES

The Chief Psychologist is responsible for overseeing the professional service staff which comprise psychological Services. Within this scope, the Chief Psychologist ensures that staff maintain professional standards and deliver current, evidence-based practices in assessment, consultation and direct services. The Chief Psychologist also works with other Chiefs and Senior Administration to facilitate the integration of professional support services. As well, the Chief is responsible for coordinating capacity building professional development delivered by Psychological Service staff. Consultation to system-based programs and initiatives is provided when needed.

### PSYCHOLOGICAL SERVICES STAFF

The Chief of Psychological Services provides leadership to the Psychological Services team in the provision of service and programming. Staff provide five essential functions to support students in the DDSB: assessment, consultation, direct service, capacity building and crisis response to violent incidents, suicidal risk or tragic events. Staff work directly to support the academic achievement and well-being of students within the DDSB, and work within a collaborative framework with staff, parents/guardians and students.

### CHIEF OF SPEECH LANGUAGE AND HEARING SERVICES

The Chief Speech and Language Pathologist is responsible for the quality of speech and language services carried out for referred students and the provision of direct services to students, consultative support, and capacity building supports to school personnel and parents/guardians to assist students to function within the school system (through prevention, early intervention, and enhancement) and make satisfactory academic progress.

### SPEECH AND LANGUAGE PATHOLOGISTS (SLPs)

Under the supervision of the Chief Speech and Language Pathologist, the SLPs provide both consultative and direct support oral language of students and Augmentative/Alternative Communication supports for non verbal students. They have responsibility for providing assessment and programming for students and recommendations to school staff.

### CHIEF OF SOCIAL WORKER AND ATTENDANCE SERVICES

The Chief Social Worker is responsible for the quality of Social Work and Attendance services carried out for referred students and the provision of direct services to students and parents/guardians and consultative support to school personnel and parents/guardians in order to assist students to function within the school system and make satisfactory academic progress.
SOCIAL WORKER/ATTENDANCE COUNSELLORS

Under the supervision of the Chief Social Worker, the Social Worker/Attendance team provides both consultative and direct support to students and parents/guardians. In the role of Social Worker, the team is responsible for providing social work assessment, brief counselling for students and their parents, advocacy, coordination of services and facilitating referrals to community agencies. They provide consultation and make recommendations to school staff, parents/guardians and department colleagues. The team also provides support in the role of the Attendance Counsellor.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 4 – Early Identification Procedures and Intervention Strategies

SECTION B - Standard 4
Standard 4: Early Identification Procedures and Intervention Strategies

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

Guiding Principles

The Durham District School Board has procedures to identify each child’s level of development, learning abilities and needs. As per Ministry PPM 11, programs are in place to ensure that educational programs are designed to accommodate these needs and to facilitate each child’s growth and development. The procedures that are in place are a part of a continuous assessment and program planning process which is initiated when a child is first enrolled in school, or no later than the beginning of a program of studies immediately following Kindergarten, and continuing throughout a child’s school life.

The DDSB pursues a tiered approach to prevention and intervention. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning levels, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs. The tiered approach can be used to address academic, communication and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. (Learning for All K-12, 2013)

The Durham District School Board recognizes the importance of the first contact parents and guardians have with the school system. It is the goal of each school to provide a welcoming orientation for all students entering school for the first time, including those who may have special needs.

Early Identification Process

Once a child with special needs has been registered, the school and parents/guardians work with the Inclusive Student Services resource staff to collect and review information related to the child’s needs and formulate a plan for school entry. A High Needs Intake Package may be completed to share relevant information that will help with programming when the students’ needs are complex.

Strong partnerships exist with agencies serving pre-school children. Discussions may be held before a child begins school to help identify needs of the student.
For a student with special needs, the process typically involves:

- a contact with pre-school providers
- information sharing with parental/guardian consent
- resource staff visits to the pre-school
- meetings with parents/guardians and if involved, advocates/consultative staff/stakeholders involved with the child
- formation of an entry plan including consideration for accessibility issues, equipment needs, class match and support required
- visits for student and parents/guardians to the new site
- in-service workshops as required for the staff involved with the student

The Board supports early intervention by providing in-service opportunities and resources such as the following for classroom teachers, special education staff and school administration such as:

- **Levelled Literacy Interventions (LLI)**
- **Leaps and Bounds**
- **Benchmark Assessment System (BAS)**
- **Professional Resources and Instruction for Math Educations PRIME**
- **Oral Language at your Fingertips**
- Gap closing strategies
- Structured teaching strategies (based on ABA principles)

It is possible that some children may be referred to an IPRC for identification, but meaningful inclusion in the stimulating language-rich early years classroom is desirable for all students regardless of need.

Kindergarten educators are the key educators of children with special education needs. They have a responsibility to help all children learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every child to prepare for living with the highest degree of independence possible. (p.97 *The Kindergarten Program*)

Please refer to the Parent/Guardian Guide to Special Education, Appendix 1 for details regarding policies/procedures for informing parents that their child is having difficulty and may require an IPRC.
The Educator’s Role in Early Identification

The Educator makes professional observations of the student in various settings, co-ordinates the information that is available from those who are involved, and works collaboratively to determine appropriate supports. The Educator will discuss concerns with administration, the SERT and the Inclusive Student Services Team when required. Where gaps are observed, an intervention plan is put in place, as outlined in the Supporting Many Paths to Success document.

The Parent / Guardian Role in Early Identification

The parent/guardian shares observations based on interactions in the home and outside the school setting. The parent provides any assessments about their child that adds to the overall understanding of their child’s needs.
SPECIAL EDUCATION PROGRAMS AND SERVICES

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

SECTION B – Standard 5
Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of this Standard is to provide details of the board’s IPRC process to the ministry and to the public.

Regulation 181/98 requires that each board establishes one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school principals are to follow. In the Durham District School board, PRCs are held in the schools. The Parent/Guardian Guide to Special Education can be found in Appendix 1.

Referrals: A principal refers the student to an IPRC either upon written notification to the parent(s)/guardian(s); or upon written request of parent(s)/guardian(s).

In the Durham District School Board in the 2019-2020 school year, a total of 4,833 referrals (new or reopened) were made. There were 12,693 reviews at March 31, 2020 and 0 appeals were conducted.

<table>
<thead>
<tr>
<th>At the IPRC Meeting</th>
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<tr>
<td><strong>Principal/Designate</strong></td>
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<tr>
<td>• Chairs the meeting; Explains the role of the Committee; • Invites each person present with knowledge of the student to present information; • Considers information relevant to the student’s needs and strengths</td>
</tr>
</tbody>
</table>

At the IPRC Meeting, the Committee May Choose:
• To recommend identification or decide that an identification is not required;
• To recommend placement;
• To defer decision if the Committee requires more information.

After the IPRC Meeting
Principal/Designate
• Provides one copy of the Statement of Decision to the parent(s)/guardians and the student who is 16 years or older;
• Places one copy of the Statement of Decision in the OSR;
• Within 30 days of IPRC, provides one copy of IEP to the parents(s)/guardians and the student who is 16 years or older;
• Places one copy of the IEP in the OSR
Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities, and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

For more information, please contact the Special Education Resource Teacher at your school.
How do we serve our students?

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Regular Class Placement

PLACEMENT DESCRIPTION

The regular class is considered the most inclusive of placements.

The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support of the school’s Special Education Resource Teacher and board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers.

The Board endeavours to meet the needs of all students in the most enabling environment. The Board’s practice, consistent with the Ministry direction is that, whenever possible, special learning needs are addressed within the home school and regular class placement.

Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

STRUCTURED LEARNING CLASS

Structured Learning Class with Partial Integration

The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), i.e., Structured Teaching (ST), data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

Maximum of six students

SELF-REGULATION CLASS

Self-Regulation Class with Partial Integration

The Self-Regulation Class provides an early intervention (Grades 2 & 3) and intensive support program which seeks to support the development of self-regulation skills embedded in an academic focused program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration.

Maximum of eight students

PRACTICAL LEARNING PROGRAM

Practical Learning Program with Partial Integration

The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

Maximum of ten students

DEAF/HARD OF HEARING PROGRAM

Special Education Class with Partial Integration

A special education class with partial integration that provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy. Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum.

Class maximum of twelve students

SCHOOL SUPPORT PROGRAM

Special Education Class with Partial Integration

The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within or near their community school. The goal of the program is to foster independence and integration.

Elementary maximum of two students

SECONDARY: maximum of twelve students

TRANSITION TO WORK PROGRAM

Self-Contained Special Education Program

The DDSB Transition to Work program is designed to bridge between school and successful adult living by providing experiences in various work environments. The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of finding meaningful employment. Through this program placement, students with special education needs can learn, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning about themselves and the world of work.

Maximum of twelve students

GIFTED PROGRAM

The Gifted program provides differentiated support for learners who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program places in breadth and depth of the learners with a focus on creative and complex ways of thinking.

Elementary maximum of 25 students

Secondary: Access through individual course selection
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 6 – Educational and Other Assessments

Section B – Standard 6
Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the Board’s assessment policies and procedures and to make parents aware of the types of assessment tools used by the Board, the ways in which assessments support programming, and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The Purpose of the Assessment Is:

- to answer specific questions or concerns
- to build an accurate picture of strengths and needs
- to assist in planning an effective program
- to determine specific student needs
- to help parents/guardians formulate an understanding of the child’s learning potential
- to provide documentation required for identification as an exceptional student.

The development of an Educational Profile is a result of the ongoing gathering of information that allows for a continuum of intervention.

Parent/Guardian Consent

Informed written consent from parent(s)/guardian(s) for students under 18 years of age is obtained for all referrals for any assessments and access to the student’s Ontario Student Record (OSR). Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the Education Act, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the Municipal Freedom on Information and Protection of Privacy Act (R.S.O. 1990 c. M. 56).

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardians to share information with outside agencies (or by the student if 16 years of age or older).
Following are the assessment tools used by DDSB staff to assist in understanding students’ learning profiles and to support student success:

<table>
<thead>
<tr>
<th>Student Indicators Requiring Assessment</th>
<th>Assessment Facilitated by</th>
<th>Assessment Tools (these are commonly used assessment tools, but not an exhaustive list)</th>
<th>Average Wait Time for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaps in learning</td>
<td>Classroom teacher</td>
<td>Benchmark Assessment System (BAS)</td>
<td>Assessment is on-going within the classroom</td>
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<tr>
<td>Ongoing misconceptions in learning</td>
<td></td>
<td>Early Numeracy Observation Tool</td>
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<td></td>
<td>Leaps and Bounds</td>
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<td>Levelled Literacy Intervention (LLI)</td>
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<td></td>
<td></td>
<td>Nelson Math Pre-Assessment</td>
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<td>Ontario Writing Assessment (OWA)</td>
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<td></td>
<td></td>
<td>PRIME</td>
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<tr>
<td>Learning needs not remediated through in-class interventions that require deeper understanding</td>
<td>Special Education Resource Teacher (SERT)</td>
<td>Woodcock Johnson IV</td>
<td>3 to 6 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functional Behaviour Assessment (FBA)</td>
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<td></td>
<td></td>
<td>Key Math</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Kaufman Test of Educational Achievement (KTEA)</td>
<td></td>
</tr>
<tr>
<td>Behavioural concerns that interfere with learning</td>
<td></td>
<td>Tools chosen by staff are suited to the assessment focus and may vary accordingly. Informal observations and assessment.</td>
<td>Efforts to conduct formal assessments in a timely manner. Balance of need for assessment with priorities for other service functions, in collaboration with school staff and parent/guardians.</td>
</tr>
<tr>
<td>Social, behavioural or mental health concerns that interfere with the student’s learning and have not previously been responsive to school-based intervention</td>
<td>Psychologist Psychometrists Psychological Associate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning gaps that require further information to assist with programming, social deficits and mental health concerns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tools chosen by staff are suited to the assessment focus and may vary accordingly. Informal observations and assessment.</td>
<td>Efforts to conduct formal assessments in a timely manner. Balance of need for assessment with priorities for other service functions, in collaboration with school staff and parent/guardians.</td>
</tr>
<tr>
<td>Concerns regarding communication (expressive or receptive) that are not responsive to universal classroom intervention</td>
<td>Speech and Language Pathologist</td>
<td>Informal observations and assessments Collaborative/integrated service assessments Wide range of formal assessments relative to the presenting concern</td>
<td>Complete priority assessments within the school year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech and Language Pathologist</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Informal observations and assessments</td>
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<tr>
<td></td>
<td></td>
<td>Collaborative/integrated service assessments</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Wide range of formal assessments relative to the presenting concern</td>
<td></td>
</tr>
<tr>
<td>Learning gaps, in the area of language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student experiences that impact student achievement: emotional challenges, crisis, family or relationship challenge, mental health concerns.</td>
<td>Social Worker</td>
<td>Assessment based on information from student, and/or the parent(s)/guardian(s) Classroom observation Interviews with Support Services colleagues, and school personnel Review of school records With consent, contact with community agencies</td>
<td>Student usually seen within a week from time of referral for initial consultation</td>
</tr>
</tbody>
</table>
Communication of Assessment Information

- Upon completion of an assessment, SERTs, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s).
- A written confidential report is copied for the OSR and for the parent(s)/guardian(s). Copy of the report is held in the central files.
- Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.
SPECIAL EDUCATION PLAN • 2020 - 2021

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 7 – Specialized Health Support Services in School Settings

SECTION B - Standard 7
Standard 7: Specialized Health Support Service in School Settings

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

The provision of health support services to students in the school settings is governed by the Ministry Education Policy/Program Memorandum 81. This policy document outlines the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, Long-Term Care and Children, Community and Social Services.

The expectations of the Ministry of Education are that all school boards develop and maintain policies to support students who have asthma, diabetes, epilepsy, or are at risk for anaphylaxis are set in PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools. These are medical conditions referred to as prevalent medical conditions and have the potential to result in medical incident or emergency.

The Durham DSB has the following related procedures:
- Procedure #5135 – Supporting Children and Students with Prevalent Medical Conditions in Schools: Anaphylaxis,
- Procedure #5136 – Supporting Children and Students with Prevalent Medical Conditions in Schools: Asthma
- Procedure #5137 - Supporting Children and Students with Prevalent Medical Conditions in Schools: Diabetes
- Procedure #5138 - Supporting Children and Students with Prevalent Medical Conditions in School: Epilepsy.

All four procedures for students with prevalent medical conditions require that schools create a Plan of Care in conjunction with parents/guardians, the student, and the appropriate medical practitioner to support each presenting student.

Administration of prescribed medication to students during the school day is addressed under the Board’s Policy and Procedure regarding Administration of Prescriptive Oral Medication. Inquiries can be made through Principal/Vice-Principal.

Eligibility Criteria for School Health Support Services

The eligibility criteria for the provision of School Health Support Services is as follows:
1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.
2. The person must require the services
   (i) in order to be able to attend school, participate in school routines and receive instruction,
   (ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.
3. The person must be an insured person under the Health Insurance Act.
4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

5. The risk that a service provider who provides the service to the person who requires it, will suffer

   i. must not be significant, or
   
   ii. if it is significant, the service provider must be able to take reasonable steps to reduce the risk so that it is no longer significant

Services School Health Support Services and the Board are as follows:

<table>
<thead>
<tr>
<th>Specialized Health Support Service</th>
<th>Agency or position of person who performs the service in school setting</th>
<th>Eligibility criteria for students to receive the service</th>
<th>Procedures for resolving disputes about eligibility and level of support available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Ministry of Health: local</td>
<td>Referral from Health professional</td>
<td>Ministry of Health: local</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>Ministry of Health: Grandview</td>
<td>Referral and Assessment processes</td>
<td>Grandview</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Ministry of Health: Grandview</td>
<td>Referral and Assessment processes</td>
<td>Grandview</td>
</tr>
<tr>
<td>Speech therapy</td>
<td>Ministry of Health: Grandview - School-Based Rehab Services</td>
<td>Referral by school or other agency for speech disorders</td>
<td>Grandview School-Based Rehab Services, Board SLP and Chief SLP as needed</td>
</tr>
<tr>
<td>Catheterization (clean and intermittent)</td>
<td>Ministry of Education/Board</td>
<td>Direction from a doctor</td>
<td>Principal and/or Special Education Officer</td>
</tr>
<tr>
<td>Catheterization (sterile and intermittent)</td>
<td>Ministry of Health: local</td>
<td>Ministry of Health: local</td>
<td>Ministry of Health: local</td>
</tr>
<tr>
<td>Suctioning: Shallow (oral or nasal suction surface)</td>
<td>Ministry of Education/ School Staff- EA</td>
<td>Direction from doctor</td>
<td>Principal and / or Special Education Officer</td>
</tr>
<tr>
<td>Suctioning: Deep</td>
<td>Ministry of Health: local</td>
<td>Ministry of Health: local</td>
<td>Ministry of Health: local</td>
</tr>
<tr>
<td>Lifting, positioning, feeding and toileting</td>
<td>Ministry of Education/ School Staff- EA</td>
<td>Direction from doctor, therapist</td>
<td>Principal and/or Special Education Officer</td>
</tr>
<tr>
<td>G tube feeding</td>
<td>Ministry of Health: local</td>
<td>Ministry of Health</td>
<td>Ministry of Health: local</td>
</tr>
</tbody>
</table>

Please note: Chart includes information available up to June 2019. Updates will be made and posted online as changes to Health Services are made in Ontario.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 8 – Categories and Definitions of Exceptionalities

SECTION B - Standard 8
Standard 8: Categories and Definitions of Exceptionalities

The purpose of this standard is to make information on the Categories and Definitions of Exceptionalities available to the public, including parents and community associations.

The Education Act identifies five categories of exceptionalities for exceptional students:

- **Behaviour**
- **Communication** (Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disability)
- **Intellectual** (Giftedness, Mild Intellectual Disability, Developmental Disability)
- **Physical** (Physical Disability, Blind and Low Vision)
- **Multiple**

The following definitions are drawn from the document: Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017), pp. A14-A16

**CATEGORY: BEHAVIOUR**

Exceptionality – *Behaviour*

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

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

**CATEGORY: COMMUNICATION**

Exceptionality - *Autism*

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.
Exceptionality - **Deaf and Hard-of-Hearing**

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

Exceptionality - **Language Impairment**

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

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of the following:
   - a language delay/disorder
   - dysfluency
   - voice and articulation development, which may or may not be organically or functionally based

Exceptionality - **Speech Impairment**

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

Exceptionality - **Learning Disability**

The Ministry of Education defines learning disability in PPM 8 as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
• may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
• is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

**CATEGORY: INTELLECTUAL**

**Exceptionality - Giftedness**

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

**Exceptionality - Mild Developmental Disability**

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

**Exceptionality - Developmental Disability**

A severe learning disorder characterized by:
   a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development

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

   c) a limited potential for academic learning, independent social adjustment, and economic self-support
**CATEGORY: PHYSICAL**

Exceptionality - *Physical Disability*

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

Exceptionality - *Blind and Low Vision*

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

**CATEGORY: MULTIPLE**

Exceptionality - *Multiple Exceptionalities*

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

Standard 9 - Special Education Placements Provided by the Board

SECTION B - Standard 9
Standard 9: Special Education Placements

The purpose of this standard is to make information about Special Education Placement in the Durham District School Board available to the public, including parents/guardians and community associations.

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class. We place a strong emphasis on the inclusion of our students with special needs.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school’s Special Education Resource Teacher (SERT) and Board staff, is able to provide individualized programming that allows the student to meet with success. A regular classroom is always an option that parents or guardians may consider, regardless of the student’s needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student’s Individual Education Plan. The regular class is considered the most inclusive of placements.

Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

The IPRC Placement Decision:

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee to consider placement in a regular class with appropriate special education services. If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class would meet the student’s needs and is consistent with parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.
Placement Options

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

Regular Class with Resource Assistance
The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular Class with Withdrawal Assistance
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

A Special Education Class with Partial Integration
The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

A Special Education Class Full Time
The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.
Regular Classroom Placements

There are many strategies available within the Durham District School Board to support the inclusion of students with special education needs in regular grade placements.

The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support of the school’s Special Education Resource Teacher (SERT) and Board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers. The Board’s practice is that, whenever possible, special learning needs are supported within the home school and within a regular class placement. The regular class placement is considered the most inclusive of placements.

Principals are responsible for creating an inclusive school climate supportive of exceptional students. Developing a climate of acceptance throughout the school, providing support and training for teachers and educational assistants and creating a culture of collaboration are essential components of successful inclusion.

Included here are examples of the ways in which a student can be integrated into the regular classroom with the support of the school community.

Collaboration Strategies:

1. Create a school-wide culture of collaboration and inclusion:
   • develop a vision for change;
   • set a tone for the staff;
   • provide support;
   • create/maintain positive attitudes and optimism regarding change and developing practices to accommodate the individual needs of all learners.

2. Develop programs that focus on a student’s strengths using them to address areas of growth and engage students through areas of interest.

3. Encourage school-based ownership:
   • school establishes a team responsible for developing, implementing and monitoring a successful inclusion plan.

4. Encourage collaboration between the special education team and regular mainstream grade teachers.

5. Encourage a variety of instructional strategies that focus on Universal Design of Learning (UDL) and provide in-service for teachers to develop and learn strategies.

6. Access appropriate members of the Inclusive Student Services team to support student’s programming needs. Note: Parent/guardian consent required

7. Provide time for planning.
Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services to meet with success. For those students, parent(s)/guardian(s) may be offered an opportunity to explore the option of a Special Education Class placement for their child. In the DDSB we provide eight special education class types that have clearly defined outcomes for student success and are designed to meet the needs of students with specific learning profiles.

Program types include:
- Developmental Program
- Practical Learning Program
- School Support Program
- Transition to Work Program
- Structured Learning Class
- Self-Regulation Class
- Deaf and Hard of Hearing Class
- Gifted Class

SEAC is kept fully informed on a regular basis by the Education Officers and Superintendent of Inclusive Student Services about the range of available placements for students with special education needs. The input from SEAC is important in reviewing the need for additional classes, and improving strategies for inclusion.

Consultation occurs during monthly SEAC meetings, Board meetings and Administrative Council liaison.

The following pages provide information about the Special Education Classes for the 2020 - 2021 school year:
The Durham District School Board (DDSB) is committed to developing inclusive education programs that support students with special education needs. This involves creating environments that enable them to develop their skills and independence. The DDG Special Education Plan outlines strategies to meet the needs of all students, ensuring they have access to a range of programs and supports. The success of each student is measured through their ability to make positive choices and develop the skills they need to thrive in their own unique way.
How do we serve our students?

Students’ needs can be met through a variety of programs, placements, and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents, guardians, and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Regular Class Placement

PLACEMENT DESCRIPTION

The regular class is considered the most inclusive of placements.

The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support from the school’s Special Education Resource Teacher and board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers.

The Board endeavours to meet the needs of all students in the most enabling environment. The Board’s practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school and regular class placement.

Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For these students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

STRUCTURED LEARNING CLASS

Special Education Class with Partial Integration

The Structured Learning Class (SLC) provides intensive support for students who are identified as having Autism Spectrum Disorder (ASD) or who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), e.g., Structured Teaching (STACCH), data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

Minimum of six students

SELF-REGULATION CLASS

Special Education Class with Partial Integration

The Self-Regulation Class provides an early intervention (Grades 2 & 3) and intensive support program which helps to support the development of self-regulation skills embedded in an academic focused program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration.

Minimum of eight students

PRACTICAL LEARNING PROGRAM

Special Education Class with Partial Integration or Special Education Class Full-time

The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

Maximum of six students

DEVELOPMENTAL PROGRAM

Full-time Special Education Program

The Developmental Program provides an intensive support program for students who have significant physical, intellectual or developmental disabilities. Students accessing the Developmental Program may also be medically fragile and/or require significant sensory support. This program also includes integrated community supports embedded within programming.

Maximum of six students

DERF/HARD OF HEARING PROGRAM

Special Education Class with Partial Integration

A special education class with partial integration that provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy. Total communication is the focus for the program, necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum.

Class maximum of twelve students

SCHOOL SUPPORT PROGRAM

Special Education Class with Partial Integration

The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students working in their community school. The goal of the program is to foster independence and integration.

Elementary: maximum of ten students

Secondary: maximum of twelve students

TRANSITION TO WORK PROGRAM

Self Contained Special Education Program

The DDSB Transition to Work program is designed to bridge between school and successful adult living by providing experiences in various work environments. The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of leading to meaningful employment. Through this program placement, students with special education needs continue, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning more about themselves and the world of work.

Maximum of twelve students

GIFTED PROGRAM

The Gifted program provides differentiated support for learners who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program focuses in breadth and depth of curriculum with a focus on creative and complex ways of thinking.

Elementary: maximum of ten students

Secondary: Access through individual course selection
Practical Learning Program

Class Size:
- maximum 10 students, elementary and secondary

Human Resources:
- daily: 1 teacher, 2 EAs;
- consultation: Inclusive Student Services team

Student Profile:
- may have an intellectual disability, developmental disability, autism or a combination of these;
- may have an inability to transfer information from one situation to another;
- direct instruction is required for all curriculum areas;
- may have deficits in adaptive skills (i.e., personal care, feeding, dressing, toileting);
- will have a range of receptive/expressive language skills.

Program Focus:

Academics:
- academics relate to functional skills and needs (i.e., reading directions, measurement for task completion);
- based on a limited number of expectations from the Ontario curriculum not at grade level but at the individual's level of ability;
- in secondary, students in the program are working towards an Ontario Secondary School Certificate or Certificate of Achievement

Life Skills:
- focus on increasing independence;
- preparation for supported work;
- development of skills for self-care, communication, social interactions, leisure and self-management;
- community outings play an integral role in the transference of basic life skills learned in the classroom.

Assessments Required for Placement Consideration:
- diagnosis of intellectual disability, developmental disability, autism or a combination of these;
- pediatric, intellectual, medical, functional or behavioural assessment.

Inclusive Student Services Team Lead(s) for Placement Considerations:
- Special Education Facilitator
**Practical Learning Program**

**PROGRAM DESCRIPTION**
The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

- Maximum of 10 students

This can be a full-time special education class placement, or a special education class with partial integration.

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child’s school.

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**Our Mission**
The Durham District School is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities, and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

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**Inclusive Student Services**

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**Practical Learning Program**

**Many Paths to Success**

Meeting the Needs of All Students Through a Range of Programs and Placements
How do we serve our students?

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Special Education Class Placement

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- Deaf/Hard of Hearing Program
- Developmental Program
- Gifted Program
- Practical Learning Program
- School Support Program
- Self-Regulation Class
- Structured Learning Class
- Transition to Work Program

Practical Learning Program Details

PROGRAM OUTCOMES:
To increase independence by focusing on communication skills, functional literacy and numeracy skills, independent living skills, life management skills and healthy living.

PRACTICAL LEARNING PROGRAM STUDENTS:
- Require support in acquiring functional life skills, social skills and independent living skills
- May have a range of communication skills
- May have a clinical diagnosis of Intellectual Disability, Developmental Disability, Autism Spectrum Disorder, or a combination of these

STAFFING:
- One Special Education teacher
- Minimum of 2 Educational Assistants
- Supported by the Board's multi-disciplinary professional support staff

The Practical Learning Program will support students with:

- Development of communication skills;
- Functional literacy and numeracy skills (alternative expectations or Ontario Curriculum Expectations with a focus on functional reading, writing and mathematics skills);
- Independent living skills (grocery shopping, cooking, community engagement, vocational skills);
- Life Management Skills (self-regulation, advocacy, self-awareness);
- Healthy Living Skills (physical health and safety, social skills and relationships);
- Integrated transition planning from year to year, particularly from high school to post-secondary pathways.
Self Regulation Class – Elementary only

Class Size:
maximum 8 students, grades two and three

Human Resources:
• daily: 1 teacher, 1 EA;
• consultation: Instructional Services Team

Student Profile
• student demonstrates difficulties with self-regulation that interfere with academic achievement and well-being, such as;
  ▪ off-task or inattentive behaviours;
  ▪ inconsistent academic effort;
  ▪ noncompliance;
  ▪ delays in social skills or conflict resolutions skill;
  ▪ emotional dysregulation
  ▪ verbal aggression;
• behaviour challenges are not as a result of Autism Spectrum Disorder or Intellectual Disability.

Program Focus:
• students are in grades two and three
• behaviour skills training
• strategies such as verbal prompts and behaviour reinforcement strategies are used to strengthen target behaviours and to promote generalization.
• Self-regulation strategies are provided, then strengthened and generalized to other settings to facilitate transition to other school placements.

Assessments required for Placement Consideration:
• Academic Screening
• Behavioural consultation and /or Functional Behavioural Assessment
• Speech and language screening
• Family assessment for engagement
• Community liaison
• Integrated services consultation

Inclusive Student Services Team Lead(s) for Placement Considerations:
Integrated Team approach, including:
• Instructional Facilitator
• Psychologist, Psychological Associate or Psychometrist.
• Speech and Language Pathologist
• Social Worker
SELF-REGULATION CLASS

PROGRAM DESCRIPTION
The Self-Regulation Class provides an early intervention (Grades 2 & 3) and intensive support program which seeks to support the development of self-regulation skills embedded in an academic focused program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration.

- Maximum of 8 students

This is a special education class with partial integration.

For more information, please contact the Special Education Resource Teacher (SERT) or Chief of Psychological Services for Durham District School Board.

Our Mission
The Durham District School is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

MANY PATHS TO Success
Meeting the Needs of All Students Through a Range of Programs and Placements

Inclusive Student Services
Special Education - Durham District School Board
Deaf/Hard of Hearing Program

Class Size:
• maximum 12 students

Human Resources:
• daily: 1 qualified teacher of the Deaf/Hard of Hearing, 1 EA, Sign language interpreter (when deemed appropriate)
• consultation: Speech and Language Pathologist, Education Audiologist, Hearing Resources Teacher and Special Education Resource Teacher.

Student Profile:
• primary concerns in speech/language directly related to a moderate to profound hearing loss; IPRC Deaf/Hard of Hearing
• moderate-severe deficits in receptive and/or expressive language;
• reading and written language weaknesses reflective of speaking and listening skills.

Program Focus:
• students follow the Ontario curriculum with added emphasis on the development of language skills and work on alternative expectations (auditory management, advocacy and specific learning skills).
• modifications to the curriculum are made based on each individual student's strengths and needs;
• a total communication approach is used to support oral language.
• supported integration opportunities with hearing peers;
• American sign language is not taught in the Durham District School Board.

Assessments Required for Placement Consideration:
• current audiogram documenting the nature and extent of hearing loss/consultation with audiologist;
• educational assessment;
• comprehensive speech-language assessment/consultation;
• cognitive assessment may be required.

Inclusive Student Services Team Lead(s) for Placement Considerations:
• Hearing Resource teacher
• Speech and Language Pathologist
Deaf/Hard of Hearing Program

Program Description
A special education class with partial integration that provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy.

Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum. American Sign Language is not the language of instruction.

If a family wishes to pursue intensive instruction in American Sign Language for their student, the Hearing Resource Teacher can support referrals to the Provincial School for the Deaf/Hard of Hearing.

- Class maximum of twelve students

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child’s school and/or Chief of Speech Language and Hearing Services for Durham District School Board.

Our Mission
The Durham District School is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

Many Paths to Success
Meeting the Needs of All Students Through a Range of Programs and Placements.
Developmental Program

Class Size:
- maximum 6 students

Human Resources:
- daily: 1 teacher, 2 EAs;
- other supports: Occupational Therapist, Physiotherapist and nursing care;
- consultation: Special Education Facilitator, Speech and Language Pathologist, Psychological Services and Social Work.

Student Profile:
- severe intellectual/developmental disability;
- may be at the sensory-motor stage of development;
- may be medically fragile, requiring nursing care;
- skills may be at the pre-verbal level (i.e., establishing eye contact);
- may require intense involvement of an occupational therapist and physiotherapist.

Program Focus:
- a multi-sensory approach to developing sensory awareness, augmentative communication and increased physical activity;
  - activities of daily living (i.e., feeding, toileting);
- opportunities for social integration and leisure within the school community
- opportunities for community experiences

Assessments Required for Placement Consideration:
- medical assessments;
- Occupational Therapy assessments and/or Physiotherapy assessments, if available.

Inclusive Student Services Team Lead(s) for Placement Considerations:
- Special Education Facilitator.
For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary School) at your child's school.

Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education needs are supported in inclusive environments that enable them to develop to their own full potential.

Program Description

The Developmental Program provides an intensive support program for students who have significant physical, intellectual or developmental disabilities. Students accessing Developmental Program may also require significant sensory support. The program also includes integrated supports embedded within programming.

- Maximum of 6 students

This is a full-time special education program.
The Developmental Program will:

- Provide opportunities for Communication, Sensory, Gross Motor, Fine Motor, Social Skills, and Personal Development.
- Provide opportunities for social integration and leisure opportunities within the school community.
- Provide Integrated Transition Planning (ITP).

PROGRAM OUTCOMES:

To foster student's individualized growth and development in the following areas:

- Communication
- Sensory
- Gross Motor
- Fine Motor
- Social Skills
- Personal Development

DEVELOPMENTAL PROGRAM STUDENTS:

- Are formally identified as students with special education needs
- Are working with a multi-disciplinary team
- Are working towards a Certificate of Accomplishment (COA)

STAFFING:

- One Special Education Teacher
- Minimum of two Educational Assistants
- Support workers

CONNECTIONS WITH COMMUNITY AGENCIES:

- Supported by the Board's multi-disciplinary professional support staff
- Connections with community partners
- Occupational Therapists
- Physiotherapists
- Nursing Care

How do we serve our students?

Students' needs can be met through a variety of programs, classes, and strategies within the DDSB. The vast majority of students remain in an inclusion classroom, while fulfilling their IEP and BISP. Students are assessed by the Principal, the Special Education Classroom Teacher, the District Special Education Advisor, and the Student's Developmental Program Teacher. Students who receive additional support in a special education class are given the opportunity to explore a Special Education placement for their child. In the DDSB, we provide a specific learning profile for all students, which have clearly defined outcomes and student success goals.

Special Education Class Placement:

- Deaf/Hard of Hearing Program
- Developmental Program
- Gifted Program
- Practical Learning Program
- School Support Program
- Structured Learning Class
- Transition to Work Program

We have a strong emphasis on the inclusion of our students with special needs, providing meaningful integration opportunities within the regular classroom. For some students, they need support in a regular education setting.
School Support Program (SSP)

Class Size:

- maximum 10 students (elementary)
- maximum 12 students (secondary)

Human Resources:

- daily: 1 teacher, 2 EAs

Student Profile:

- students formally identified through an IPRC, having any exceptionality, can be considered for the School Support Class.

Program Focus:

Academics:

- Based on the Ontario Curriculum expectations, with a focus on gap closing and interventions in the areas of Language and / or mathematics

Executive Functioning:

- Based on Learning Skills with particular focus on organization, self-regulation, independence, and collaboration.

- students may access the School Support Class for up to 50% of the school day - typically for the CORE subjects;

Assessments Required for Placement Consideration:

- current academic assessment;
- medical assessments, if available;
- assessments from outside agencies, if available;
- cognitive assessment, if available.

Inclusive Student Services Team Lead(s) for Placement Considerations:

- Special Education Facilitator in consultation with school teams
Our Mission
The Durham District School Board (DDSB) is committed to fostering student success and independence for each student by providing a range of pathways, programs, opportunities, and services. Students with special education needs are supported in inclusive environments that enable them to develop to their full potential.

School Support Program

**Program Description**

The School Support Program provides an opportunity for an intensive support placement for students with executive functioning learning skills, within/near their community school. The goal of the program is to foster independence and integration.

- Elementary: maximum of ten students
- Secondary: maximum of twelve students

This is a special education class placement with partial integration.
How do we serve our students?

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized opportunities for students accessing special education programs.

Special Education Class Placement

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- Deaf/Hard of Hearing Program
- Developmental Program
- Gifted Program
- Practical Learning Program
- School Support Program
- Self-Regulation Class
- Structured Learning Class
- Transition to Work Program

School Support Details

PROGRAM OUTCOMES:

To close achievement gaps in literacy and numeracy and provide growth of learning skills such as communication, social thinking, self-regulation, and transition skills to foster independence.

SCHOOL SUPPORT PROGRAM STUDENTS:

- Are formally identified as students with special education needs
- Would benefit from intensive support in literacy and/or numeracy
- May benefit from additional support with learning skills: self-regulation, responsibility, collaboration, independent work, initiative and organization
- In elementary, are working on Ontario Curriculum expectations
- In secondary, are working towards OSSC or OSSD

STAFFING:

- One Special Education teacher
- Minimum of two Educational Assistants to provide support in the special education class and integration
- Supported by the Board’s multi-disciplinary professional support staff

The School Support Program will:

- Provide opportunities for intensive support in literacy, numeracy;
- Provide opportunities for intensive support in learning skills such as social skills, self-regulation and organizational skills;
- Will have IEP goals that will drive the individualization of the instructional program;
- Provide opportunities for meaningful integration.
Structured Learning Class (SLC)

Class Size:

- maximum 6 students.

Human Resources:

- daily: 1 teacher, 1 EA with additional EA’s based on student need
- consultation: Autism Resource Team, Inclusive Student Services team, and others as required

Student Profile:

Structured Learning Class for students working on the Ontario Curriculum

The student:

- has an Autism Spectrum Disorder diagnosis
- has acquired all skills measured by the Assessment of Basic Language and Learning Skills-Revised (or equivalent) with the exception of intraverbal, social interaction, and play and leisure skills
- needs intensive support in social language skills
- requires planned opportunities and support for social interaction opportunities
- requires a highly structured program with flexibility
- requires support and/or supervision during unstructured times (i.e., is unable to eat in the cafeteria);
- with regard to academic skills, has completed kindergarten expectations and is working on primary curriculum expectations or higher in literacy and numeracy expectations of the Ontario Curriculum (at the intermediate or senior level, the majority of academic skills would be no greater than three years behind the student’s chronological age)

Structured Learning Class for Students Working on Alternative Curriculum

The student:

- has a diagnosis of autism and possibly a secondary diagnosis of cognitive disability
- needs instruction to increase functional communication
- needs a high level of supervision to ensure safety
- needs to learn “transition to life” skills (self care; domestic; vocational)
- requires experiential learning
- requires a highly structured program
- in terms of academics, may be working on some aspects of the kindergarten curriculum or early primary Ontario Curriculum
Structured Learning Class (cont’d)

Program Focus:

- Individualized programs conceptualized to meet the needs of the individual student
- Systematic and carefully planned, structured and constantly evaluated and modified based on data
- Structured environment – structure of the school environment and activities are organized, predictable and understandable for the student
- Specific Autism related goals – a functional curriculum that addresses the specific characteristics of Autism and addresses communication, social skills, and coping skills
- A proactive approach to behaviour that includes environmental adaptations and accommodations based on functional behaviour analysis
- Active family involvement

Assessments Required For Placement Consideration:

- diagnosis of Autism

Inclusive Student Services Team Lead(S) For Placement Considerations:

- Autism Resource Team in consultation with Inclusive Student Services team
Structured Learning Class

PROGRAM DESCRIPTION

The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), i.e., Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

This is a special education class with partial integration.

- Maximum capacity of six students

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child’s school.

Our Mission

The Durham District School is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

Many Paths to Success

Meeting the Needs of All Students Through a Range of Programs and Placements
How do we serve our students?

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Structured Learning Class Details

PROGRAM OUTCOMES:
To demonstrate increased levels of independence and self-regulation in a variety of settings. Students will also build capacity in their social skills, self-advocacy skills, communication and work-readiness skills.

STRUCTURED LEARNING CLASS STUDENTS:
• Are formally identified as students with Autism Spectrum Disorder (may have other identifications)
• Would benefit from intensive support in various domains including: social skills, self-regulation, and communication, to help facilitate generalization and maintenance of acquired skills.
• Are working on Ontario or Alternative curriculum expectations

STAFFING:
• One Special Education Teacher
• Minimum of two Educational Assistants to provide support in the SLC and integration
• Supported by the Board’s multi-disciplinary professional support staff

The Structured Learning Class will develop skills in the following areas:

• Life Management (independent living, self-regulation, self-advocacy, self-esteem, self-awareness);
• Healthy Living (personal safety skills, physical education, sexual health);
• Communication skills;
• Social skills and social thinking skills;
• Community engagement and vocational skills;
• Literacy and numeracy skills.
Transition To Work Program

Class Size:
- Maximum of 12 students

Human Resources:
- 1 teacher and 2 Educational Assistants (accompany student to work placements to provide job coaching and support)

Student Profile:
The student:
- Is between the ages of 18 & 21 and has special education needs
- Is intending to enter the world of work for employment
- Has participated in some work education experience, typically within the Practical Learning Program
- With carefully planned work education training and experience, will be able to independently manage in a work experience; the support may be required more intensely at the early stages of the program and should gradually release responsibility to the student

Program Focus:
- Individualized program intended to help the student learn the necessary social, vocational and independence skills necessary for transition to successful employment in the community.
- The program will:
  - identify students' career preferences and interests through observations and conversation;
  - identify students' job-related social, physical, and cognitive abilities;
  - involve parents in their children's long-range career planning;
  - work closely with community agencies and employers to survey job possibilities and to inform employers of students' potential;
  - design realistic goals for students based on individualized capabilities and employer expectations.
  - begin career education early, targeting skills that will be useful in a variety of work settings
  - include specific training in job-related interpersonal and employability skills through both in-school and work-based experiences;

Assessments Required for Placement Consideration:
- readiness for the world of work (previous work education experience, independence level, etc.)

Inclusive Student Services Team Lead(S) For Placement Considerations:
- Special Education Instructional Facilitator
How do we serve our students?

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student’s needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Special Education Class Placement

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- Deaf/Hard of Hearing Program
- Developmental Program
- Gifted Program
- Practical Learning Program
- School Support Program
- Self-Regulation Class
- Structured Learning Class
- Transition to Work Program

Transition to Work Program Details

PROGRAM OUTCOMES:
To learn the necessary social, vocational and independence skills necessary for transition to successful employment in the community.
- maximum of 12 students

TRANSITION TO WORK PROGRAM STUDENTS:
- Are 18–21 years of age who have special education needs who are intending to enter the work force
- With carefully planned work experience training and experience, will be able to independently manage in a work education experience; support may be required in the early stages of the program

PROGRAM SUPPORTS:
- One Special Education Teacher and two Educational Assistants
- Supported by the Board’s multi-disciplinary professional support staff

Transition to Work Program will:

- Identify students’ career preferences and interests through observations and conversation;
- Identify students’ job-related social, physical, and cognitive abilities;
- Involve parents in their children’s long-range career planning;
- Work closely with community agencies and employers to survey job possibilities and to inform employers of students’ potential;
- Design realistic goals for students based on individual capabilities and employer expectations;
- Begin career education early, targeting skills that will be useful in a variety of work settings;
- Include specific training in job-related interpersonal and employability skills through both in-school and work-based experiences.
Gifted Program

Class Size:
- Elementary - 25:1
- Secondary - students access gifted course sections and mainstream integration through individual course selection

Student Profile:
- students must have an overall score of 98th percentile or higher on the C-CAT7;
- students must be in grades 4-12;
- in elementary, the class is full time;

Human Resources:
- Special Education class room teacher;
- Special Education Resource Teacher/Special Education Department Head.

Program Focus:
- the gifted programme follows the Ontario Ministry of Education curriculum but will differentiate the classroom programme with accommodations to meet the strengths, needs and interests of the gifted student;
- the programme emphasizes differentiation by depth, breadth, pace and kind.

Assessments Required for Placement Consideration:

- **PHASE 1: NOMINATION**
  Any DDSB student in grade 3 or higher may be nominated by parents/guardians or educators (*Nomination Form is in the forms section of this manual*). Nomination forms must be collected from all grade 3 students and filed in the OSR.

- **PHASE 2: GROUP TESTING**
  Nominated students are tested by the school SERT using C-CAT7, in a group setting at the school. The testing is scored by the vendor and the results are returned to the Facilitator for Gifted Programmes. Students who achieve an overall score within the 98th percentile or higher are eligible for identification as intellectually gifted. (*Any student requesting placement from outside the DDSB must submit a copy of the WISC-IV report to the Chief Psychologist for verification and approval*).

- **PHASE 3: COGNITIVE MEASURE INDICATING 98TH PERCENTILE OR HIGHER**
  A student who scores 95-97 percentile are assessed further by Psychological Services through individualized assessment (WISC-IV) and those who have an overall score of 98 percent are also eligible for identification as intellectually gifted.
Inclusive Student Services Team Lead(s) for Placement Considerations:

- Special Education Facilitator for Gifted Programmes oversees the entire testing and IPRC process;
- SERT is responsible for testing in Phase 2 and for completing IPRCs for newly identified students;
- Chief Psychologist is responsible for approving any private assessments.

Alternative Programs

When the needs of a student cannot be met within the Board’s range of placements the following alternative programs may be discussed with parent(s)/guardians during the I.P.R.C. process of review.

The alternative programs may include, but are not limited to, the following considerations:

- Grove School
- Grandview Campbell Children’s School
- Supervised Alternative Learning (SAL)
- Community Based Learning Program
- Durham Alternative Secondary School (DASS)

Provincial Demonstration Schools, - see Section B-11
SPECIAL EDUCATION PLAN • 2020 - 2021

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 10 – Individual Education Plans (IEPs) and Transition Planning

SECTION B – Standard 10
Standard 10: Individual Education Plans and Transition Planning

The Purpose of this standard is to inform the ministry and the public about the ways in which the board is complying with the ministry requirement for the implementation of Individual Education Plans (IEPs).

Implementing the Ministry’s Standards for IEPs

As per Regulation 181/98, all students in the DDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP.

An IEP is a written plan describing the special education program and/or services required by an individual student to support equitable access to programming. An IEP is based on the student’s strengths and needs as identified through appropriate assessments. The IEP identifies accommodations and/or modified expectations from the Ontario Curriculum and/or alternative expectations that comprise a student’s program. An IEP also includes special education services needed to assist the student in achieving their learning goals. The IEP is a working document; revisions or updates are part of a cycle of continuous assessment and monitoring. Parent/guardian(s) are consulted in the development of the IEP and are informed of any changes to the plan throughout the school year.

The implementation of the IEP is led and monitored by the principal in each school and appropriate Inclusive Student Services team members (district staff) who have access to IEPs to ensure consistency and accountability.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes and requires the use of SEA equipment but is not identified through IPRC. It is important to note that accommodations for students are part of an inclusive programming and an IEP is not required to implement.

As per PPM 156, a transition plan is provided for each student who is identified. The Transition Plan template is built into the IEP software to ensure it is completed each year for each student. Teams within the DDSB work collaboratively with the student (as appropriate), parent/guardian(s), professional service staff involved with the student and relevant community agencies to develop and implement transition plans.
Resolution of Disputes Related to the IEP

The collaborative process is key to successful programming for students and, therefore, every effort is made to resolve differences through the joint efforts of parents/guardians and school staff. Differences of opinion around the content of the IEP are mediated at the school level. The Special Education Resource Teachers (SERT) and Special Education Instructional Facilitators are available to assist with this process should it be necessary. In the event of unresolved concerns, parents/guardians and school staff work with the Special Education Officer and/or the Superintendent of Inclusive Student Services to address concerns.

Results of the Ministry’s IEP Review

No Ministry review was conducted in the 2019-2020 school year.

A copy of the Durham District School Board IEP and Transition Plan templates can be found in Appendix 2.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 11 – Provincial Demonstration Schools in Ontario

SECTION B - Standard 11
Standard 11: Provincial Demonstration Schools in Ontario

The purpose of this standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention –deficit hyperactivity disorder (ADHD)

Provincial Schools and Demonstration Schools

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents and the student’s school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are deaf, blind, deafblind or who have severe learning disabilities. Admission to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards. Busing is provided and shared with the Durham Catholic District School Board. When necessary, an attendant will be provided, and this cost will also be shared between the Durham Catholic District School Board and Durham District School Board.

All students require and Identification Placement and Review (IPRC) meeting conducted at the child’s local school board. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

Additionally, Provincial Schools provide resource and outreach services. These programs include consultation, workshops, on-line learning and early intervention programs. A referral process is in place for deaf, blind or deafblind students to be seen by resource consultants.

Provincial Schools For The Blind And Deaf

W. Ross Macdonald School (English) is located in Brantford and Centre Jule-Legere (French) in Ottawa provide an alternative placement for blind, low vision and deafblind students. Programs at Provincial Schools are designed to help blind or low vision or deafblind students to develop independent learning, living skills and self-sufficiency.
W. Ross Macdonald also provides:

- a provincial resource centre for blind, low vision and deafblind
- support to local school boards through consultation and the provision of special learning materials, (eg. Braille materials, audiotapes, and larger print materials)
- direct support to pre-school deafblind children and their families

**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-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French and:

- provide rich and supportive bilingual/bicultural education environments which facilitate learning and social development through American Sign Language (ASL) and English or French
- develop appreciation of various cultures including ASL culture

**Demonstration Schools for Students with Learning Disabilities**

The Provincial Demonstration Schools provide programs for about 120 students with severe learning disabilities. There are four demonstrations schools in Ontario. The language of instruction at the Amethyst (London), Sagonaska (Belleville) and Trillium (Milton) is English; at Centre Jules-Léger, instruction is in French. The length of stay at the Provincial Demonstration Schools is one year in a highly specialized and resourced special program. Since Provincial Demonstrations Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Statistics on the number of students who are currently attending Provincial and Demonstration Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sagonaska</td>
<td>2</td>
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<tr>
<td>Trillium</td>
<td>2</td>
</tr>
<tr>
<td>Sir James Whitney</td>
<td>0</td>
</tr>
<tr>
<td>W. Ross MacDonald</td>
<td>8 - 6 blind low vision, 2 deafblind</td>
</tr>
<tr>
<td>Centre Jules Leger</td>
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# Provincial Demonstration Schools

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<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone #</th>
<th>Fax #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amethyst School</td>
<td>1090 Highbury Ave., London, Ontario N5Y 4V9</td>
<td>(519)453-4408</td>
<td>(519)453-7943</td>
</tr>
<tr>
<td>Sagonaska School</td>
<td>350 Dundas St. W., Belleville, Ontario K8P 1B2</td>
<td>(613)967-2830</td>
<td>(613)967-2482</td>
</tr>
<tr>
<td>Trillium School</td>
<td>347 Ontario St. S., Milton, Ontario L9T 3X9</td>
<td>(905)878-8428</td>
<td>(905)878-7540</td>
</tr>
<tr>
<td>Centre Jules-Léger</td>
<td>281 Avenue Lanark Ottawa, Ontario K1V 6A6</td>
<td>(613)761-9300</td>
<td>(613)761-9301</td>
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# Provincial Schools

<table>
<thead>
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<th>School Name</th>
<th>Address</th>
<th>Phone #</th>
<th>Fax #</th>
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</thead>
<tbody>
<tr>
<td>The Ernest C. Drury School for the Deaf</td>
<td>255 Ontario St. S., Milton, Ontario L9T 2M5</td>
<td>(905)878-2851</td>
<td>(905)878-1354</td>
</tr>
<tr>
<td>The Sir James Whitney School for the Deaf</td>
<td>350 Dundas St. W., Belleville, Ontario K8P 1B2</td>
<td>(613)967-2823</td>
<td>(613)967-2857</td>
</tr>
<tr>
<td>W. Ross Macdonald School for the Blind</td>
<td>350 Brant Avenue Brantford, Ontario N3T 3J9</td>
<td>(519)759-0730</td>
<td>1-866-618-9092</td>
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</table>
SECTION B - Standard 12
Standard 12: Special Education Staff

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

<table>
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<tr>
<th>Special Education Role</th>
<th>19/20</th>
<th>20/21</th>
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SPECIAL EDUCATION PLAN • 2020 - 2021

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 13 - Professional (Staff) Development

SECTION B - Standard 13
Standard 13: Professional (Staff) Development

The purpose of this standard is to provide details of the board’s professional development plans to the ministry and to the public.

The DDSB Inclusive Student Services Staff Development Plan

The DDSB has identified four core professional development priorities for the 2020-2021 school year:

- Mental Health & Well-Being;
- Equity & Inclusivity (focus on Anti-Black Racism);
- Gap Closing (with a focus on mathematics);
- Technology/Innovation (Real-Time Learning/Flex-Time Learning).

In a system-wide commitment to the importance of collaborative professionalism, our professional development approach will reflect the integration of all portfolio areas. The need for hybrid models has never been more pronounced as we endeavour to push student learning forward under current conditions.

Mental health and well-being for students, families, and staff has been at the forefront of our system planning during the unprecedented challenges of the COVID-19 pandemic. The disruption to normal routines and learning patterns has caused us to rethink our strategies to ensure we are being responsive to the unique learning and well-being needs of each student. We know that family life has been affected by the massive change in everything from employment to domestic arrangements to school routines. The impact of the disruption and uncertainty from the COVID-19 pandemic will have lingering effects upon every aspect of our programming. Providing support for staff, students and families will be a necessary aspect of our professional development and program delivery.

Understanding and respecting the identity of all learners, those who are racialized, those who are impacted by socio-economic challenges, and those who may be marginalized in any way, is a driving force for the work that we do. All professional development planning will be grounded through an anti-oppression lens in an active approach to maintaining human rights. This work has taken on greater significance in the last few months, as evidence of cultural bias against the Black and Indigenous communities has become more widely recognized among dominant cultural groups.

The plans for all professional development offerings in the upcoming year will remain grounded in our ability to reflexively respond to the changing variables in our circumstances. A system-wide commitment to collaboration across teams will ensure that staff learning opportunities are developed and delivered in a manner that respects our district values including the importance of anti-oppression, human rights, and equitable practices. We are confident that this approach
will ensure that our program delivery will align with the Durham District School Board’s strategic priorities.

With a focus on learning at all levels of the organization, the overall goal of the Inclusive Student Services Professional Development Plan is to build the capacity of classroom educators, school leaders (Administrators and Special Education Resource Teachers), support staff and Inclusive Student Services staff to provide them with the information, materials, and skills necessary to implement and support differentiated programming for students with special needs. Student learning is core of all programs within the Durham DSB. It is important that as our students grow, so do the professionals supporting their programming; we are committed to the provision of professional development.

SEAC also plays a role in providing input to the Inclusive Student Services’ Professional Development Plan. SEAC is provided with monthly updates on the implementation of the PD Plan.

Inclusive Student Services Staff

The Inclusive Student Services leadership team is committed to supporting professional learning for all our team members. Department staff have access to professional learning opportunities provided both within the Durham DSB and external to the Board.

Teams are in process of more clearly defining training which is essential in the delivery of clinical services in an educational setting to meet the needs of our students now and into the future.

Topics/Areas of Focus include:
- Introduction to Trauma Informed Approaches
- Mental Health First Aid
- Google Read and Write
- LINKS
- Behaviour Management Systems (required for all permanent Educational Assistants & Administrators; available to other DDSB staff)
- Inclusive Technology – including Device Programs for EAs, Interpreters and Intervenors
- PowerTPM (Special Education Software) training
- STAR Program
- Supporting Students with Hearing Loss
- Supporting Students with Vision Loss
- TeachTown
- ASIST/Suicide Risk Assessment
- Implementing Augmentative and Alternative Communication in the classroom
Example: Professional Learning Responsive to Student/Community: Living Works Start

To be responsive to the needs of our students and communities, suicide risk intervention training was expanded in Spring 2020 to include the Living Works Start program for Inclusive Student Services and school-based staff. Living Works Start is an interactive, online training program to support individuals with the skills and knowledge to help keep others safe from suicide. The training was engaged at the onset of Distance Learning as the course helps us respond during a time of heightened stress as well as specifically coached skills when these critical conversations are occurring through digital media (text, video) or phone.
**Learn life saving skills with LivingWorks Start**

This training opportunity is valuable for those new to suicide prevention training as well as those with qualifications such as ASIST.

LivingWorks Start is an interactive, online training program to support individuals with the skills and knowledge to help keep others safe from suicide.

This training focuses on how to start the conversation with the person having thoughts of suicide, and how to quickly link them with appropriate support.

**Training commitment:** Approximately one to two hours which may be broken up into smaller sessions.

Upon completion of the training module, participants will receive a completion certificate and retain access to online resources and refresher activities.

The Durham District School Board is pleased to partner with LivingWorks to offer this training program to Educational Assistants, Guidance staff, Special Education Resource Teachers, and Inclusive Student Services/Mental Health and Safe Schools team members.

**LivingWorks Start can help participants:**

- Become more comfortable talking about suicide
- Keep someone safe in times of distress
- Support others
- Help build skills in the preparation to help
- Build professional skills

To indicate your interest, please visit tinyurl.com/DDSBLivingWorksStart.

Our team will use this information to register you for the LivingWorks Start training module.
SPECIAL EDUCATION PLAN • 2020 - 2021

SPECIAL EDUCATION
PROGRAMS AND SERVICES

Standard 14 – Equipment

SECTION B - Standard 14
Standard 14: Equipment

The purpose of this standard is to inform the Ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

The Durham District School Board is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Inclusive Student Services school team. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a psychologist, psychologist associate, optometrist, ophthalmologist, occupational therapist, physiotherapist, speech-language pathologist and specialist teachers of the blind, deaf or deaf-blind.

There are two types of Special Equipment Amount (SEA) claims:
- SEA Per Pupil Amount (computer hardware, software and related equipment)
- and SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).

A SEA application is completed by the school and forwarded to the board’s Special Education Officer for approval and processing. Trials for computer technology are conducted to illustrate a significant discrepancy between performance with and without such equipment.

The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding $800. The Board is responsible for SEA approved equipment costs equal to and less than $800.

The DDSB has a SEA Handbook that outlines the SEA Claim processes. Included in the handbook are:
- the process for submitting claims;
- the roles and responsibilities of individuals submitting claims;
- meeting the claim requirement;
- processing the order;
- care and safety of the equipment and
- ensuring equipment maintenance.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 15 - Accessibility of School Buildings

SECTION B - Standard 15
**Standard 15: Accessibility**

The purpose of the standard is to provide details on the Ignite Accessibility, Multi-Year Accessibility Plan previously submitted to the Ministry.

The Durham District School Board (DDSB) is committed to ensuring an environment that supports independence, dignity and respect. To achieve this goal, the DDSB undertakes to continually improve accessibility in order to provide great equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (2005). aoda.ca

The DDSB is committed to the principles and practices of inclusion to foster full community participation and integration. When accommodation is required, it will involve a collaborative process. Not all requests will be met in the manner proposed but option(s) will be provided to meet accessibility needs.

The Ignite Accessibility Plan reflects the strategic directions outlined in the DDSB Ignite Learning Strategic Plan 2018-2021 and describes the measures the Board will take over the period 2019-2021 to identify, remove and prevent barriers to improve opportunities for people with disabilities. [https://www.ddsb.ca/en/about-ddsb/resources/Documents/Accessibility-Multi-Year-Plan.pdf](https://www.ddsb.ca/en/about-ddsb/resources/Documents/Accessibility-Multi-Year-Plan.pdf)

Existing schools are renovated to improve accessibility during all renovation projects and as required to meet student needs for access. In the event that an existing facility cannot accommodate the needs of student(s), the DDSB is committed to providing alternate accommodation to satisfy all student needs. New construction incorporates principles of universal design and meets government accessibility standards. DDSB includes a number of features to promote accessibility such as: interior signage includes braille, contrasting colour nosing strip at every stair tread, level entry at all entrances/exits, power door operators at front door and on universal washrooms, barrier free washrooms, barrier free drinking fountains, strobe fire alarm lights.

Inclusive Student Services works closely with other departments to meet the needs of individual students through implementations of accommodations and goals outlined in Individual Education Plans.

The DDSB endeavours to support the removal of barriers working in conjunction with the Ministry of Education funding and direction.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 16 – Transportation

SECTION B - Standard 16
Standard 16: Transportation

The purpose of this standard is to provide details of the board’s transportation policies to the ministry and to the public.

Durham Student Transportation Services (DSTS) is fully supportive of an integrated student transportation system for all students. As with all students, walking to school is the first option where it is safe and practical do so. Students with special needs may be transported on traditional buses and specialized transportation will be utilized in situations where, due to the nature of the exceptionality or safety concerns, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student’s needs.


Durham Student Transportation Services may make specialized transportation arrangements for students who have been approved by the Durham District School Board as:

- Having a documented approved physical, mental or emotional exceptionality that prevents them from safely getting to and from their designated school.
- Placement in a specialized program or contained classroom may qualify the student.

Students in education programs in care, treatment and correctional facilities classrooms (Grove School Section 23) may be entitled to transportation. Parents can connect with agency staff who will speak to Grove School administration.

Students attending Provincial Schools will be set up on transportation that is coordinated centrally in conjunction with the Ministry of Education. The Provincial school will be able to provide further details for students that are staying in residence.

The following safety procedures are in place:

- All school bus drivers must be provided First Aid Training and are trained as well on the proper use of an Epipen.
- School buses are equipped with a two way radio and contact with the Operator’s main dispatcher is maintained at all times during scheduled runs.
- School Principals or a designate complete bus safety documentation to ensure school bus drivers and Durham Student Transportation Services are aware of students that require any special care or strategies for a safe school bus ride.
SPECIAL EDUCATION PLAN • 2020 - 2021

SEAC
SPECIAL EDUCATION ADVISORY COMMITTEE

SECTION C
The Board’s Special Education Advisory Committee

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

In accordance with Education Act Regulation 464/97, every district school board shall establish a Special Education Advisory Committee (SEAC).

The DDSB Special Education Advisory Committee (SEAC) is committed to working in partnership with the staff and resources of the Board to assure quality educational services for all students.

Meetings are open to the public and are held monthly from September to June (usually third Thursday of the month; dates published on the DDSB electronic calendar).

Location: DDSB Education Centre, 400 Taunton Road E, Whitby.

The roles and responsibilities of SEAC are as follows:
- make recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students within the Board
- participate in the Board’s annual review of its Special Education Plan
- participate in the development of the Board’s annual budget for Special Education
- review the financial statements of the Board as they relate to Special Education

Information about SEAC is made available to families and the community in a number of ways. These include, but are not limited to: publication and annual update to the SEAC pamphlet, inclusion of SEAC in the Parent/Guardian Guide to Special Education, board website and through social media updates (Twitter). Information includes members’ names, affiliation and how to make contact.


The SEAC pamphlet is included in this section for information regarding:
- names and affiliations of members
- meeting times, place, format
- nomination process
- members’ contact information
- SEAC meeting overview
You are welcome to attend!

The Durham District School Board invites all parents/guardians and interested members of the public to attend Special Education Advisory Committee meetings.

The Committee meets at the Education Centre, 400 Taunton Road East, Whitby, at 6:30 p.m. usually every 3rd Thursday of the month.

Members at Large:
Craig Cameron..................905-447-2852
E-mail................................cccameron@trentu.ca

Carolyn Mclemon..............(905) 427-1059
E-mail............................cmclemon@gmail.com

Durham District School Board:
Telephone...........................905-666-5500
Toll Free..........................1-800-265-2968
Website..................................www.ddsdb.ca

Donna Edwards, Trustee.......905-426-7045
Christine Thatcher, Trustee....905-425-0343

If you would like more information on the Special Education Advisory Committee or Special Education Services in Durham, please call your local school.

What Happens at a S.E.A.C. Meeting?

S.E.A.C. meetings are a forum for S.E.A.C. members to provide advice and discussion of Board programs and support services for exceptional pupils. Meetings follow a formal format including:

- Review of Minutes
- Presentations
- Current issues and initiatives in Special Education
- Committee Reports by members
- Board Reports:
  a) Trustees
  b) Staff
- Correspondence and Questions

Who Are Exceptional Students?
Exceptional Students are those whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student needs a specialized placement or support as identified by the Identification, Placement, and Review Committee (I.P.R.C.)

The mission of the Durham District School Board’s Special Education program is to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential. Our ongoing commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

What is SEAC?

Under Ontario’s Education Act, every student is entitled to a program which meets their needs. In Durham, our Special Education Advisory Committee (SEAC) helps the Board protect the rights of students with special learning needs. SEAC provides information, advice and assistance to parents/guardians whose children may require additional support.

SEAC advises and makes recommendations to the Board concerning the establishment and development of special education programs and services.
The Committee is composed of member representatives from:

- Association for Bright Children (ABC)
- Autism Ontario — Durham Chapter
- Durham District School Board (Trustees)
- Durham Down Syndrome Association
- Easter Seals Ontario
- Learning Disabilities Association of Durham Region
- Ontario Association for Families of Children with Communication Disorders (OAF CCD)
- VOICE for Deaf and Hard of Hearing Children

**COMMITTEE MEMBERS**

**Association for Bright Children (ABC)**

Eva Kyriakides (SEAC Chair)

.................................................. bill.eve.k@rogers.com
.................................................. www.abcontario.ca

This association helps parents advocate for their bright and gifted children. In co-operation with the Durham District School Board, ABC’s Durham Chapter provides information and support to member and non-member parents.

**Autism Ontario — Durham Chapter**

Claudine Burrell ........ durham@autismontario.ca
.................................................. www.autismontario.com/Durham

Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community.

**Durham Down Syndrome Association**

Tara Culley ...................................... SEAC@ddsa.ca
.................................................. https://ddsa.ca

This is an organization of parents, professionals, and others striving to improve the quality of life for those with Down Syndrome. While seeking to broaden public awareness, this association serves as a support to new families and as a resource to parents/guardians for information regarding facilities and programs available for persons with Down Syndrome.

**Easter Seals Ontario**

Hanah Nguyen ........... seac.easterseals@gmail.com
.................................................. www.easterseals.org

Easter Seals Ontario provides programs and services to children and youth with physical disabilities across Ontario to help them achieve greater independence, accessibility and integration.

**Learning Disabilities Association of Durham Region**

Rowin Jarvis .......................... rowin@ldadr.on.ca
.................................................. www.ldadr.on.ca

The Learning Disabilities Association Durham Region’s mission is to advocate, support and educate the Durham community about learning disabilities and to enable persons with learning disabilities to reach their full potential.

To achieve this we provide:

- Monthly Speaker Series for all
- Resource Facilitation for all
- Advocacy Support for members
- Public Awareness Activities

**Ontario Association for Families of Children with Communication Disorders (OAF CCD)**

Elizabeth Daniel ................... jason_liz@sympatico.ca
.................................................. www.oafccd.com

OAF CCD’s mission is to work with families and community partners to ensure children have access to effective speech and language services.

**VOICE for Deaf and Hard of Hearing Children**

Kathy Kedey .................... mskedey@hotmail.com
.................................................. www.voicefordeafkids.com

VOICE for Deaf and Hard of Hearing Children is committed to:

- Advocating on behalf of deaf and hard of hearing children and their families.
- Supporting deaf and hard of hearing children and their families through providing access to information, education, mentoring, and self-advocacy skills training.
- Educating the general public that deaf and hard of hearing children can learn to listen and speak.

*Revised: April 2019*
COORDINATION of SERVICES with OTHER MINISTRIES

SECTION D
Coordination of Services with Other Ministries: Education and Community Partnership Programs (ECPP)

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

The responsibility for ensuring successful admission or transfer of students from one program to another is collaboratively shared by all staff involved with the student at school and board levels with input from parent/guardian(s).

Education and Community Partnership Programs

Education and Community Partnership Programs are an integrated part of Ontario’s education system. Education and Community Partnership Programs (ECPP), formerly titled Care and/or Treatment, Custody and Correctional Programs (CTCC), programs provide critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services and facilitate transitions to future educational success.

ECPPs are voluntary collaborative partnerships between Ontario district school boards and government-approved facilities such as children mental health agencies, hospitals or youth detention centres. District school boards provide the educational component (“Education Program”) while facilities provide the care and/or treatment or rehabilitation (“ECPP Services”). Children and youth in these programs may have:

- one or more exceptionality and represent the highest needs with the exceptionality
- physical or mental health needs requiring them to be hospitalized
- be in conflict with the law or at risk of being in conflict with the law
- possible or diagnosed mental health or psychiatric needs
- severe emotional and behavioural needs and/or
- addictions.


Education and Community Partnership Programs in the Durham District School Board (DDSB)

Grove provides a school name and structure for DDSB teachers to provide education programs from Kindergarten to Grade 12 for clients of government approved Education and Community Partnership Programs within Durham Region. Grove School programs are based on a collaborative model with community agencies and facilities. Grove has many voluntary collaborative partnerships with children’s mental health agencies, hospitals or youth detention centres, which incorporate all aspects of agency and community support, establish clear educational and behavioural goals, and maintain effective classroom time providing treatment or rehabilitation and academic support. Classes are located across Durham Region either on site
at a DDSB school or in a separate, segregated location. All ECPP classes enable students to attend school with the support and treatment offered by an agency or facility.

ECPPs are only for children and youth who cannot attend schools because of their primary need for care, treatment and/or rehabilitation services.

To receive admission into an ECPP Program, the student is first referred to an agency by:
1. a parent/guardian
2. the courts
3. C.A.S.
4. a medical professional
5. the school
6. DDSB Professional Support Services

The student must be accepted and become a full-time resident or client of the facility’s residential and/or Day Treatment program. Once the referral has been accepted by the agency or facility, their staff complete a Grove School registration form. The client/student is placed on the Grove School register and admitted to the classroom.

A student who is registered in a school hosting a ECPP Program may access the agency or facility classroom on a ‘reverse’ basis. The host school Principal must make the referral and the agency must approve the placement based upon suitability factors. Accessing the ECPP Program in this manner does not require a change in student registration and the student remains on the host school’s register.

Transition Planning - Education and Community Partnership Programs

The Transition Planning section of the Ministry of Education “Guidelines for Approval and Provision of an Education and Community Partnership Programs (ECPP) Programs 2020-21” includes the following statements:

- Transitions are a normal part of the ECP program and may include transitioning back to the community day school, an alternative education program or work, community living or post-secondary destinations;
- Transitions may take a few weeks or a few months;
- Students may also transition into and out of ECPP on more than one occasion;
- School board and ECPP services staff must plan and facilitate effective transitions so that children and youth receive both continuous education and ECPP services with minimal disruption when they enter or exit ECPP.

Supporting Transitions from Education and Community Partnership Programs

Effective planning is especially important for children and youth transitioning out of Education Programs. Effective transition planning supports and improves the continuity of education and programs and services for children and youth. Gradual integration and reintegration, where appropriate, is an element of the transition planning (e.g. phased integration back to the community day school). Transition plans should be developed by multidisciplinary teams to support a seamless transition out of the ECP Program.

The appropriate assessment should occur upon exit from the Education Program to confirm or inform the transition plan for the child or youth. The teacher or designate at the next school setting should have access to information about the child or youth’s education needs and, as appropriate, attend a multi-disciplinary transition planning meeting.

Complete student records, including achievement of elementary curriculum expectations, secondary credits earned and documentation regarding work completed toward secondary credits, will be inserted into the OSR for the child or youth upon exiting an Education Program. The transition plan should be stored in the OSR folder.

The child or youth is supported by the Education Program staff during the transition period into the appropriate school or post-secondary setting through informal liaison, if possible and appropriate. Until this transition period is completed, the child or youth should remain on the register of the Education Program. If the child or youth should regress during the transition period, the child or youth may return to the Education Program. The Ministry of Education will not fund the same student on two registers.

The agency or facility initiates the child or youth’s exit from an ECP program. Generally, there are three ways a student ceases to be in an Education Program:

1. A negotiable and planned move when the student is deemed ready to move on to a community school setting;
2. A non-negotiable, unplanned move (e.g. court ordered);
3. An unplanned move (e.g. the student or parent/guardian unilaterally decides to leave the agency or facility treatment program).
SUBMISSION and AVAILABILITY Of PLAN

SECTION E
# 2020-21 Special Education Plan Checklist

Please submit to your regional office by July 31, 2020

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<tr>
<td>Individual Education Plans (IEP)</td>
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<td>Special Education Staff</td>
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<td>Specialized Equipment</td>
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<td>Transportation for Students with Special Education</td>
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<td>Transition Planning</td>
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<td><strong>Provincial Information</strong></td>
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<td>Categories and Definitions of Exceptionalities</td>
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<td><strong>Other Related Information Required for Community</strong></td>
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<td>The Board’s Consultation Process</td>
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<td>Educational and Other Assessments</td>
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<td>Coordination of Services with Other Ministries or Agencies</td>
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<td>Specialized Health Support Services in School Settings</td>
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<td>✔</td>
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<td>Staff Development</td>
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<td>Accessibility (AODA)</td>
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<tr>
<td>Parent Guide to Special Education</td>
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</table>

*Where programs and services have not been provided as outlined in the 2020-21 Special Education Plan, please provide a description of the variance:*
## Additional Information:

| Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website. | ✓ |
| Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement. | ✓ |

### Document:

<table>
<thead>
<tr>
<th>Document</th>
<th>Format</th>
<th>Please indicate the URL of the document on your website (if applicable)</th>
</tr>
</thead>
</table>

Please note: Additional Appendix reflecting the period of Distance Learning (Spring 2020) specific to student supports, roles & responsibilities and key special education processes is found within the Durham DSB 2020-2021 Special Education Plan.

### Name of the Director of Education

Norah Marsh

Signature of the Director of Education: Norah Marsh

Date: July 13, 2020
Additional Information (Appendices List)

Appendix 1: Parent/Guardian Guide to Special Education


Appendix 2: Sample of DDSB IEP, refer to pages 97-112

Appendix 3: The DDSB Report Card/IEP Connection Guide, refer to pages 113-114

Appendix 4: Inclusive Student Services Roles and Responsibilities documents, refer to pages 115-130

Appendix 5: Glossary, refer to pages 131-132

Appendix 6: Special Education Services and Supports During Distance Learning (COVID Related School Closures), refer to pages 133-216

Appendix 7: Mental Health Services, refer to pages 217-218

Additional Information Available Online Through the DDSB Website

Transition Guides www.ddsb.ca

DDSB Mental Health Plan

Protocol for Collaboration Agreement with External Agencies
# Individual Education Plan

**Name:**

- Gender: [Gender]
- School Year: [School Year]
- School: [School]
- Grade: [Grade]
- JK-12: [JK-12]
- Birthdate: [Birthdate]
- DDSB: [DDSB]
- Principal: [Principal]

**Identified Area of Exceptionality:**

- Placement: [Placement]
- Placement Start Date: [Placement Start Date]
- Reason for Developing IEP: [Reason]
- First Reporting Date: [First Reporting Date]
- Second Reporting Date: [Second Reporting Date]
- Third Reporting Date: [Third Reporting Date]

**Program Information**

- No program exceptions or substitutions.

## Relevant Assessment Data

### Educational Assessments

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Date</th>
<th>Source</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
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### Clinical Assessments

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<th>Source</th>
<th>Summary of Results</th>
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</table>

## Strengths and Needs

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<tr>
<th>Strengths</th>
<th>Needs</th>
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<tbody>
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</tbody>
</table>
## Individual Education Plan

### Accommodations

<table>
<thead>
<tr>
<th>Instructional Accommodations</th>
<th>Environmental Accommodations</th>
<th>Assessment Accommodations</th>
</tr>
</thead>
</table>

### Subjects, Courses or Alternative Programs to which the IEP applies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Individual Education Plan**

**Subject:** Learning Skills  
**Program Type:**  
**Learning Skills - Independent Work**  
**Entry Level of Achievement:** Satisfactory  
**Annual Program Goal:** By the end of June, student will...  

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Term/Semester 2</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
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</table>
## Individual Education Plan

**Learning Skills - Self-Regulation**

<table>
<thead>
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<th>Term/Semester</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
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<tr>
<td>Semester 2</td>
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</tbody>
</table>

**Entry Level of Achievement**

Satisfactory

**Annual Program Goal**

By the end of June, student will:

---

Note

Printed on 2020-06-17 Page 4
# Individual Education Plan

**Subject:** Language  
**Program Type:** Modified  
**Current level of achievement (truly from June report card):**

<table>
<thead>
<tr>
<th>Grade/Mark</th>
<th>Curriculum grade level</th>
<th>Strand</th>
</tr>
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<tbody>
<tr>
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**Language - Reading**

**Annual Program Goal**

By the end of June, student will:

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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</table>

<table>
<thead>
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<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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<tbody>
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</table>
**Individual Education Plan**

**Language - Writing**

Annual Program Goal
By the end of June, student will:

<table>
<thead>
<tr>
<th>Term/Besemester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Term/Besemester 2</th>
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<th>Teaching Strategies</th>
<th>Assessment Method</th>
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</table>
## Individual Education Plan

**Language - Oral Communication**

Annual Program Goal:

By the end of June, student will...

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<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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</table>

<table>
<thead>
<tr>
<th>Term/Semester 2</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
Individual Education Plan

Subject: French
Program Type: Modified
Current Level of Achievement (usually from June report card):

<table>
<thead>
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<th>Letter grade/Mark</th>
<th>Curriculum grade level</th>
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French – Oral Communication
Annual Program Goal
By the end of June, student will:

<table>
<thead>
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<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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<th>Teaching Strategies</th>
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Individual Education Plan

Subject: Mathematics
Program Type: Modified

Current Level of Achievement (usually from June report card)

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<th>Letter grade/Mark</th>
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Mathematics - Number Sense and Numeration
Annual Program Goal
By the end of June, student will...

Term/Semester 1

<table>
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<tr>
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<th>Teaching Strategies</th>
<th>Assessment Method</th>
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Term/Semester 2

<table>
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<th>Specific Expectation</th>
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<th>Assessment Method</th>
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</table>
# Individual Education Plan

**Mathematics - Measurement**

By the end of June, student will...

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<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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<tbody>
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<td>Term/Semester 2</td>
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<td>Teaching Strategies</td>
<td>Assessment Method</td>
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</tbody>
</table>

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Name

Printed on 2020-06-07 Page 11
**Individual Education Plan**

**Mathematics - Geometry and Spatial Sense**

**Annual Program Goal:**
By the end of June, student will:

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<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
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<th>Specific Expectation</th>
<th>Teaching Strategies</th>
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### Individual Education Plan

**Mathematics - Patterning and Algebra**

**Annual Program Goal:**

*By the end of June, student will...*

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<th>Specific Expectation</th>
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<th>Assessment Method</th>
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**Note:** Reissued 2020-10-17, Page 12
## Individual Education Plan

### Mathematics - Data Management and Probability

#### Annual Program Goal

By the end of June, student will...

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<th>Term/Semester 1</th>
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<th>Teaching Strategies</th>
<th>Assessment Method</th>
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<td>Specific Expectation</td>
<td>Teaching Strategies</td>
<td>Assessment Method</td>
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Individual Education Plan

Provincial Assessments

This is not a Provincial Assessment year for this student.

IEP Developed By

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
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<tbody>
<tr>
<td>Name</td>
<td>Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Special Education Teacher</td>
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<tr>
<td>Name</td>
<td>Teacher</td>
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Sources Used in the Development of the IEP

Previous Report Card
Previous IEP
Parent/Guardians
OISR
Classroom Observations
Assessment

Resources

Human Resources

<table>
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<th>Type of Service</th>
<th>Frequency/Intensity</th>
<th>Location</th>
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Transition Plan

Name, Assessment
Overall Goal
Will successfully transition to grade X

Action | Persons responsible for actions | Timeline |
|-------|-------------------------------|----------|
**Individual Education Plan**

**Consultation Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Consultation</th>
<th>Parent/Student Feedback/Outcomes of Consultation</th>
<th>Contacted By</th>
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<td></td>
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</tr>
<tr>
<td>YYYY/MM/DD</td>
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**Principal's Responsibility**

The Principal has the legal requirement to implement and monitor the IEP. The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal Signature __________________________ Date ____________

Sample
Individual Education Plan
Consultation Form

Name

Gender:  
School Year: YYYY-YYYY  
Grade:  
DOE #:  
DDSB #:  
Birthdate: YYYY/MM/DD  
School: DDSB School  
Grade: Grade  
DOE #: DOE #:  
DDSB #: DDSB #:  
Principal: Principal Name

Parent/Guardian Involvement:
Your input into the development of the IEP is valuable. Please indicate below how you would like to be further involved in the consultation process.

○ I have reviewed the IEP and do not require further consultation at this time.
○ I would like to set up a meeting to further discuss the programming in the IEP.
○ I have added my ideas in the Consultation Box. No further consultation is needed at this time.

Parent/Guardian/Student Comments:


Parent/Guardian Signature  
Date

Student Signature (if 16 years of age or older)  
Date
Appendix 3

The Report Card – IEP Connection

A guide to making the link between the Report Card and the Individualized Education Plan (IEP)

Additional Resources:
- Growing Success: www.success.gov.on.ca
- Learning for All: http://www.dntario.ca/learningforall
- Special Education in Ontario: https://www省教育
- Parents/Guardian Guide to Identification Process and Region Committee (IPRC)
- Durham District School Board: http://www.ddsb.on.ca
- Special Education Information on Provincial Report Card: https://www.ontario.ca/page/provincial-report-card

Linking the Report Card to the IEP

The IEP provides accommodations, modifications, and alternative expectations which are used to support achievement, and the ways in which these expectations will be assessed.

When comparing the report card to the IEP, both the child and the report card contain valuable information.

Inclusive Education Student Services

Durham District School Board
THE IEP BOX WILL BE CHECKED IF MODIFICATIONS ARE PROVIDED:

At Elementary and Secondary, curriculum can be modified at the same grade level in quantity and/or complexity. Learning will focus on fewer expectations to build fundamental skills and knowledge at the same grade level.

At Elementary, curriculum can be modified to a different grade level. Learning will focus on fundamental skills from a lower grade level that are necessary for knowledge building at student’s current level.

At Elementary, curriculum that has been altered is said to be “modified” and this will mean that the IEP box on the progress or term report card will be checked. Also, the statement “This [letter grade/percentage mark] is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an [increase/decrease] in the [number and/or complexity] of curriculum expectations” will be provided for every subject or course that has been modified.

Students may have modifications in one or more subjects/courses.

THE IEP BOX WILL NOT BE CHECKED IF ACCOMMODATIONS ONLY ARE PROVIDED:

At Elementary and Secondary, accommodations are strategies and tools that support the student’s success. Accommodations may involve the environment, the student’s learning style, assessment methods, and teaching practices to best assist the student in accessing the curriculum and demonstrating their learning.

The curriculum itself is not being modified or changed. Since the curriculum itself has not been changed or modified, the IEP box is not checked.

SECONDARY SCHOOL CONSIDERATIONS:

When a student enters high school, the implications of accommodations vs modifications have a greater impact on a student’s pathway.

The Ministry of Education sets out curriculum expectations which must be met in order for a credit to be granted. If a student receives modifications in a course (e.g., decrease in number or complexity of expectations), the student may receive full, partial (0.5) or no (0) credit in that course.

There are many paths to success. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student within all course options.
THE ROLE OF THE SPECIAL EDUCATION RESOURCE TEACHER K-12

The Special Education Resource Teacher (SERT) has an integral role in education across all grades and subjects building capacity of all staff and advocating for the needs of students. High priorities for the SERT are: communication, learning outcomes, building capacity, support, safety and advocacy.

COMMUNICATION
- Advocates on behalf of students to support self-regulation and increased independence
- Promotes collaboration and trust with parents/guardians, staff, students, Special Education Board personnel and community support agencies
- Takes a lead role to share assessment outcomes, recommendations and program requirements with parents/guardians, staff, students and Special Education Board personnel
- Provides In-service and share Special Education support materials/technology with department, division and staff
- Constructively engage community and parents/guardians in positive relationships

LEARNING OUTCOMES
- Mentor/coach teachers in setting learning goals and structuring the learning environment that meet students’ needs, monitor outcomes and co-plan next steps to ensure student success
- Work with students, staff, Board personnel and parents/guardians to support self-regulation and positive outcomes
- Co-plan accommodations, modifications and behavioral goals of individual students
- Partner with staff for inclusive observations, assessment and analysis to determine timely interventions and identification of the needs of students involved
- Collaborates with Kindergarten educators, teams and speech and language pathologists to support accommodations for learning
- Support accountability and assessment to measure achievement of learning outcomes from IEPs
- Coordinate work experiences for positive outcomes for students with special needs

BUILDING CAPACITY
- Assist and advise administrators on all matters pertaining to Special Education
- Co-plan, model, co-teach within classrooms to support students with special needs
- Consult, liaise and partner with DDSB Special Education Department staff to support staff and students’ needs within classrooms
- Arrange and provide training and support for staff, e.g. Individual Education Plan (IEP) report writing and technology
- Support students and teachers by providing training as needed for EIAs and volunteers on implementation of literacy and numeracy programs outlined in the Early Learning Plan (IEP and School Improvement Plan (SIP)
- Maintain and share current knowledge of Special Education practices and research
- Support and assist in the collection of student data to analyze to inform teaching and learning

SUPPORT
- Facilitates smooth transitions for students, Kindergarten to Grade 12 from class to class, grade to grade, school to school, board to board and between community placements and schools
- Work with parents/guardians and staff to support students’ needs through in-class observation and communication
- Coordinates EQAO for students with IEPs and facilitate scheduling and training for secular and students including the use of technology
- Complete Special Indicence Form (SIF)/Special Education Amount (SEA) funding packages
- Collaborate for effective transitions to post-secondary destinations (college, university, work place or community placement)

SAFETY
- In consultation with administrators, ensure that all protocols for safety are in place and staff are trained in the use of the appropriate supports and equipment
- Co-create and update, through consultation, a student support plan as needed
- Provide direct and indirect support and mentoring to school and supply staff regarding student support plans for individual students
- In consultation with administrators, schedule flexible in-service EIAs support and communicate when changes are made
- In consultation with administrators, support programming and supervision schedules for EIAs during non-instructional time to support students with special needs, e.g. tutoring, yard, lunchroom
- Provide direct interventions/support as needed for self-regulation

ADVOCACY
- Takes a lead role regarding referrals and direct interventions and/or identification by communicating with parents/guardians, staff and community and relevant organizations
- Relevé et organise Ontario Student Records (OSR) and SER equipment for students new to the school or students leaving and communicate as appropriate with parents/guardians, previous school staff and all stakeholders, e.g. community agencies
- Schedule meetings for team meetings, IPRCs, transition meetings, case conferences in coordination with administrators
- Initiate, develop, organize and maintain records of referrals, consent forms, case conferences and IPRC meetings for filing in the OIS.
THE ROLE OF THE EDUCATIONAL ASSISTANT K-12

EDUCATIONAL ASSISTANTS (EAs) provide direct and flexible support within the school team to increase the intellectual, personal, physical, social and career development of students with special needs. In consultation with teachers and under the direction of administrators, high priorities for Educational Assistants are: communication, learning outcomes, building capacity, support, safety and advocacy.

COMMUNICATION

- Collaborate with the Teacher to:
  - Model effective strategies for supporting students in the classroom environment.
  - Develop positive and flexible communication skills.
- Inquire to SSDA's needs and identify opportunities for students to develop their self-regulation and independence.
- Enhance the use of technology, both specialized and general, to enhance learning.

LEARNING OUTCOMES

- Collaborate with the Teacher to:
  - Implement strategies to support individual student goals, including behaviour management, social skills, and academic achievement.
  - Support the student's personal growth and well-being.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.

BUILDING CAPACITY

- Collaborate with the Teacher to:
  - Develop a collaborative relationship with the teacher.
  - Provide support in the development of individualized learning plans.
  - Assist in the implementation of strategies to support student success.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.

SUPPORT

- Collaborate with the Teacher to:
  - Provide support in the development of individualized learning plans.
  - Assist in the implementation of strategies to support student success.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.

SAFETY

- Collaborate with the Teacher to:
  - Develop a collaborative relationship with the teacher.
  - Provide support in the development of individualized learning plans.
  - Assist in the implementation of strategies to support student success.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.

ADVOCACY

- Collaborate with the Teacher to:
  - Develop a collaborative relationship with the teacher.
  - Provide support in the development of individualized learning plans.
  - Assist in the implementation of strategies to support student success.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.

COOPERATION

- Collaborate with the Teacher to:
  - Develop a collaborative relationship with the teacher.
  - Provide support in the development of individualized learning plans.
  - Assist in the implementation of strategies to support student success.
- Support the student's academic progress through individualized learning plans.
- Foster social integration through inclusive activities and friendships.
### THE ROLE OF THE INSTRUCTIONAL FACILITATOR, K-12

**ADVOACY**

- Provide support to school boards, parent organizations, parents, and community members.
- Support districts in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Provide support to school boards, parent organizations, and community members.

**SAFETY**

- Support schools in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.

**SUPPORT**

- Support schools in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.

**BUILDING CAPACITY**

- Support schools in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.

**LEARNING OUTCOMES**

- Support schools in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.

**COMMUNICATION**

- Support schools in implementing the SDBP to meet the needs of students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
- Support student outcomes, and advocate for policies and procedures that benefit students with disabilities.
THE ROLE OF THE PSYCHOLOGICAL SERVICES STAFF, K-12

ADVOCACY
- Advocates for the needs and rights of students with special education needs and their families.
- Supports the development of individualized education plans (IEPs).
- Collaborates with parents, teachers, and other professionals to ensure the best possible outcomes for students.

SAFETY
- Ensures the safety and well-being of students and staff.
- Develops and implements strategies to prevent and address behavioral issues.
- Provides crisis intervention and support.

SUPPORT
- Supports students with special education needs through direct instruction, therapy, and counseling.
- Provides academic and social skills training.
- Collaborates with families and teachers to ensure a consistent approach.

BUILDING CAPACITY
- Develops and implements strategies to build the capacity of schools and communities.
- Provides professional development opportunities for staff.
- Supports the integration of evidence-based practices.

LEARNING OUTCOMES
- Monitors and evaluates student progress.
- Adjusts IEPs as needed to meet student goals.
- Provides feedback to teachers on student performance.

COMMUNICATION
- Facilitates communication among parents, teachers, and other professionals.
- Coordinates and communicates updates on student progress.
- Shares relevant assessment and research findings with families and teachers.

Psychological Services staff support students with special education needs related to learning, behavior, social, mental health, well-being, and/or developmental needs. Services are offered on a case-by-case basis, with the objective of enhancing the student's capacity to access the curriculum and/or programs and resources within the DDSB.
THE RESPONSIBILITIES OF THE SPEECH LANGUAGE PATHOLOGIST, K-12

The Responsibilities of Professional Support Staff
- Speech Language Pathologists are qualified and registered in accordance with the College of Speech Language Pathologists and Audiologists of Ontario (CASLPO).
- Speech Language Pathologists:
  - Carry out duties in accordance with the professional standards of their College
  - Keep current with relevant research and practices
  - Maintain up-to-date knowledge of professional standards and Special Education practices
  - Follow Board policies and procedures regarding their services within the provision of Special Education services
  - Have an understanding of funding sources and facilitate access to them if need be, e.g., SBA, IAP
  - Work with teachers, ECs, EAs, SERTs, administration, other Board professionals and community partners to maximize support for students
  - Facilitate identification of those students who may be at risk or in need of more intensive learning opportunities and/or supports
  - Promote student learning through assessment, program support, indirect and/or direct services, and instruction for both students in small class placements and students in mainstream classes
  - Support classroom teacher, Special Education staff, and parents/guardians to develop and update IEPs for students with exceptionalities
  - Assist with effective transitions from elementary school to grade 9, grade 9 to grade 10, and Board to Board
  - Act as resource to administration, staff and families to support student achievement
  - Demonstrate responsive practices which reflect multiple cultural and social perspectives, and are respectful of diversity
  - Co-plan accommodations, modifications and alternate programing goals of individual students
  - Provide and/or model programming strategies for teachers in setting learning goals that meet the needs of students
  - Assist in monitoring and evaluating outcomes to plan for next steps to ensure student success
  - Provide capacity building opportunities for staff and parent/guardians to promote awareness of universal (Tier 1) interventions for all students, including class-wide and school-wide initiatives
  - Target interventions and coordinate Board/community services for students with Tier 2 (moderate) and Tier 3 (severe) needs, including family engagement
  - Facilitate integration of Board/community services and supports for students with Tier 4 (complex) needs
  - Work to ensure the safety of staff and students, through assessment, targeted intervention, program support, risk/threat assessment and/or community liaison

All services provided by Professional Support staff are offered only with the informed consent of the appropriate parties involved (e.g., parent, guardian, capable student).

All Professional Support staff are governed by regulations set out under the Personal Health Information Protection Act (PHIPA). As such, all personnel are trained in the need for privacy and confidentiality. Personal information is not disclosed without knowledge and expressed consent. Under law, however, exceptions exist to this rule, e.g., when circumstances indicate the possibility of abuse, when there is risk of harm to self or others, or where a court issues a subpoena.
THE RESPONSIBILITIES OF THE VISION RESOURCE TEACHER

The Vision Resource Teacher holds the qualification of Ontario Certified Teacher (OCT) with additional certifications in Teaching the Blind.

- Provides direct instruction to students who are identified with blind/low vision, or deaf/blind impairments.
- Consults and coaches students and school teams.
- Develops and instructs individual education plans goals for the expanded core instruction (ECI) for students who are identified with blind/low vision, or deaf/blind impairments.
- Maintains up-to-date knowledge of Special Education and Vision practices.
- Has an understanding of the Ministry funding sources (e.g., Special Equipment Allocation, Special Incidence Funding) and the requirements for students who are identified with blind/low vision, or deaf/blind impairments.
- Monitors/coaches teachers in setting learning goals that meet students' needs, monitoring outcomes and planning next steps to support student success.
2020-2021 DDSB Special Education Plan

The Responsibilities of the Autism Resource Team, K-12

- Develop and implement programs and procedures for students with autism spectrum disorder (ASD)
- Provide support and resources to teachers, students, and families
- Coordinate and facilitate communication and collaboration between school staff and external agencies
- Promote the inclusion of students with ASD in all aspects of school life
- Provide training and professional development opportunities for staff
- Collect and analyze data to inform decision-making
- Maintain confidentiality of information related to students with ASD

Building Capacity

- Increase the number of qualified teachers and support staff
- Develop and implement effective teaching strategies
- Provide ongoing professional development opportunities
- Create a positive and inclusive learning environment
- Foster a culture of collaboration and teamwork

Advocacy

- Advocate for the rights and needs of students with ASD
- Collaborate with families and community partners
- Promote awareness and understanding of ASD
- Support the development of inclusive policies and practices
- Facilitate access to resources and services

Communicating Outcomes

- Develop clear and effective communication strategies
- Provide regular updates to stakeholders
- Facilitate parent-teacher conferences and support
- Promote the use of technology to support communication
- Foster a culture of openness and transparency

The Durham District School Board

Inclusive Education Services
Special Education Glossary

AAC - Augmentative and Alternative Communication

ABA - Applied Behaviour Analysis

**Advocacy** - A collaborative process involving input and contributions from parent/guardians, students, school staff, and professional services that identifies appropriate instructional strategies and interventions to optimize the student’s ability to achieve to their full potential.

ART - Autism Resource Team

ASD - Autism Spectrum Disorder

ASIST - Applied Suicide Intervention Skills Training

AT - Advanced Technology

BMS - Behaviour Management System

BSP - Behaviour Safety Plan

**Differentiated Instruction** - allows teachers to address specific skills and difficulties and adapt instruction to suit differing characteristics

EA - Educational Assistant

ECE - Early Childhood Educator + EO Education Officer

FM System - Frequency Modulation System

IBI - Intensive Behaviour Intervention

IEP - Individual Education Plan
IPRC - Identification, Placement and Review Committee

PHIPA - Personal Health Information Protection Act

PowerTPM - Special Education data base for tracking Special Education processes and completing forms

PPM 140 - Policy Program Memorandum, #140

SEA - Special Equipment Amount

SERT - Special Education Resource Teacher

SIP - Special Incidence Portion

SMHO - School Mental Health Ontario

START - Short Term Assistance Response Team

The Tiered Approach - is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs.

Tier 1 - Assessment and instruction are planned in relation to the curriculum for all students, applying principals of Universal Design and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty.

Tier 2 - On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning, behavioural or social challenges. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

Tier 3 - For students who require intensive support to achieve learning goals, even more precise and individualized assessment and instruction are planned, often with the help of the in-school team, the Family of Schools Special Education Team and/or other resources. Monitoring of the student’s response to these interventions continues.

Universal Design - provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students

VTRA - Violent Threat Risk Assessment
Appendix 6

Distance Learning During COVID Related School Closures

In Ontario, schools were closed by mandatory order from the Ministry of Education. On April 6th, the DDSB launched Distance Learning for students. The DDSB recognizes that students and families continue to go through different situations, emotions and challenges during this unprecedented time. Our role as a system is to continue to support the well-being of our community, uphold our commitment to human rights and equity, and provide flexible options for learning that consider students' diverse identities, needs and circumstances.

Within our new learning context, and as we move forward with Distance Learning in Durham and across the province, we are learning together: many teachers are learning new digital platforms, and students and families are navigating more independent learning activities. These five guiding principles are provided to help guide educator practice, address challenges and opportunities and support inclusive Distance Learning experiences for all DDSB students:

What is Distance Learning?

Educators continue connect with their students through a variety of methods to bring the Ontario curriculum to life through digital and experiential learning. However, distance learning is not intended to replicate a full school day. Our shared goal is to support students and parents/guardians to feel successful with learning tasks that are manageable, relevant, and engaging.

For our students at the DDSB we emphasize engagement with Distance Learning and this altered school community. We want to continue to provide an environment that encourages connection and fosters success. Many of our students will manage well overall. Some students will see an opportunity to re-engage with school through Distance Learning while for others, it may result in
disengagement as personal or family needs and circumstances change or are exacerbated by the challenges we are facing.

**Supporting Our Students and Families – Wellbeing, Mental Health and Community Resources**

The DDSB recognizes that the COVID-19 crisis impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. The COVID-19 period has had a major impact on all students and their respective families, especially students who were vulnerable and/or at risk prior to the pandemic, i.e., students with special needs associated with specific medical and/or psychological conditions, including educational limitations, as well as those with individual/family mental health needs. The impact of this pandemic may have resulted in an elevated stress response in one or more individuals in the family which can increase risk.

To help navigate access to DDSB and community resources, the team launched and maintains an online tool “COVID-19: Supports for Families and Youth”.

Mental health stressors may be on the rise. Connection with Social Work is recommended to develop intervention strategies and to consider community support. For example, if a family is engaged with other community service providers connection may be warranted to explore a wellbeing visit. Consultation with Equity Officers/Indigenous Education and other subject matter experts may be required to explore all options to support students and families’ identities, needs and circumstances.

**Students with Special Education Strengths and Needs**

During this time, all sections of a student’s Individual Education Plan remain active during the period of distance learning. Students do not have the opportunity to demonstrate learning across what was planned for a full school year of learning. It is understood that a loss in learning time, as a result of school closures during this pandemic, causes unavoidable impacts to the rigour and scope of programming. Flexible approaches, and consultation with families, to consider students’ individual identities, needs and circumstances that impact distance learning, need to be considered in focusing scope of programming and implementing accommodations and strategies to support individual students.

**Responsive Amendments to Services and Supports During Distance Learning**

During Distance Learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services.
The following documents outline how key special education processes and tools were amended specific to the period of Distance Learning (Spring 2020)

- Principles of Distance Learning (Elementary and Secondary)
- Roles & Responsibilities During Distance Learning
- Tips for Connecting with Students and Caregivers
- IEPs: Documenting Accommodation and Programming During Distance Learning
- Distance Learning: Identification, Placement and Review Committees
- Distance Learning: Supporting Transitions for Students with Special Education Strengths & Needs
- Inclusive Student Services – New Referral Pathway During Distance Learning
- Amended Suicide Response Protocol
Within our new learning context, and as we move forward with Distance Learning in Durham and across the province, we are learning together: many teachers are learning new digital platforms, and students and families are navigating more independent learning activities.

These five guiding principles are provided to help guide educator practice, address challenges and opportunities and support inclusive Distance Learning experiences for all DDSB students:
We will ensure human rights and equity are considered in all aspects of Distance Learning;

We will prioritize relationships and connections with students to support their well-being;

We will use flexible approaches to engage students in learning;

We will use differentiated, accessible and flexible learning tasks that are based on some of the curriculum to support learning and growth and will adjust learning expectations based on the current circumstances; and

We will adjust assessment and evaluation approaches to support student success.

2 | WELL-BEING
   - Build relationships
   - Make connections
   - Provide mental health supports

3 | ENGAGEMENT
   - Provide ongoing communication
   - Ensure positive, professional connections
   - Connect community resources and supports

4 | LEARNING
   - Recognize this is not learning as usual
   - Prioritize key expectations, concepts and skills based on curricula
   - Adjust expectations to reflect reduced learning time and opportunities
   - Provide multiple opportunities to demonstrate learning

5 | ASSESSMENT
   - Use professional judgement
   - Focus on learning and descriptive feedback
   - Maintain what is in the best interest of students
   - Provide ongoing feedback to support growth

DDBS: Distance Learning - roles and responsibilities
The next section will examine each of the principles above, giving further explanation in our current context.

**HUMAN RIGHTS AND EQUITY**

The DDSB is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

This commitment continues in the current context of Distance Learning. Educators will consider human rights related identities, needs and circumstances and equitable approaches and outcomes. Students may be in vulnerable or sensitive situations or may have new or changing individual or family needs, circumstances or responsibilities that may impact their ability to engage or participate in distance learning. Educators will need to use flexible approaches that reflect these identities, needs and circumstances throughout Distance Learning. Learning will be flexible, equitable, differentiated, accessible, and respectful of the diverse needs, identities and experiences of all students and families.

"Ensuring equity is a central goal of Ontario’s publicly funded education system...It stems from a fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances. While important in and of itself, equity is also necessary to realizing all other elements of our renewed vision, from achieving excellence, to promoting well-being, and enhancing public confidence in our education system. It is a critical component of our commitment to the success of every student and child in Ontario." *(Ontario Ministry of Education, 2017)*
Within remote learning, the options for connection with students and families include online videoconferencing, phone calls, video calls to an individual, texting, email, and mail. From an equity standpoint, it’s necessary that we’re prepared to use any of these methods to support connecting (first) and learning. *(Kang, 2020)*

**WELL-BEING**

Relationships and connections with students during this period are the priority in supporting their individual well-being.

Maintaining relationships with students during this time is our utmost priority. Students in vulnerable or sensitive situations may be disproportionately affected in terms of their physical and mental health and their ability to participate in distance learning. Staying connected with all students will allow schools to support and address specific student needs and circumstances as they arise or change. All and all, students want to stay connected with one another and they value the relationship they have with their teacher. DDSB students and families will be reassured through differentiated distance learning that they are cared for and that their well-being is supported.

**Connecting with Students Boosts Morale**

—Leading up to our first online class with students, my colleagues and I were feeling a bit exhausted from the increased screen time and the frantic learning of new technology. But that first connection with students left all of us feeling buoyed. “This is why we do our jobs!” we remembered. It isn’t about the curriculum, the assessment, or the tech; it’s about the kids. Seeing the students in real time and listening to their stories, questions, and concerns helped remind us of that. *(Wiggins, 2020)*

“It isn’t about the curriculum, the assessment, or the tech; it’s about the kids.”

**DDS1: COVID-19 Supports and Resources for Families and Youth** *(See Resources)*

**DDS1: Tip Sheet for Conversations with Students and Families During School Closures**
ENGAGEMENT

Considerations of how to engage students, especially those who are in vulnerable situations or who have human rights related needs that affect Distance Learning, require flexibility on the educator’s part. Students may have new or changing individual needs, circumstances, or family responsibilities, that impact their ability and opportunity to access or participate in Distance Learning. Structures and communication plans will be put in place at the school level that consider individual needs and circumstances to encourage their engagement with learning.

During Distance Learning, a focus on human rights identities, needs and circumstances, flexible approaches and equitable outcomes must continue. As we shift our focus to emphasize engagement, we want to continue to provide an environment that encourages connection and fosters success. We are committed to being flexible and using a variety of modes of communication and considerations for teaching and learning. Many of our students will manage and adapt to the uniqueness of our current circumstance well. Some students will see an opportunity to re-engage with school through Distance Learning while for others, it may result in disengagement as personal or family needs or circumstances change or are exacerbated by the challenges they are facing.

ESS: Tips for Connecting with Students and Caregivers
OCT: Use of Electronic Communication & Social Media

“During this crisis we need to prioritize students’ mental health over academics”

In these unprecedented times, teachers are rising to the occasion creatively and quickly to shift to remote learning amidst school closures. Even in a traditional classroom, it can be a challenge to support students with anxiety and trauma histories to stay calm and learn. With distance learning, this difficulty is magnified. However, there is much teachers can do to reduce anxiety in students even while teaching remotely. During this crisis, we need to prioritize students’ mental health over academics. The impact of trauma can be lifelong, so what students learn during this time ultimately won’t be as important as whether they feel safe. In a time of crisis and change, when students are separated from their school adults, it’s paramount to help them continue to feel safe, cared for, and connected. Strong relationships with teachers can insulate anxious students from escalating.”

(Minchin, 2020)
Teachers should continue to give detailed feedback to students on their performance, to support learning. Teacher feedback could be communicated through online meetings or web-based applications, and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow.

(Feldman, 2020)

LEARNING

Distance Learning is an opportunity to assist with growth in learning and provide formative feedback for improvement.

Where possible, students during this time, should continue with their learning and programming. As teaching and learning shift during this unprecedented time, so must our traditional assessment and evaluation practices. All educators are supported to focus their attention on student connection and well-being, flexible approaches that consider individual identities, needs and circumstances and formative teaching and learning.

Note: For students with existing or new special education needs, learning will include required accommodations and modifications. In addition, some students may require additional or specialized resources, supports or services to participate in distance learning (e.g., English language learners).

At a time like this, the most important thing for us to focus on is the continuation of actual teaching and learning.

Assessment is part of that process in terms of helping find out what kids are learning, but we need to look at it through the formative lens, and we need to have a level of trust in students that they will do the work on their own to show us what they understand. It’s that feedback that’s important" (Flynn, 2020).
“Classroom teachers should be working quickly to highlight the most critical elements of the curriculum, possibly through vertical teams that are identifying the most crucial skills for success in the following grade. These essential skills and understandings will be the focus of the remainder of the school year.” (Jung, 2020)

ASSESSMENT

Students studying this year will not have the opportunity to demonstrate their understanding of all the overall expectations for each curriculum strand. It is understood that this loss in learning time as a result of school closures during this pandemic unavoidably impacts our regular curriculum and practice.

It is the unfortunate reality that it will not be possible to complete entire curriculums as we have in the past. As such, educators, in consultation with their division and grade-like partners and school administration, will need to prioritize overall expectations, communicate these to students and parents, and focus only on those prioritized expectations. Educators will use flexible approaches and procedures to assess how students have demonstrated these prioritized expectations, and will consider students’ individual identities, needs and circumstances that may impact distance learning. There is no requirement or expectation that teachers will be teaching and assessing the fulsome scope of specific expectations or their original long-range plans.

“...As you think about student learning itself, step back and think about first principles. What are your big objectives for student learning? At a fundamental level, what do you most want students to know and have mastered by the end of the year? This isn’t about the stuff schools were planning on teaching. It’s about defining the most essential outcomes and making tradeoffs about what you won’t be able to do or teach.” (Horn, M. B., 2020)

“It’s about defining the most essential outcomes and making tradeoffs about what you won’t be able to do or teach.”
ADJUSTED LEARNING EXPECTATIONS

- Educators will engage students in teaching and learning per week in line with the following:
  - Kindergarten to Grade 6 = 5 hours of teaching and learning per week
  - Grades 7 & 8 = 10 hours of teaching and learning per week
- Overall expectations are to be prioritized and reduced to be reflective of the loss of instructional time

CONSIDERATION:
Students can engage in various flexible learning tasks throughout Distance Learning and should receive feedback on their knowledge and understanding, thinking and inquiry, communication and application of the curriculum through conversations, observations, and submissions of some small products. Formative feedback should support student learning and growth.

FOCUS ON FEEDBACK – CLEARLY OUTLINE ADDITIONAL EXPECTATIONS ARE SUPPLEMENTARY

- Teachers may provide additional learning activities with supplemental overall expectations.
- Additional learning opportunities should be clearly identified as supplemental for families to consider.

CONSIDERATION:
Educators can provide opportunities for teaching and learning within the timelines above and can list additional activities for families to engage in learning and support growth and development.

WORK LEADING TO MARCH 13th SHOULD BE PRIORitized

- Student grades during this period cannot reflect our traditional learning experience and, in an attempt to mitigate inequitable access to and participation in distance learning, students’ work leading up to March 13th will be prioritized in the teacher’s professional judgment of assigning final grades.

During this challenging and stressful time, it is important to act in the best interests of children. The only way schools can properly recognize the almost unimaginable stress and anxiety that the coronavirus has and will have our communities is to not evaluate and assign grades for remote learning during the remainder of the 2019–20 school year. In this way, we affirm that all grades must be accurate, that they must be equitable and, most of all, that they support learning. (Feldman, 2020)
THANK YOU TO ALL EDUCATORS

During the first few weeks of school closure educators across the Durham District School Board proved their commitment to their students and families in all of our school communities. The shift to Distance Learning tested everyone’s personal leadership resources and the educators in our system simultaneously demonstrated how engaged, innovative, collaborative and resilient they are.

During these challenging times, it is important that educators take the time to look after themselves. This may begin with examining our expectations. These are exhausting times, therefore it is important to adjust our expectations of ourselves and others. Distance Learning and the hours of learning expected does not fully replace what is expected to happen in a in-person classroom setting. Acknowledge for yourself as an educator, you are educating in a very different way; be kind and patient with yourself and your students to ensure you maintain a flexible mindset and realistic expectations.

We know that this type of personal and professional commitment can leave one feeling stressed and at times overwhelmed. As we focus on student well-being and learning, it is vital that we also take care of our own well-being. Take some time to do a personal inventory of how you are doing. Be intentional about taking care of your well-being.

Remember that you are not in this alone but that we are a network of collaborative professionals. Please do reach out to other colleagues or your school's administration as you engage students during this unusual period.

The following resources may be of help to you in this process:

• Personal Resiliency Tips for Helpers Who Support Students

• You Matter: Self Care Checklist

• MHFA Self-Care and Resiliency Guide

During these uncertain times, remember that the power of human connection remains an important variable in mitigating and reducing the impact. Staying connected to others will help all of us to move through the challenges distance learning presents.

Please take care of yourselves as you continue to reach out to students and their families.
OTHER RESOURCES:

Catlin R. Tucker (2020) - Successfully Taking OFFLINE Classes ONLINE
Michael B. Sherry (2020) – Three Strategies for Better ONLINE DISCUSSIONS
Stephen Merrill (2020) – Teaching Through a Pandemic: A Mindset for This Moment
Google For Education – Explore distance learning resources for schools affected by COVID-19
D2L Desire to Learn – COVID-19 Resources for Educators
Ontario Ministry of Education – Learn at home Website (see Additional Resources)

REFERENCES


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We will adjust assessment and evaluation approaches to support student success.

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- Build relationships
- Make connections
- Provide mental health supports

3 | ENGAGEMENT
- Provide ongoing communication
- Ensure positive, professional connections
- Connect community resources and supports

5 | ASSESSMENT & EVALUATION
- Use professional judgement
- Focus on learning, not summative evaluations
- Utilize pre-March 13 grades with opportunity to improve
- Maintain what is in the best interest of students
- Provide ongoing feedback to support growth

4 | LEARNING
- Recognize this is not learning as usual
- Prioritize key expectations, concepts and skills based on curricula
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DDSB: COVID-19 Supports and Resources for Families and Youth
DDSB: Tip Sheet for Conversations with Students and Families During School Closures

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“IT ISN’T ABOUT THE CURRICULUM. THE ASSESSMENT, OR THE TECH; IT’S ABOUT THE KIDS”
ENGAGEMENT

Considerations of how to engage students, especially those who are in vulnerable situations or who have human rights related needs that affect Distance Learning, require flexibility on the educator’s part. Students may have new or changing individual needs, circumstances, or family responsibilities, that impact their ability and opportunity to access or participate in Distance Learning. Structures and communication plans will be put in place at the school level that consider individual needs and circumstances to encourage their engagement with learning.

During Distance Learning, a focus on human rights, identities, needs and circumstances, flexible approaches and equitable outcomes must continue. As we shift our focus to emphasize engagement, we want to continue to provide an environment that encourages connection and fosters success. We are committed to being flexible and using a variety of modes of communication and considerations for teaching and learning. Many of our students will manage and adapt to the uniqueness of our current circumstance well. Some students will see an opportunity to re-engage with school through Distance Learning while for others, it may result in disengagement as personal or family needs or circumstances change or are exacerbated by the challenges they are facing.

ISS: Tips for Connecting with Students and Caregivers
OCT: Use of Electronic Communication & Social Media

“During this crisis we need to prioritize students’ mental health over academics”

In these unprecedented times, teachers are rising to the occasion creatively and quickly to shift to remote learning amidst school closures. Even in a traditional classroom, it can be a challenge to support students with anxiety and trauma histories to stay calm and learn. With distance learning, this difficulty is magnified. However, there is much teachers can do to reduce anxiety in students even while teaching remotely. During this crisis, we need to prioritize students’ mental health over academics. The impact of trauma can be lifelong, so what students learn during this time ultimately won’t be as important as whether they feel safe. In a time of crisis and change, when students are separated from their school adults, it’s paramount to help them continue to feel safe, cared for, and connected. Strong relationships with teachers can insulate anxious students from escalating.”

(Minchin, 2020)
Teachers should continue to give detailed feedback to students on their performance, to support learning. Teacher feedback could be communicated through online meetings or web-based applications, and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow.

(Feldman, 2020)

FOCUS ON LEARNING, NOT SUMMATIVE ASSESSMENTS

Distance Learning is an opportunity to assist with growth in learning without the expectation of regular summative assessment practices.

Where possible, students during this time, should continue with their learning and programming. As teaching and learning shift during this unprecedented time, so must our traditional assessment and evaluation practices. All educators are supported to focus their attention on student connection and well-being, flexible approaches that consider individual identities, needs and circumstances and formative teaching and learning with reduced emphasis on the requirement to complete summative assessment tasks for evaluation.

Note: For students with existing or new special education needs, learning will include required accommodations and modifications. In addition, some students may require additional or specialized resources, supports or services to participate in distance learning (e.g., English language learners).

At a time like this, the most important thing for us to focus on is the continuation of actual teaching and learning. Assessment is part of that process in terms of helping find out what kids are learning, but we need to look at it through that formative lens, and we need to have a level of trust in students that they will do the work on their own to show us what they understand. It’s that feedback that’s important.” (Flynn, 2020).

“At times like this, the most important thing for us to focus on is the continuation of actual teaching and learning.”
“Classroom teachers should be working quickly to highlight the most critical elements of the curriculum, possibly through vertical teams that are identifying the most crucial skills for success in the following grade. These essential skills and understandings will be the focus of the remainder of the school year.” (Jung, 2020)

ADJUST & PRIORITIZE EXPECTATIONS

Students studying this year will not have the opportunity to demonstrate their understanding of all the overall expectations for a course. It is understood that this loss in learning time as a result of school closures during this pandemic unavoidably impacts the rigour of regular course curriculum and practice.

It is the unfortunate reality that it will not be possible to complete entire curriculums as we have in the past. As such, educators, in consultation with their department heads and school administration, will need to prioritize overall expectations, communicate these to students and parents, and focus only on those prioritized expectations. Educators will use flexible approaches and the procedures outlined below to assess how students have demonstrated these prioritized expectations, and will consider students’ individual identities, needs and circumstances that may impact distance learning. There is no requirement, or expectation, that teachers will be teaching and assessing the fulsome scope of specific expectations or their original long-range plans.

“As you think about student learning itself, step back and think about first principles. What are your big objectives for student learning? At a fundamental level, what do you most want students to know and have mastered by the end of the year? This isn’t about the stuff schools were planning on teaching. It’s about defining the most essential outcomes and making tradeoffs about what you won’t be able to do or teach.” (Horn, M. B., 2020)
ASSESSMENT and EVALUATION PROCEDURES

Along with the preceding principles to guide practice during Distance Learning, the following set of procedures are detailed below to give further direction as it relates to assessment and evaluation.

PRIORITIZATION and REDUCTION of OVERALL EXPECTATIONS

- Teachers will plan for 3 hours of learning for students per week, per course.

- Overall expectations are to be prioritized and reduced to be reflective of the loss of instructional time.

- Only prioritized overall expectations will be part of any summative assessment task.

- A course's prioritized overall expectations will reflect the most fundamental concepts where the learning continuum will be scaffolded, particularly in the case of courses that serve as prerequisites for further study.

CONSIDERATION:

Students can engage in various flexible learning tasks throughout Distance Learning and should receive feedback on their knowledge and understanding, thinking and inquiry, communication and application of the curriculum through conversations, observations and submissions of product. Educators are encouraged to develop only a few short assessments that link to overall expectations and give students multiple opportunities to demonstrate their learning.
FOCUS ON FEEDBACK - ADDITIONAL EXPECTATIONS NOT PART OF SUMMATIVE TASKS

- Teachers may provide additional learning activities with supplemental overall expectations. These expectations will not be part of any summative task.

- During this period of Distance Learning, assessments will occur with a focus on feedback to improve learning, and where appropriate, grades from summative assessment tasks will be taken into account for students to improve their grade prior to the March 13 closure of schools.

CONSIDER:
When students ask if work provided will be graded, advise them that feedback will be given to students on the learning that is taking place and formal grades will be prioritized on work prior to March 13 and additional marks may be generated from only a few key assessments to help students improve their grades. Educators need to be clear that they are building students’ knowledge and skill base related to components of the overall expectations and not following a regular testing cycle.

WORK LEADING TO MARCH 13th SHOULD BE PRIORITIZED

- Student grades during this period cannot reflect our traditional learning experience and, in an attempt to mitigate inequitable access to and participation in distance learning, students’ work leading up to March 13th will be prioritized in the teacher’s professional judgment of assigning final grades.

“During this challenging and stressful time, it is important to act in the best interests of children. The only way schools can properly recognize the almost unimaginable stress and anxiety that the coronavirus has and will have our communities is to not evaluate and assign grades for remote learning during the remainder of the 2019–20 school year. In this way, we affirm that all grades must be accurate, that they must be equitable and, most of all, that they support learning.” (Feldman, 2020)
SUMMATIVE TASKS

- The number of summative assessment tasks are to be kept to a minimum with a greater focus on formative feedback. Only prioritized expectations will be a part of summative tasks.

HALF CREDITS

- For the 0.5 credits, in any subject area, an assessment plan will be put into place that provides flexible opportunities for students to engage in a minimum of assessments.

- These summative tasks should reflect the limited opportunity for learning time. During this period, assessment planning and evaluation will take into account the individual identities, needs, experiences and circumstances that may affect a student's ability to access or participate in distance learning.

INDEPENDENT STUDY UNITS

- Teachers who have traditionally included independent study units within their assessment plan will need to adjust their assessment planning as such projects are based on 110 hours of learning for students.

EXAMS

- The exam period and all remaining Professional Activity days have been replaced with instructional time. Grades will be based on term work only and should not involve exams or final summatives.
THANK YOU TO ALL EDUCATORS

During the first few weeks of school closure educators across the Durham District School Board proved their commitment to their students and families in all of our school communities. The shift to Distance Learning tested everyone’s personal leadership resources and the educators in our system simultaneously demonstrated how engaged, innovative, collaborative and resilient they are.

During these challenging times, it is important that educators take the time look after themselves. This may begin with examining our expectations. These are extenuating times, therefore it is important to adjust our expectations of ourselves and others. Distance learning and the hours of learning expected does not fully replace what is expected to happen in a in-person classroom setting. Acknowledge for yourself as an educator, you are educating in a very different way, be kind and patient with yourself and your students to ensure you maintain a flexible mindset and realistic expectations.

We know that this type of personal and professional commitment can leave one feeling stressed and at times overwhelmed. As we focus on student well-being and learning, it is vital that we also take care of our own well-being. Take some time to do a personal inventory of how you are doing. Be intentional about taking care of your well-being.

Remember that you are not in this alone but that we are a network of collaborative professionals. Please do reach out to other colleagues or your school’s administration as you engage students during this unusual period.

The following resources may be of help to you in this process:

- Personal Resiliency Tips for Helpers Who Support Students
- You Matter: Self Care Checklist
- MHFA Self-Care and Resiliency Guide

During these uncertain times, remember that the power of human connection remains an important variable in mitigating and reducing the impact. Staying connected to others will help all of us to move through the challenges distance learning presents.

Please take care of yourselves as you continue to reach out to students and their families.
OTHER RESOURCES:

Catlin R. Tucker (2020) – Successfully Taking OFFLINE Classes ONLINE
Michael B. Sherry (2020) – Three Strategies for Better ONLINE DISCUSSIONS
Stephen Merrill (2020) – Teaching Through a Pandemic: A Mindset for This Moment
Google For Education – Explore distance learning resources for schools affected by COVID-19
D2L Desire to Learn – COVID-19 Resources for Educators
Ontario Ministry of Education – Learn at home Website

REFERENCES


Distance Learning

Roles and Responsibilities
Overview for Educators

The DDSB recognizes that our students and families are going through different situations, emotions and challenges during this unprecedented time. Our role as a system is to provide teacher-led distance learning materials and tasks that consider these challenges and provide flexible options for learning. It is important to recognize that distance learning is not intended to replicate a full school day. Our shared goal is to support students and their parents/guardians to feel successful with learning tasks that are manageable, relevant, and engaging. Educators are best equipped to make these planning decisions and to differentiate based on student needs, interests and strengths. We will consider human rights related needs and circumstances, equity and the importance of supporting mental health and well-being as foundations to all decisions and planning.

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Questions that classroom educators can consider as we re-envision public schooling:

1. How will I create a sense of belonging and ‘human connection’ for each child in a time of physical distancing?

2. How will I build trust and strengthen relationships with families, particularly those who I have struggled to engage thus far or with whom I don’t share a common language?

3. How can I use this crisis to support students to become better problem solvers, to explore issues of power, and think critically about the world we live in?

4. How can I ensure that the work provided does not contribute to additional stress in the home or parent responsibilities?

5. Given the limitations of e-learning, and leading learning from home where I may have other immediate responsibilities, how will I plan my time so that students who need the most care, connection, scaffolding and feedback receive it?

From: behindthenumbers.ca/2020/03/27/schooling-for-equity-during-covid-19/
Kindergarten

Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 5 hours of teaching and learning per week
- Focus on literacy and math
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback to support their continuous and ongoing learning
- Work with students and families to ensure that the learning and communication strategies best meet the needs of the student and their family circumstances
- Consider equity as foundation to all decisions
- Complete Communication of Learning in June using educators' observations of key learning and growth in learning prior to March 13th
- Educators will maintain regular contact with parents as needed
- ECE's and teachers should continue to co-plan and collaborate and maximize their various strengths when developing communication pieces, virtual connections and programming using assessment 'as' learning
- All learning content should come from collaboration within the classroom Kindergarten Educator Team
Grades 1 to 6
Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 5 hours of teaching and learning per week
- Focus on literacy and math for grades 1-3
- Focus on literacy, numeracy, science and technology and social studies for grades 4-6
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback to support their continuous and ongoing learning
- Work with students and families to ensure that the learning and communication strategies best meet the needs of the student and their family circumstances
- Consider equity as a foundation to all decisions
- Complete final reports cards in June using evaluation information gathered before March 13
- Educators will maintain regular contact with parents as needed
Grades 7 to 8
Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 10 hours of teaching and learning per week
- Focus on core math, literacy, science and social studies
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback on their learning and progress
- Work with students and families to ensure that the learning and communication strategies best meet the needs of the student and their family circumstances
- Consider equity as a foundation to all decisions
- Complete final reports cards in June using evaluation information gathered before March 13
- Maintain regular contact with parents as needed
- Teachers will provide feedback to their students on their progress
Grades 9 to 12
Responsibilities for Educators:

- Ensure your own well-being and the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Focus on credit accumulation for all students and graduation for Grade 12 students
- Provide students with 3 hours of teaching and learning per week per course
- Assign learning tasks, projects and culminating activities for formative and summative evaluation
- Communicate results of these marked assignments to students and results will be used to inform final course marks
- Keep students engaged in learning while understanding that not all of the Overall Expectations can be demonstrated
- Consider students’ individual strengths, needs and circumstances to support equitable outcomes and to assess learning to determine grade
- Work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances
- Consider equity as a foundation to all planning
- Maintain regular contact with parents as needed
- Provide mid-term marks for all students for all courses in PowerSchool Gradebook
- Provide final report cards for all students

*Cooperative Education: In-person community placements are suspended/ students can work with their co-op teachers to modify their co-op Learning Plans so that they may work through the curriculum expectations/ where possible provide opportunities for students to connect virtually with industry partners on career exploration activities and experiential
Inclusive Student Services

Students with special education needs should receive appropriate accommodations where necessary and be provided with assigned work by teachers, as well as feedback or assessment. Modifications to reflect each student’s IFRC and IEP are encouraged and expected.

The ministry encourages school boards to leverage the capacity of professional, para-professional staff and Education Assistants remotely where possible and within the context of applicable privacy legislation. The purpose is to support learning and continued access to the curriculum for students with special education needs. School boards are encouraged to consider how these professionals can work remotely to provide consultation and other supports to teachers and/or families where appropriate.

The DDSB recognizes that the COVID-19 crisis has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. Our team remains available during this time to help support you and your family.

At a school level, Special Education Resource Teachers and Educational Assistants are part of the ongoing support team for inclusive programming. To connect with our professional services (e.g., clinical staff), please reach out to your Special Education Resource Teacher or Principal (via email or school voicemail) who can help connect you with our team.
Supports from School Based Team Members

EDUCATIONAL ASSISTANTS

- Support teachers in designing learning program accommodations during distance learning
- Support teachers and students in the provision of accommodations and supports for small group connections with students who regularly access EA support
- Support provision of alternative curriculum supports (e.g., social stories, daily task schedules, self-regulation strategies)
- Specific to the EAI role: Provision of clinical interventions, work in consultation with the Inclusive Student Services staff on consent for the student
- Important to note: Teachers have responsibility for being the key connection for families. EAs support these communications and programming accommodations.

INTERPRETERS

- Ensuring distance learning activities are accessible (closed captioning options enabled) and establishing options for live ASL (American Sign Language) interpretation when necessary

INTERVENORS

- Collaborating with families and school teams regarding essential equipment needs at home and participating in equipment deployment. Coordinating distance learning programming with classroom teachers and providing input to required modifications for Deaf-Blind [KM1] students.
- Direct, 1:1 support for students, using online platforms

SPECIAL EDUCATION PROGRAM TEACHERS

- Provide programming through Distance Learning for students in Special Education classes, based on the outline for programming specific to the individual grade level of students based on student’s individual accommodation needs appropriate to this form of learning [KM2]
- Provide students with ongoing feedback
SPECIAL EDUCATION RESOURCE TEACHER

• Support colleagues in accommodating student programming for distance learning
• Maintain regular contact with parents/guardians during this period, as needed
• Support connection and access to professional support services staff
• Continue with IPRC and transition planning following guidelines from Ministry and Inclusive Student Services

Supports from Inclusive Student Services Teams

HEARING RESOURCE TEACHERS AND AUDIOLOGIST

• Supporting individual needs of the students with hearing loss who are on their service, including provision or resources for families to support student specific language goals
• Providing supports to teachers providing accommodations for students who are Deaf or Hard of Hearing
• Support ongoing communication with families including consultation on SEA equipment supporting Distance Learning

PSYCHOLOGICAL SERVICES

• Consultation for school staff to support educators regarding accommodations in Distance Learning related to learning or developmental needs, executive functioning and/or mental health
• Consultation for school staff and families regarding community connections
• Provision of direct services to students, within the scope of an appropriate virtual platform
• Crisis response, as deployed by leads
• Continuity of professional learning supports for educational staff
SOCIAL WORK AND ATTENDANCE SERVICES

- Direct service with families and students, mental health, wellbeing, safety, limited counselling by way of tele-practice until virtual platform established
- School and family consultation to support & assist families to connect to formal and informal support services
- Development of process and framework for schools to support student move to Distance Learning: shift from 'attendance' to engaging in Distance Learning
- Ongoing assessment of family/student need given current situation, and crisis response as deployed by leads
- Ongoing update of a comprehensive online community resource list with weekly updates

SPECIAL EDUCATION INSTRUCTIONAL FACILITATORS

- Supporting Educators through development of SPARK resources to support distance learning based on Universal Design for Learning principles (all students) and specific to individual Special Education Program types
- Supporting individual teachers and families for accommodation needs within Distance Learning
- Support for IPRCs (Special Education class planning, placement considerations and support for IPRCs)
- Lead connection for Special Education Resource Teachers supporting accommodation
- Inclusive Technology Facilitators & Trainers are helping lead SPARK/educator resources to support Distance Learning and accommodations within digital platforms for communication (e.g., switches) & learning

SPEECH LANGUAGE PATHOLOGY SERVICES

- Supporting educators to provide Tier 1 support for appropriate language and literacy programming, especially within K-2, for accommodations within Distance Learning
- Continued connection with families to provide home programming as a bridge from assessment and classroom consultation where appropriate
- Direct student/parent consultation through virtual platform
VISION RESOURCE TEACHERS, TRANSCRIBERS AND ORIENTATION & MOBILITY SPECIALIST

• Supporting individual needs of the students with vision loss who are on their service including provision or resources for families
• Providing supports to teachers that reflect accommodations for students who are blind or have critical loss of vision
• Support on-going communication with families including consultation on SEA equipment supporting Distance Learning
• Provision of learning materials inclusive of accommodations such as Braille

Supports from Other Inclusive Student Services Team Members

AUTISM RESOURCE TEAM (ART)

• The Autism Resource team (ART) supports students with Autism Spectrum Disorder (ASD) in the Durham District School Board (DDSB). The team consists of Board-Certified Behaviour Analysts, Special Education Facilitators and Speech and Language Pathologists. During the COVID related school closures, the team will be:
  • Continuing to help ensure educators have the resources they need to support the education of students with ASD; specifically support to Structured Learning Class teachers as they provide distance learning activities
  • Continuing connections with families with students on service through the Autism Resource Team
  • Enact the commitments of their individual teams/professional groups as outlined in this document
SHORT TERM ASSISTANCE RESPONSE TEAM (START)

- The Short-Term Assistance Response Team (START) supports individual student programming on a model of team support and capacity building. The team, working through a placement based structures, supports individual classroom and school teams on a four-five week cycle. During the COVID related school closures the team will be:

- Connecting with all teachers they have provided support to in START placement since September, offering to adapt and evolve resources and strategies
- Continuing to provide distance learning support to educators

CLERICAL SUPPORT TEAM

- Continuity of processing SEA equipment requests (tech and non tech) to point of ordering.
- Continuity of support for SERTs and ISS staff for processes such as Consent for Services and IPPCs
- Ongoing preparation of Ministry Reporting and budget planning support
- Transition Coordinator for Students with Developmental Disabilities & Work Education Coordinator
- Direct support to school teams in supporting Distance Learning for students with alternative programs including skills towards entry to the work-place, continuing education and/or community
- Continue to connect with community partners to stay informed of programs/supports provided to families

Additional Resources

We also realize that families have their own resourceful ways of managing stressful times and difficult circumstances.

To assist, members of inclusive Student Services and School Mental Health/Well-Being departments have compiled various resources, tips, ideas, and community supports that may be helpful to you and your family as you navigate the coming weeks.

This resource tool “COVID 19: Resources for Families and Youth” is available through the DDSB website will be updated and new ones will be added as they become available to us.
Additional Educator Roles

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance

### Elementary

<table>
<thead>
<tr>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>GMS Transition</td>
<td>• Provide grade 7 modules on Google Classroom</td>
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<tr>
<td>Pathway Counsellors</td>
<td>• Connect with grade 7 teachers and post small, 15-minute pathway planning activities each week on the same day for students</td>
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<td></td>
<td>• Follow up with an email to teachers to show them how these tasks align with overall expectation grade expectations in various grade 7 curriculum documents</td>
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<td></td>
<td>• Support students in grade 8 providing information around summer school opportunities such as the “Getting Ready for High School” program, reach ahead credit opportunities and community involvement hours</td>
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<td></td>
<td>• Continue to connect with students and their families using the built-in email system and address any questions they have regarding education and career life planning</td>
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<td></td>
<td>• Meet weekly with their facilitator Nicole Dolabella.</td>
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<tr>
<td>Teacher Librarian</td>
<td>• Communicate information regarding copyright to teachers</td>
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<tr>
<td></td>
<td>• Partner with teachers digitally by supporting teacher’s instructional programming</td>
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<tr>
<td></td>
<td>• Purchase ebooks through Sora to curate their school online digital collection</td>
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<td></td>
<td>• Provide support for teachers with building their digital classrooms and sites</td>
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<tr>
<td></td>
<td>• Continue to support the Forest of Reading program online</td>
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<tr>
<td></td>
<td>• Create read alouds for students</td>
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<td></td>
<td>• Promote digital tools for engaging students in reading digitally</td>
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<td></td>
<td>• Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create)</td>
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<td>ROLE</td>
<td>RESPONSIBILITIES</td>
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<tr>
<td>Core French</td>
<td>• Assign one or two tasks that can be stretched over a period of time (multiple weeks) or a few short simple tasks for the week in collaboration</td>
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<tr>
<td></td>
<td>with classroom teachers and align with the distance learning hours</td>
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<td></td>
<td>• Provide French language activities for the classes they teach</td>
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<td></td>
<td>• Assess ongoing student learning and give feedback to students on their learning</td>
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<td></td>
<td>• Work with students and families to ensure that the learning and communication strategies best meet the needs of the student and their family</td>
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<tr>
<td></td>
<td>circumstances</td>
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<td></td>
<td>• May participate in co-planning and co-teaching</td>
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<td></td>
<td>• Complete final reports cards in June using evaluation information gathered before March 13</td>
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<tr>
<td>Subject Specialist/</td>
<td>• Assign one or two tasks that can be stretched over a period of time (multiple weeks) or a few short simple tasks for the week in collaboration</td>
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<tr>
<td>Coverage Teachers</td>
<td>with classroom teachers to align with the distance learning hours</td>
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<tr>
<td>(Music/Physical Education/Art)</td>
<td>• Assess ongoing student learning and give feedback to students on their learning</td>
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<td></td>
<td>• Work with students and families to ensure that the learning and communication strategies best meet the needs of the student and their family</td>
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<td>circumstances</td>
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<td>• May participate in co-planning and co-teaching</td>
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<td>• Complete final reports cards in June using evaluation information gathered before March 13</td>
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**DISTANCE LEARNING ROLES AND RESPONSIBILITIES**
### Secondary

<table>
<thead>
<tr>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
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| **Teacher Librarian** | - Communicate information regarding copyright to teachers  
|                   | - Partner with teachers digitally by supporting teacher’s instructional programming  
|                   | - Purchase ebooks through Sora to curate their school online digital collection  
|                   | - Provide support for teachers with building their digital classrooms and sites  
|                   | - Continue to support Forest of Reading program online  
|                   | - Promote digital tools for engaging students in reading digitally  
|                   | - Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create) |
| **Guidance Counsellors** | - Continue to provide Tier 2 support to students and families as needed for academic, career education and personal support counselling  
|                   | - Support timetabling for next school year  
|                   | - Prepare to support students wishing to withdraw from a course after midterm and prepare for June commencements  
|                   | - Guidance Heads continue to meet weekly with facilitator Nicole Dolabaile
<table>
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<tr>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
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</table>
| Student Success Teachers    | • Continue to monitor, track, reach out to and support students both at-risk of not graduating on time and/or not achieving all of their credits this semester  
                                • Support students currently experiencing in-risk situations  
                                • Continue to support students, their teachers and families as it aligns with each student’s individual pathway plans |
| Credit Recovery/SAL         | • Continue to deliver curriculum, assessment and evaluation remotely as aligned with each student’s individual pathway plan                           |
| Facilitators/Coaches        | • Continue to provide resources to support distance learning  
                                • Support individual teachers/schools through co-planning and co-teaching  
                                • Plan and provide responsive professional learning for educators  
                                • Work with educators to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances |
Principals/Vice-Principals

Responsibilities

- Ensure their own well-being and encourage the well-being of staff, students and families
- Work collaboratively with educators and other staff to implement distance learning
- Work with educators, students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Support equitable access through identifying barriers for students/families
- Communicate regularly with staff and community
- Support distance learning through ongoing interactions with staff and families
- Provide regular communication with school community
- Support and problem solve through individual staff, student or family concerns
- Encourage staff to be responsive and flexible to the multiple lived experiences of our students and families
Questions that School Administrators can consider with leadership teams as we re-envision public schooling:

1. Who are the students who are vulnerable in our care and how will we in this new model of schooling remove the potential barriers and create more educational opportunities for them?

2. Who are the families that we have failed to engage thus far and how will we adjust our strategies so that something new/different happens in this context?

3. How can we ensure that the social/emotional/academic supports we are providing are culturally relevant and responsive?

4. Who has the strongest relationship with our students who are most vulnerable and how can we position them to actively support within distance learning?

5. How can we acknowledge the strengths of students/staff and position them to be critical supports for their peers?

6. How can we ensure that our reliance on technology for learning and an online platform doesn’t widen the divide between those students with a strong supportive environment and those students who experience opportunity gaps? How will we close the gaps created by circumstance?

Adapted from behindtheumbrellas.ca/2020/03/27/schooling-for-equity-during-covid-19
Director/Associate Director/ Superintendents

Responsibilities

- Ensure their own well-being and encourage the well-being of staff, students and families

- Work collaboratively with superintendents, principals and vice-principals, teacher federations, education worker unions and staff to implement distance learning

- Respond to school leader and educator voice and provide resources to support learning at a distance

- Gather information from students/families to assess how best to establish ongoing contact between student and teacher(s)

- Work with school leaders to ensure that the learning and communication strategies best meet the needs of the student and their family circumstances

- Support administrators to lead teacher-led distance learning

- Provide professional learning to support distance learning

- Continue to support the privacy of student information and follow best practices in preserving cyber security
TIPS for connecting with
STUDENTS AND CAREGIVERS

1. Consult with Social Work at any point as you attempt to connect with a student/caregiver to problem solve or develop a strategy to support the student/caregiver.

2. Ensure that communication is accessible and consider using interpreter if English is not the language used by the caregiver/student.

3. If you are aware that the student has a sibling(s) at your school or another school, contact that school/teacher to determine if there has been any contact with the family/caregiver.

4. If an email has been used to contact the student/caregiver, check your junk folder to see if a return message has landed there.

5. Contact all student/caregiver contacts information including emergency contacts.

6. Check if the caregiver has responded to the technology survey and/or picked up devices.

7. Check school/teacher social media accounts to see if the student/caregiver has connected.

8. Check Google Classroom activity to see if the student has participated.

9. Attempt contact using various methods (phone, email, text).

10. Call at various times throughout the day.

11. Call a few days after the 20th of the month when social assistance funds become available and families may renew phone minutes.

12. If an educator, other than the classroom teacher, has a relationship with the student/caregiver (i.e., administrator, guidance) have them attempt contact.

13. Consider asking HUB partners to connect if they have relationship with the student.

14. If leaving a message via phone, provide alternative ways to respond, including voice message, email, and text options.

15. If you are aware the student is connected to a community resource (e.g., CAS, SWIS Worker, Probation Officer, community MH organization, etc.), contact the community resource to inquire if they have had contact with the student, can share contact information or are willing to contact the student: your school Social Worker may have additional information so consultation is key.

16. Check-in with known peers and inquire if they have contact information they are willing to share. If you are aware the student has a social media presence, see if someone can access them through their social media account.

17. If you are particularly concerned about a student/caregiver where that has been no contact with the school, consider contacting your Community Resource Officer for a wellness check; consultation is key prior to using this option.

*Adapted with thanks from Thames Valley District School Board
Individual Education Plans

Documenting Accommodations and Programming During Distance Learning
INDIVIDUAL EDUCATION PLANS (IEP) – Regulation 181/98

An Individual Education Plan (IEP) is a written plan describing the special education program and/or services required by an individual student, based on a thorough assessment of the student’s strengths and needs that affect the student’s ability to learn and demonstrate learning.

An Individual Education Plan (IEP) must be in place for every student identified as an exceptional learner. The Durham District School Board (DDSB) also has a nominal number of IEPs for students who have not been formally identified as exceptional but who are receiving special education programs and/or special education services.

IEPs are legal documents for the communication of program goals, expectations of focus, strategies to support learning, assessment and transition planning. The individual education plan also contains the Consultation Log, record of consultation with students (over age 16) and parent/caregivers specific to the provision of special education programming and supports for the individual student.

Reference: [www.edu.gov.on.ca/eng/parents/elemsec/speced/ontgeo.html](http://www.edu.gov.on.ca/eng/parents/elemsec/speced/ontgeo.html)

All sections of a student’s Individual Education Plan remain active during the period of distance learning.

Guidance for documentation of considerations and amendments, specific to the period of distance learning, follow below.

Accommodations and Programming During Distance Learning

An online connect session will be facilitated to support Special Education Resource Teachers with the information and guidance to support colleagues in the consideration and amendment of Individual Education Plans specific to Distance Learning.

School teams are encouraged to draw on the support of Special Education Resource Teachers and your Inclusive Student Services team members.

**Remember:** Consultation and engagement of students/families is always a foundation to individualized programming. The IEP is the tool to reflect both intentionality of programming and the related consultation (Consultation Log).
ACTION ITEMS

STEP ONE: Reflecting Programming and Assessment During Distance Learning

To support programming access to learning for students with special education needs, IEPs remain in effect as continuity of learning strategies are implemented.

Students will not have the opportunity to demonstrate learning across what was planned for a full school year of learning. It is understood that a loss in learning time, as a result of school closures during this pandemic, will cause unavoidable impacts to the rigour and scope of programming. Flexible approaches, and consultation with families, to consider students’ individual identities, needs and circumstances that impact distance learning, need to be considered in focusing scope of programming and implementing accommodations and strategies to support individual students.

“It’s about defining the most essential outcomes and making trade-offs about what you won’t be able to do or teach” (Horn, M. B., 2020). Essential though, remains the commitment to provide students with the accommodations drawing on their strengths to support meaningful access to programming during distance learning.

Focus should be on:

- Supporting individual students in areas of growth by drawing on their areas of strength (page 1 of IEP)
- Key outcomes/goals for the current school year, especially in core content areas such as Literacy and Numeracy
- Collaboration with families to define scope and focus of distance learning on an individual student basis (e.g., for students with programs based on alternative curriculum)

In situations where existing accommodations, modifications, or alternative programming are not feasible, educators should work collaboratively with students and families to explore flexible approaches and options and determine workable solutions on an individual basis and fitting to the scope and context of Distance Learning (i.e., that meet the student’s strengths and needs in the context of adjusted learning access, expectations, assessment and evaluation). Not all accommodations, modifications or alternative programming strategies planned for classroom-based learning within a robust five day a week program are applicable to context and scope of distance learning.
**STEP TWO: Documenting Programming and Accommodations During Distance Learning**

IEPs remain active during the period of distance learning. There should be clear documentation of consultation and that accommodations for individual student needs have been considered and thoughtfully embedded within distance learning.

IEPs are working documents. Current content should remain on the IEP and the additions of specifics for Distance Learning added. The information that follows is provided as a guide for school teams.

**Students with Accommodations only**

For students with Individual Education Plans with accommodations only during regular classroom-based learning, school teams may choose to utilize the Consultation Log to note communication with a student/family regarding specifics of how those accommodations are being implemented during distance learning.

For example,
- “Called parent to suggest using Screencastify to allow student to provide oral responses. Will email parent a video on how to use. “Parent is in agreement and will support student with use of new software”
- “Emailled caregiver to share time management strategies that were used at school” “Parent will support use of visual timer with the student”

If further space or documentation is needed, school teams are to continue in the actions noted below.

**Students with Accommodations Specific to Distance Learning, Modifications to Curriculum and/or Alternative Expectations**

IEPs remain active during the period of distance learning but may require updating for the conditions and scope of distance learning.

Where a student’s individual program has been focused on key overall goals, expectations and/or strategies amended, school teams are encouraged to document in the IEP by adding a page specific to the period of distance learning.

This action helps support clarity of communication with individual students and families while maintaining the breadth and depth of programming in place during classroom-based learning, adjusted to reflect the context of distance learning. The combination of this information will be key to a student’s 2020-2021 program team when setting programming in the fall.

IEPs are to be updated a minimum of once per reporting period and additionally as needed. This resource is provided to help schools ensure capturing accommodation information, and programming scope, during the period of distance learning if adjustments have been made specific to this time frame.
The following steps and guidelines are provided to support school teams in actioning “Accommodations and Programming During Distance Learning”:

**Option 1: Adding a Page Specific to Distance Learning Time Frame**

The following guidelines are provided to school teams to support creation of an IEP page specific to documenting programming focus and supports during distance learning. Font in black is part of the IEP template; font in purple is recommended annotation (bold) or guidance on additions (italicized) specific to distance learning.

**If Student's Program Is Primarily Based on Modified Curriculum**

**Subject Area:** Distance Learning (Spring)

**Program Type:** Modified

**Current Level of Achievement:** See page specific to individual subject/curriculum area

**Entry Level of Achievement:** This page supplements the IEP specific to the period of distance learning
If Student’s Program Is Primarily Based on Alternative Curriculum

Area of focus: Distance Learning (Spring)

Entry Level of Achievement: This page supplements the IEP specific to the period of Distance Learning.

Whether focused Primarily on Modified Curriculum and/or Alternative Curriculum continue with:
Annual Program Goal:
The annual programming goals (Student’s Name) remain the foundation of programming for the 2019-2020 school year. Specifics of focus during the period of distance learning are provided below.
Note: On this page only, leave Term/Semester 1 blank and make the following notes within Term/Semester 2.
Specific Expectation

In this section, educators will make note of any changes to scope or focus of expectations specific to distance learning.

For example, for a student with programming based on modified curriculum expectations:

- During the period of distance learning, programming has focus on adjusted flexible learning tasks and the specific expectations for Literacy and Numeracy.

For example, for a student with programming based on alternative curriculum – reference the specific areas of growth:

- During the period of distance learning, programming has focus on the specific expectations for Personal Growth & Development (fostering independent self-care)

Teaching Strategy

In this section, educators should make note of any strategies that have been newly implemented to support student access to, participation in and learning during distance learning.

Sample strategies/accommodations include:

- Provision of ASL interpretation during small group or individualized video connect sessions
- Closed captioning utilized during online connections and embedded within video links shared
- Individualized check-ins to chunk tasks and ensure understanding
- Pre-recorded lessons divided into shorter segments
- Oral responses (live or through recorded video) to share knowledge (as an alternative to written typed responses)
- Provision of oral instructions (video conference or pre-recorded video) to accompany written assignments
- Include visuals in documents to support text

Assessment Method

In this section, educators will make note of assessment methods that have been newly used during distance learning. Recommended statements are provided for Elementary and Secondary.

Elementary
Focus: On-going feedback and formative assessment during Distance Learning
Educators should add note of how this information is collected and communicated to the individual student.
Secondary
Focus: On-going feedback and formative assessment during Distance Learning.
Where summative assessment occurs, educators should add note of specific accommodations for
the individual student (e.g., extended time, use of oral conferencing, use of voice notes etc) and any
accommodations related to communication of ongoing formative feedback.
Individual accommodation example:
- Use of Screencastify to allow student to provide oral responses

Option 2: Adding Annotation of "Distance Learning" Embedded In Current IEP Expectations
Educators may also choose to delineate expectations by indicating Distance Learning directly with
the expectations where already embedded in a student’s IEP. The first reference, and corresponding
communication recorded in the Consultation Log should state Distance Learning. Subsequent annotation
may be recorded as DL. Key is clarity for student, family and future readers (e.g., next year teacher when
accessing for planning purposes).
Note: Educators may exercise both Option 1 and 2 if helpful to ensuring clarity of communicating focus
during distance learning.

CONSULTATION LOG

<table>
<thead>
<tr>
<th>Individual Education Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Log</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>2020-05-20</td>
</tr>
<tr>
<td>2020-05-31</td>
</tr>
</tbody>
</table>

STEP THREE: Distributing Individual Education Plans To Students (>Age16) and Parents/Caregivers
Educators are encouraged to have on-going communications with students and families about
programming through distance learning. Record of consultation specific to a student’s programming scope
and/or strategies is to be made in the Consultation Log on an on-going basis.
Individual Education Plans (IEPs) contain protected health and education information. Electronic
communication must be encrypted for data protection rather than attached to an email as an electronic
PDF file.
Note: End of Year/Final IEP Copy to OSR
Should school closures be extended beyond May 31st to the conclusion of the school year, further
information will be provided to school teams regarding the requirement for the printing of IEPs for
Inclusion in OSRs at the conclusion of the school year.
Distance Learning:
Identification, Placement and Review Committee (IPRC) Process

SPRING 2020
INTRO/GUIDELINES AND PURPOSE/COLLABORATIVE PLANNING

Annual Reviews of Identification and/or Placement allow parents/guardians (and students if over 16) to review the specific identification and/or placement, with a focus on strengths and needs to ensure they are still the best capture of these areas for the next school year. Despite school closures, this process is still an important framework to engage with families, but will require some unique conditions to be able to manage them efficiently and effectively, including a secure virtual platform to host them and share documentation for signature. Parents/guardians have the right to choose not to participate in an Annual Review.

IPRCs for the 2020-2021 school year commenced prior to COVID-19 related school closures. As of March Break, approximately 9% of annual IPRCs were completed. At that time we took a pause on IPRC meetings as the team has worked through securing a virtual platform ensuring compliance with privacy legislation. Case conferences and the inclusion of family voice are important components to the IPRC decision making process. Robust discussions with families regarding placements and programs have continued setting the foundations for IPRCs.

IMPORTANT INFORMATION ABOUT TIMING:

In order to ensure that Parents/Guardians are provided with sufficient notice of the IPRC meeting, the Notice of the IPRC must be sent by mail or email to the address on record at least 16 days prior to the IPRC meeting. The IPRC Notice Letter must indicate the date and time of the meeting, as well as provide the details of how the meeting can be attended by the family.

The 16 day timeline is the minimum notice requirement to ensure families have time to make arrangements to participate. However, it is noted that families may agree to abridge any timelines if they feel it is in their interests to do so. Absent written agreement with the family to abridge timelines, please ensure to send out IPRC Notice Letters at least 16 days prior to any meeting to avoid any notice issues.

Important Footnotes about IPRC:

- “A board shall appoint three or more persons to each committee that it establishes”, O. Reg. 181/98, s. 11 (2).
- The Parent/Guardian Guide should be made available to all parents/guardians:
  [https://drive.google.com/file/d/1DGaePHTIWatWMGd-Esz7jtrGq291Xs/view?usp=sharing](https://drive.google.com/file/d/1DGaePHTIWatWMGd-Esz7jtrGq291Xs/view?usp=sharing)
IPRC/ANUAL REVIEW OF IDENTIFICATION AND/OR PLACEMENT PLANNING -
Thinking in Tiers

Some IPRCs & Annual Reviews of Identification and/or Placement are more complex than others, involving
detailed conversations and support personnel. Our recommendation is to focus on the most simple IPRCs/
Reviews first, and then move to those requiring more time and participants. We recommend the following
tiered approach:

1st Tier:
• IPRC Annual Reviews for students who have Accommodations only and Placement is NOT changing
for next year
• Initial IPRCs for students who will have Accommodations only and Placement is Regular Class
with Indirect Support

2nd Tier:
• IPRC Annual Reviews for students who have Accommodations/Modifications/Alternative Curriculum
and Placement is NOT changing for next year
• Initial IPRCs for students who will have Accommodations/Modifications and Placement is Regular Class
with Indirect Support

3rd Tier:
• IPRC Annual Reviews for students whose placement is CHANGING for next year, placement is confirmed
by Facilitator and parents/guardians are in agreement with change
• Priority will be given to students moving into grade 9 to ensure connection with secondary teams
• Initial IPRCs for students whose placement is CHANGING for next year, placement is confirmed by
facilitator and parents/guardians are in agreement with change
• Previous communication and discussions should already have been had with parent/guardian
prior to IPRC

4th Tier:
• IPRC Annual Reviews for students whose placement is changing for next year, placement is confirmed
by Facilitator but parents/guardians may have additional questions/concerns
• Initial IPRCs that may require further dialogue and discussion to confirm plan for next school year
• Previous communication and discussions should already have been had with parent/guardian
prior to IPRC

5th Tier:
• Any outstanding IPRCs
PARENT/GUARDIAN MAY CHOOSE NOT TO PARTICIPATE IN ANNUAL IPRC:
Some parents/guardians may choose not to participate in an Annual Review

- “A parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.” O. Reg. 181/96, s. 21 (4)
- If we are not proceeding with a review, we must ensure that the written notice from the family clearly expresses their desire not to proceed.
- While parents/guardians may decide not to participate in the Annual IPRC, it is important that they still feel connected to the school and that they understand the plan in place to support the identification and placement of their child.
- Parents/guardians choosing this option should still be invited to provide input into the strengths/needs listed on the IEP.
- It is also important that the steps taken to arrive at this decision are documented in the consultation log and that the typical school forms are used.
- In circumstances where the family is choosing not to participate, DDSB may still proceed with the review if deemed necessary to do so. In those cases, school should confirm the same in writing to the family.

ANNUAL REVIEW OF IDENTIFICATION AND/OR PLACEMENT PROCESS:

- Make a copy of the Google Form: Annual Review of Identification and/or Placement Survey, this allows you to collect responses from just your school community (essential for student/family privacy)-link: https://forms.gle/Sw8XG0aK6M1KkKg7
- Distribute via email this new Google Form to all parents/guardians of already identified students to collect requests to participate in Annual Reviews of Identification and/or Placement for 2020; include a body paragraph that indicates deadline for responses. Note: Initial IPRCs DO NOT follow this process
- Extract the information into a Google Sheet and use the details to schedule the Annual Reviews
- Notify parents/guardians of their scheduled date/time for the virtual meeting using Adacare (letter provided) or teleconference (adjust letter): https://docs.google.com/document/d/1pOdPhKt1v90WkG5JUouXxXwdwPKVT_Ojibiz2W3KYM/edit?usp=sharing NOTE: download a copy of the letter to edit for each scheduled Review
- An important reminder: When schools are coordinating video conferencing meetings with Professional Services Staff for the purpose of discussing students, the educator organizing the meeting must get informed consent from caregivers to use this specific type of Virtual Service.
- For each scheduled IPRC (Review) follow the steps outlined below to ensure accurate documentation. This will be important should there be any future questions, concerns or considerations about the decisions made at the IPRC (Review).
INITIAL IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) CONSIDERATIONS

DOCUMENTING CONSULTATION
- Students who will be newly identified through the IPRC process, will require more time and attention to ensure parents/guardians understand the purpose and process
- Be sure to provide parents/guardians with the Guide to Special Education in advance of the IPRC so they can be prepared with questions and understand what will happen
- Any conversations prior to the IPRC about the plan or process should be documented

IPRC (INITIAL) PROCESS
- Notify parents/guardians of their scheduled date/time for the virtual meeting using Adrocare (letter provided) or teleconference (adjust letter) docs.google.com/document/d/1yQdPlflTPyFbHd8Dg6SJnR3xXZxwRDqPmV1_C0JfC02Wv39KME/edit?usp=sharing - NOTE: download a copy of the letter to edit for each scheduled Review, each student will need one with specific relevant details
- Ensure staff participating as members of the IPRC are trained in Adrocare platform
- For each scheduled IPRC (Review) follow the steps outlined below to ensure accurate documentation. This will be important should there be any future questions, concerns or considerations about the decisions made at the IPRC (Review).

CASE CONFERENCE
- A case conference is an important opportunity to bring together family, school team, Inclusive Student Services team, and community agencies or supports to make every effort to understand a child's strengths and needs.
- This can be done in advance of an IPRC, or at any time where the student is struggling as a solutions-focused discussion.

IPRC
- An initial IPRC is a big step for many families. It is important to take them through the process itself, the legislation that guides it, and the implications an IEP has for supporting their child's educational program.
- The bulk of the discussion about strengths and needs should be held in advance of the actual IPRC, allowing the meeting to be the finalizing of details or any last minute questions. Adrocare can be used for meetings that involve ISS team members, schools and families to ensure privacy and security.
FACILITATING AN IPRC THROUGH VIRTUAL FORMAT

Before the IPRC

- Power TPM: select that the parents/guardians agree to identification and placement, print the IPRC to .pdf and save to Google Drive or One Drive. This .pdf will be uploaded into Adracare before meeting starts.
- Have IPRC Summary Sheet ready, you will need to make a copy for each student.
- Link: drive.google.com/file/d/1FKJChn5ZPFssqWfH1Xn7tCtpkFvCrl/view?usp=sharing.

During the IPRC

- Be sure to take the time to introduce all members of the group in attendance and their role. Parents/guardians need to feel this connection, particularly at this time when their experiences at home may be challenging and emotional.
- Explain what will happen in the IPRC (Review) and that it will be as similar as possible to the in-person format, but to ensure security of documents and privacy, Adracare is necessary as a virtual platform. Be sure to identify who is doing what role (eg notetaker, Chairperson, etc.).
- Complete the IPRC Summary Sheet to document the meeting details. Be sure to record any technical difficulties as well as any important conversation points.
- Printed copies will need to be shared at a later date. A digital signed copy should be shared with both school and family for their records.

After the IPRC

- Power TPM: finalize the IPRC in Power TPM even if parents do not attend IPRC (same day)
- Parents/guardians must be provided with a Statement of Decision; mailing them is the best option and should be done as soon as possible.
During distance learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services. There are many unknowns at this time, what remains constant is a dedication to individualizing the planning for each student.

During school closures, rigour and scope of transition planning is impacted. Amended individualized transition planning will occur within larger, whole class, school and district adjustment to support students in moving through changes such as end of year and start of year cognizant of the range of impacts of COVID-19 and school closures. Flexible approaches, and consultation with families to consider students’ individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.

This resource tool has been designed to support schools with transition planning within the period of distance learning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

**EXAMPLES OF KEY TRANSITIONS FOR STUDENTS:**

- Entry to School
- School to School
- Class to Class
- Grade to Grade
- Changes in School Support
- School to/from Community Program
- Elementary to Secondary
- Secondary to Post-Secondary
- School to Community Service
- School to Work
- Program Placement Changes

**WHY TRANSITION PLANNING IS IMPORTANT**

A transition is defined as a process of change and change requires attention and flexibility and creates vulnerability and anxiety. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together.

Include reference to layers of planning including well-being and mental health considerations, leveraging strengths, bolstering strategies and supports in areas of anticipated challenge.
SUPPORTING TRANSITIONS FOR STUDENTS

Supporting Transitions for Students with Special Education Needs (Ministry PPM 156) [http://www.edu.gov.on.ca/eng/iea/iea/ppm/ppm156.pdf]; this memorandum sets out the requirements for district school boards with respect to transition planning for students with special education needs, from Kindergarten to grade 12.

**KEY POINTS IN PPM 156:**

- Transitions occur both within the micro (within the day) and at significant key times such as entry to school, between grades, between programs, school to school, elementary to secondary, secondary to post-secondary and through annual reviews which change student program placement.
- Principals are responsible for ensuring that transition plans are developed, implemented and maintained.
- Individual Education Plans (IEP) must be developed for all students who have an IEP, whether they are exceptional or not, and are a part of the IEP.
- Transition plans must be developed in consultation with the parent(s)/caregiver(s), student (as appropriate), post-secondary institutions (where appropriate), and relevant community agencies or partners (as necessary).
- Transition plans will identify specific goals, support needs, actions to achieve the goals, roles, responsibilities and timelines.
- Ontario Regulation 181/98 states that for exceptional students who are age 14 years or over and who are not identified solely as gifted, the student’s IEP must include a transition plan for transition from school to work, further education, and/or community living.
- For students in care and treatment, custody, and correctional facilities, the document entitled Guidelines for Approval of Educational Programs for pupils in government approved care and/or Treatment Custody and Correctional Facilities (2005–2006) outlines how the facility and the board that is providing the educational program will work together in creating transition plans for students in these facilities.

Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) – PPM140

Memorandum PPM 140 provides a framework for school boards to incorporate the use of Applied Behaviour Analysis (ABA) into board practices, and instructional programming, for our students with Autism Spectrum Disorders (ASD).
KEY POINTS IN PPM T4c:

- Ensures for the implementation of effective, evidence-based educational practices, to meet the individual needs of students with ASD.
- Intended to strengthen the collaborative relationships between students, families, schools and community partners.
- Requirements include:
  1. School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods
  2. School boards must plan for the transition between various activities and settings involving students with ASD
- Incorporating the principles of ABA into transition planning for our students with ASD will help to ensure a thorough assessment of student needs (via data collection and analysis), proactive planning measures, skill building for the student, reinforcement contingencies, fidelity of programming across staff supporting our students, monitoring of programming, and generalization of program to new settings/people, in order to facilitate a thoughtful transition process.

Although this particular memorandum highlights the effectiveness of implementing the principles of ABA within our practices for students with ASD, it should be noted the generalization of these strategies to students throughout the board (identified or nonidentified students), has also been embedded throughout our educational practices.

EDUCATOR SUPPORT GUIDE TO TRANSITION PLANNING:

A NOTE ABOUT INTEGRATED TRANSITION PLANNING FOR STUDENTS WITH INTELLECTUAL AND/OR DEVELOPMENTAL DISABILITIES

The Ministries of Children and Youth Services, Community and Social Services, and the Ministry of Education have created the memorandum entitled, "Integrated Transition Planning for Young People with Developmental Disabilities" (D.O.D January 28, 2013). The goal of this memorandum is to provide School Boards with protocols that would lead to the development of a single integrated transition plan for every young student with a developmental disability.

As highlighted within this document, integrated transition planning for youth with developmental disabilities includes collaboration between the student and their families, service providers, and school boards. The common goal of this collaborative team is to ensure for a smooth transition to work, further education, participation in life activities, and/or community living, based on the individual student, their strengths/needs, and their own personal transition goals.

MENTAL HEALTH AND WELL-BEING

The COVID-19 period has had a major impact on all students and their respective families, especially students who were vulnerable and/or at risk prior to the pandemic, i.e., students with special needs associated with specific medical and/or psychological conditions, including educational limitations, as well as those with individual/family mental health needs. The impact of this pandemic may have resulted in an elevated stress response in one or more individuals in the family. The mental health of students at the time of re-entry to school will be influenced by both pre-pandemic stressors as well as the stressful period of dealing with the variety of issues/hardships associated with the pandemic.

Working in collaboration with parents, school teams and community partners, it is necessary to identify students who will be re-entering the school system with a heightened level of anxiety and/or possible signs of traumatic response. These students and their families may need support from the school and other systems (medical, mental health, etc.) to cope adequately during the transition period back to school. Many of these students already may have been flagged for attention based on their prior academic histories and developmental trajectories. However, additional students may require supports on numerous levels. Support may be required on a short-term basis or for a prolonged period, depending on factors associated with the individual student, their family, community, and supports available to them.

Working in collaboration with school teams and Inclusive Student Services, it may be helpful to operationally define the level of support for student needs to be responsive to the tiered level of support required. Examples of tiered responses to student needs are noted in the Appendix. This framework can help school teams differentiate between individual student setting events and risk factors. It also allows school teams to continue to be attuned to the key features of our students who are struggling.

The capacity of students to cope adequately with the transition back to school is influenced by individual and family-based factors as affected by the pandemic and its associated changes in routines, economic status, access to supports and personal vulnerabilities. It will also be influenced by factors associated with the staff and the organization of the school that intends to welcome the student back to school. The student's ability to adjust during the transition period needs to be viewed within a larger context, including the system of the school and the community, and the extent to which all these systems have been negatively impacted by the pandemic and other stressors over a prolonged period of time.
EXAMPLES OF MENTAL HEALTH AND WELL-BEING TIERED SYSTEMS OF SUPPORT:

**Low Risk Students:** irrespective of age or grade level, students may require support for the first time of return to school because of the increased level of change and stress experienced over the COVID period, with possible associated hardships facing their families. For example: a Grade One student who is leaving home after five months of not being at school and is experiencing some separation anxiety and/or worries about the parent’s health; a Grade Nine student who experiences a heightened level of anxiety of facing a new school and new friends, in the context of parents losing their jobs due to COVID-19. These students will need a supportive team of staff at the school who are working collaboratively with them (and parents) to help them adjust to being back at school. Psychological Services and/or Social Work may not be required at this stage of the student’s transition back to school.

**Moderate Risk Students:** students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, combined with pre-existing concerns about their functioning. For example: a student who is formally identified and supported with an IEP before the school closures because of a history of academic and behavioural difficulties, upon return, worries are exacerbated regarding failing grades and other stress points, e.g., family transitions. This student may need Psychological Services and/or Social Work at the DDSB and possibly services in the community.

**High Risk Students:** students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, but who have historically displayed a range of mental health symptoms and corresponding behaviours. They may have had ongoing family-based stressors which have led to the involvement of professional assistance (legal, medical, mental health) and/or community-based support. This student needs coordinated services from Psychological Services and Social Work at the DDSB, and community and/or medical support, possibly even crisis intervention.

TRANSITION PLANNING KEY CONSIDERATIONS

- Ensure staff update the transition plan within the Individual Education Plan (IEP) for students whose transition plan will be amended because of distance learning.
- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, inclusive Student Services team members).
- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).
- Ensuring for student involvement in the transition process, when appropriate.
- SEA equipment transfers.
• Where school visits are not able to be provided due to physical distancing, a video tour may be used to introduce students to a program space or school setting.
  • Descriptive video needed for students who are blind/low vision
  • Closed Captioning for students who are Deaf/hard of hearing

• Introduction videos of staff
  • Audio strategies for students who are blind/low vision
  • Closed Captioning for students who are Deaf/hard of hearing

• Personal Protective Equipment (PPE) requirements.
• Determining the most appropriate transition plan for individual students (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).
• Priming our students ahead of time for the transition that will occur, explore possible mental health concerns.
• For students with very specific, structured programming, ensuring that staff at the receiving school are trained to implement the same programming, and behavioural responses, for purposes of consistency, and safety.
• Ensuring the physical space accommodates student needs (e.g., wheelchair accessible for students with mobility difficulties; creating a space in the classroom for students with self-regulation needs, etc.)

SPECIFIC TO STUDENTS WITH MEDICAL CONDITIONS REQUIRING ACCOMMODATION

• Plan utilizing the advisement of public health and the family/student’s medical team
• Consider routines around disinfecting classroom, equipment, etc.
• Consideration of additional PPE that may be required for staff and students, based on public health recommendations
• Consider policy around partnerships with community partners such as Occupational Therapists, Physiotherapists and/or Nursing support who may be supporting at school (e.g., with Developmental Programs)
SCHOOL TEAMS MAY CONSIDER STRATEGIES SUCH AS:

**Transition (e)Binders**

Transition (e)binders are a comprehensive tool outlining all the relevant, and specific information about the student, and their programming at school. The sending school/teacher often creates an (e)biner for the receiving school/teacher, as a resource to prepare for the student transitioning between the two environments, ensuring continuity and consistency of programming and routines. Different platforms in which these can be created include a OneNote binder, google docs and shared via google drive, etc.

**Suggested considerations to include in a transition (e)biner are (if applicable for the student):**

- Introduction to the student (e.g. current information)
- Parent/Caregiver Survey (Star has a great resource)
- Daily living skills (e.g., eating, road safety/awareness, personal hygiene)
- Reinforcement Preferences (e.g., reinforcing items) and thorough description of reinforcement systems (e.g., “Student utilizes a token economy system. They work for 5 marbles and can cash in for...”)
- Challenging behaviour (e.g., operational definition, antecedents/triggers, consequences, etc.)
- Behaviour Escalation Continuum (and reference to Behaviour Safety Plan, if applicable)
- Identified replacement behaviours/skill building opportunities
- Required PPE
- Required SEA
- Visual Schedule – including photos when possible and examples
- Work System - including photos when possible and examples
- Routine for transitions (e.g., “Provide a verbal countdown when transitioning between activities in the classroom...”)
- Additional spaces the student may access (e.g., teacher table, calming corner, etc.)
- Programming (e.g., academic levels, reference to IEP, if applicable)
- Self-Regulation and/or Social Skill Curriculum tools
- Daily School Entry & Exit Routine
- Copies of any data collection which the school may use
- Occupational Therapy (OT)/Physiotherapy (PT) recommendations

When possible, it is also suggested that school teams include photographs or samples of what these structures look like (e.g., a picture of the students work station, token board, etc.) specific to the individual student.
Transition Books/Videos for Students

Transition books are a key transition tool for students who have a variety of transition needs (e.g., ASD, anxiety, mobility considerations, etc.). During distance learning, transition books for students will be a key communication piece as physical visits to the school/classroom will not be possible. Their use cannot be stressed enough as a key transition tool at any time, but especially during distance learning, to reduce anxiety and allow students to know what to expect in their new setting, whether that be within the same school building or if they are changing schools.

School teams are advised to follow Safe Schools guidelines when creating and sharing school-based videos. For example, recording only specific areas of the school and ensuring consideration for privacy/confidentiality of students.

What to include in a transition book for students:

- Images of the outside of the school building, including yard/playground
- Tactile maps for students who are visually impaired
- Their entry door
- Office
- Library
- Gym
- Calming spaces
- Location of washrooms the student is likely to use most frequently
- Non-structured spaces (e.g., alternate spaces at recess)
- Relevant staff members (admin, SERTs, teachers, EAs, custodian, office staff)
- Classroom (may include door of classroom, student’s hook/locker area, layout of the room, individual work spaces etc.)

Considerations for format of transition books for students:

- Digital book (Google Slides, OneNote)
- Video: Closed Captioning for students who are Deaf/hard of hearing and/or Descriptive Video for students who are blind/visually impaired
- Hard Copy book can be sent to students (following public health guidelines)
- Braille and audio versions needed for students who are blind/visually impaired
PLANNING FOR SPECIFIC TRANSITIONS
Entry to School

First time school registration from home - students with accommodation needs:

Without community access to school buildings:
- School Welcome to Kindergarten (WTK) websites, videos, personal contacts from classroom educators to students (emails, phone calls, postcards); linking to teams such as Speech Language or Social Work when appropriate (as they usually attend WTK events)
- Educator awareness of students with special and specific needs (e.g. vision, hearing, communication, physical, emotional, medical diagnoses)
- How much information can be gathered ahead of time, inclusive Student Services (ISS) team members can help reach out to families before and get as much of an understanding as possible, kids likes, strengths, skills (help make environment more welcoming)
- Virtual greetings from admin, SERTs, ISS team
- Parent survey re: questions/concerns
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes
- Discussion with the CNIB Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry regarding summer/home and community skills training
- Set up loaner sound field system in class for students who are Deaf or hard of hearing and leave unplugged, train teaching staff on use

With limited community access to school buildings:
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes
- Discussion with the CNIB Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry re: summer/home and community skills training
- Set up loaner sound field system in class for who are Deaf or hard of hearing and train teaching staff on use
- Connect with ISS teams to support the steps for anxious, overwhelmed students/families.
CONSIDERATIONS FOR STUDENTS WITH SPECIAL EDUCATION STRENGTHS & NEEDS TRANSITIONING FROM COMMUNITY SUPPORTS

Transition from Campbell School – Grandview Children’s Centre
- Educator awareness of student’s specific needs
- Conversations with staff from Campbell School and families regarding student-specific needs and learning style (e.g. medical, SLP / OT/ PT, Vision and Hearing assessment and reports)
- Conversation with families regarding their concerns and goals for their child at school
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message, including the supports needed by these students in the message
- Ensure Campbell’s Children’s School families are aware of WTK virtual events/resources at their receiving school
- Discuss transportation needs for individual students who may have mobility needs
- Ensure communication between SLP/OTs/PTs/Vision Resource Team/Hearing Resource Team for students with those supports through Campbell’s Children’s School
- Ensure a list of SEA equipment is included/disclosed
- Kindergarten communication of learning and IEPs have been shared with receiving schools

Transition from Infant and Child Development Program – Durham Health Department
- Conversations with Infant and Child Development staff who are currently supporting these children and families regarding student-specific needs and learning style, include ISS teams for mental health support
- Conversation with families regarding their concerns and goals for their child at school
- Educator awareness of student’s specific needs
- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP / OT/ PT, Vision and Hearing assessment and reports)
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message, including the supports needed by these students in the message
- Ensure families are aware of WTK virtual events/resources at their receiving school
- Discuss transportation needs for individual students who may have mobility needs
- Ensure communication between SLPs/OTs/PTs/VRT/HRT for students with those supports

Transition from Infant Hearing Program (IHP)
- Conversations with IHP staff who are currently supporting these children and families regarding student-specific needs and learning style
- Conversation with families regarding their concerns and goals for their child at school
- Educator awareness of student’s specific needs and hearing equipment
- School training on interpreter use (where applicable) and FM equipment
### Entry to School

**First time school registration from home - students with accommodation needs**

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<td>- ISS teams to support students/families mental health and well-being</td>
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## To/from Provincial Demonstration Schools

**Without community access to school buildings:**
- Many of the initial transition steps for students who are a candidate for provincial demonstration schools were completed before March Break.
- The first of two transition meetings were held prior to March Break.
- As this point, the second transition meeting for students returning to the DDSB has been postponed or cancelled.
- School teams can reach out directly to the provincial school teacher to obtain transitional information (i.e. current instructional levels).
- Interviews for admission and transition from Provincial Demonstration Schools (e.g. Sagoneaska, Trillium and Amethyst) will be or have been held virtually.
- Students and families should know in the first couple of weeks in June whether they are offered a placement at the provincial school.
- Once placement is offered, transition planning next steps are determined between the family and the demonstration school.
- If a student is returning from a provincial school, follow transition procedures for students who are transitioning within the DDSB. Subsequent virtual transition meetings may occur between the sending provincial school and the receiving DDSB school.

**With limited community access to school buildings:**
- If schools are open prior to school starting in September, a school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

## Between School Boards

**Without community access to school buildings:**
- As above.
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces.
- ISS team available to make early connections, explore mental health concerns, provide information if new to the area.

**With limited community access to school buildings:**
- As above.
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

*considerations about requesting OSRs and registering at the new DDSB school during distance learning*
CLASS TO CLASS/ GRADE TO GRADE

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Students who are DHH - FM equipment moved to new classroom and left unplugged, teacher trained on use
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes
- SEA equipment moved to new classroom
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Use of transition e-binder for in-school transitions as well - ensure communication of strengths and needs and programming recommendations between sending and receiving teacher takes place.
- ISS teams able to reach out ahead of time to make connections, explore any mental health concerns.

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes
- Students who are DHH - FM equipment moved to new classroom, teacher trained on use
- SEA equipment moved to new classroom
- Consider hosting a visit to the new classroom with the new teacher if schools are open before September
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
ELEMENTARY TO SECONDARY – GRADE EIGHT TO GRADE NINE TRANSITIONS

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Priming our students ahead of time with video/other information about how secondary works (scheduling, exams, work completion) differently than elementary. Survey grade 8 students re: questions/concerns and have question/answer video with guidance, encourage family/student to drive/walk around the school, explore the school website.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes
- Buddy assignment with an older student to explain how secondary works and how it worked during 2019-2020 distance learning, buddy assignment with an adult mentor
- Community route to and from school trained by the Orientation and Mobility Specialist
- Virtual meet/greet with guidance admin
- SEA equipment moved to new school and set up
- Students who are DHH - FM equipment moved to AR room or semester classrooms and left unplugged, teachers trained on use
- SW/PSYCH services to support/manage stress and anxiety in students and families, provide information regarding getting back to routines, expectations
- Considerations about what grade 9 day will look like

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Video/other information about how secondary works (scheduling, exams, work completion) differently than elementary. Visits, tours ahead of September
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes
- Community route to and from school trained by the Orientation and Mobility Specialist
- SEA equipment moved to new school and set up
- Students who are DHH - FM equipment moved to AR room or semester classrooms, teachers trained on use
- SW/Psych to address mental health challenges
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2020-2021 DDSB Special Education Plan

To/From Community Program Including Day Treatment Program (e.g., Grove School)

Without community access to school buildings:
• Ensure consents have been attained for the communication of information between community agencies and DDSB staff
• Consent for intake should be completed for students coming from a community program to allow ISS staff to support the transition
• Ensure all relevant team members are informed and involved in the transition planning (e.g., Grove teacher, community agency staff, psychological services staff, etc.)
• Conversations with previous educators regarding student's needs and learning style, ISS supports involved with student
• Personal connection with family and student (e.g. phone call, email, letter/postcard to student)
• Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
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• Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
• Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes
• Community route to and from school trained by the Orientation and Mobility Specialist

With limited community access to school buildings:
• Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes

SECONDARY TO POST-SECONDARY

Without Community Access to School Buildings:
• Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes
• Community route to and from school trained by the Orientation and Mobility Specialist

With Limited Community Access to School Buildings:
• Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes
• Community route to and from school trained by the Orientation and Mobility Specialist
SCHOOL TO COMMUNITY
For students transitioning to community based programs, school teams are encouraged to communicate with student, family and community program team on a regular basis regarding transition supports and strategies.

SCHOOL TO WORK – IN PREPARATION FOR POTENTIAL ON-SITE WORK EDUCATION NEXT YEAR
Note: Not all existing work placements may be available, and all will need to be vetted for their health and safety measures in place. The Work Education team will be working with community employers on safety measures for students with a foundation of adherence to local health department protocols and expectations.

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:
• Students who are blind/visually impaired require a worksite yard and entry door visit with limited people around prior to beginning, for orientation and safety purposes
• Community route to and from worksite trained by the Orientation and Mobility Specialist
• Students who are accessing work education experiences typically take public transit to/from the work site; any health and safety measures in place for public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation
• Student work placements will need to be explored for health and safety protocols in place at the worksite; identify any PPE that may be required, provide rehearsal opportunities prior to work placement to ensure student is prepared to safely put on/remove any PPE and is well versed in proper hand washing techniques
• Students will also need to understand what social distancing protocols are in place at any work sites and how to follow them (e.g. Lines on the floor, signage, etc.)
• Our DDSB work sites (e.g. Portable Packaging/Falby shredding) will have updated health and safety protocols in place that will need to be reviewed with staff and student participants

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:
• Students who are blind/visually impaired require a worksite, yard and entry visit with limited people around prior to beginning, for orientation and safety purposes
• Community route to and from worksite trained by the Orientation and Mobility Specialist
• In-class vs. Work placement timelines and schedules will need to be adjusted for limited access; currently Mondays are in-class, Tues-Thurdays are at work experience
• Students will need specific training around health and safety protocols for within their work experience placements (e.g. PPE use, hand washing, social distancing, etc.)
• Our DDSB work sites (Portable Packaging/Falby shredding) will need explicit schedules of when open and who is accessing; schedules to be shared with Facilities, Health & Safety and school administration to monitor access and ensure deep cleaning
ADDITIONAL RESOURCES FOR EDUCATORS
The following links are provided to support educators. This list is not exhaustive in considerations but is meant to highlight the tremendous resources available to support considerations and planning.

SUPPORTING TRANSITION PLANNING
- Supporting Transition Planning for Students with Autism

SUPPORTING TRANSITIONS TO ADULTHOOD FOR INDIVIDUALS WITH AUTISM – AUTISM ONTARIO
www.autismontario.com/programs-services/under-18/family-supports/transition-adulthood

TRANSITIONS TO POST SECONDARY PATHWAYS FOR STUDENTS WITH AUTISM – EDUGAINS
www.edugains.ca/resourcesSpecEd/SchoolLeader/ASD/
TransitnIntoPostSecondaryPathwaysforStudentsWithASD_TranslatingResearchIntoPractice.pdf
- Supporting Transition Planning for Students with Developmental Disabilities

TRANSITION PLANNING FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES – SURREY PLACE
- Supporting Transition Planning for Students with Hearing Impairments

CANADIAN HEARING SOCIETY – TRANSITIONS
www.chs.ca/transition-planning

VOICE FOR DEAF AND HARD OF HEARING CHILDREN – EDUCATOR RESOURCES
www.voicefordeafkids.com/
- Supporting Transition Planning for Students with Learning Disabilities

Video Resources
Click here to watch the LD@School webinar, "Transition Planning and Pathways for Students Transitioning to Post-Secondary".

Click here to visit the LDAO website and access a resource entitled, "Transition Planning Resource Guide for Students with Learning Disabilities".

Click here to open the online resource, "Resource Guide for Students with Disabilities: Transition to Post-Secondary Education".
Click here to access the practice-informed summary, “Post-Secondary Transition Planning for Students with LDs”, written by Cindy Perras.

Click here to watch the webinar, “Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind”, presented by Ryan Machete.

Click here to view a video on how grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to grade 9.

Click here to access the Ministry of Education document, “Creating Pathways to Success”, which supports career/transition planning from K - grade 12.

Click here to read a success story about a student with LDs
  - Supporting Transition Planning for Students with Physical Disabilities

EASTER SEALS ONTARIO - TRANSITIONS
services.easterseals.org/family-information-resources/transition-planning/
### Crisis Response:

**Imminent Risk:**
- An Educator identifies a Student in Need of Crisis Response
- Key: Crisis response must be done in a timely manner to ensure student safety and/or support.

**If Suicide Risk or Risk at Threshold of Duty to Report:**
- Educator enacts immediate response based on nature of risk.
  - Amended Suicide Response Protocol
  - Reporting Children & Youth In Need of Protection Procedure
- Educator compiles with Principal/Vice Principal for consideration of additional supports as needed.

**If Traumatic Event:**
- Educator alerts Principal/Vice Principal to situation who then enacts the Amended Response to Traumatic events protocol.
- ISS staff are involved as required and deployed by lead.
- Consideration may be given to activating a Referral to particular service for supports beyond immediate crisis.

### New Referrals to ISS Team During Distance Learning (Spring 2020):

**School Team Identifies a Student In Need of ISS Services, Including Self-Referral**
- Pre-referral consultation must be done with ISS staff assigned to school (non-identifying info) via email/telephone to ensure appropriate direction.
- ISS staff member assesses needs specific to their service model; decision is made for school to proceed with parent/guardian/student referral.

**School Team Seeks Verbal Consent for ISS Services**
- Verbal consent must be documented in the absence of paper Consent for Student Services Forms.

**ISS Staff Derives Informed Consent and Provides Services:**
- Informed Consent for Virtual Services are obtained, as per College and legislative guidelines.
- Goals and services are determined with the student and/or family.
- Virtual services are provided, in accordance with Practice Parameters for Virtual Services.
DDSB Amended Suicide Intervention Guidelines During the COVID-19 School Closures
April 2020

MENTAL HEALTH CONCERNS AND SUICIDAL IDEATION

Suicide behaviours and comments must be taken seriously and responded to immediately.
- You do not need to be an expert to be able to help.
- Do not promise confidentiality; suicidal thoughts or behaviours cannot be kept secret.

Try to stay calm.

If a staff member is alerted to risk of suicide during a Virtual Class:

Are there concerns for the student's immediate physical safety?

YES
A. There is concern for the student’s immediate physical safety.

NO*
B. The student currently is physically safe, but suicidal concerns are present (verbal, written, third-party or via behaviour).

Call 911

Call Student’s Parent/Guardian to Advise them of Crisis Response Resources (see Attached)

Given the virtual format of education, the current/complete DDSB Suicide Intervention Guidelines cannot be followed in these circumstances, since consultation with Professional Services staff cannot be easily done in the moment nor is it the expectation that educators will assess for risk of suicide using the ASIST framework.

Thus, either a call to 911 or to the student’s parents/guardians is necessary. Though some Educators may be ASIST trained, a risk assessment is not advised under these circumstances.

Educators are expected to communicate with their Administrators** and decide upon the completion of a revised Suicide Intervention Response Form, to be forwarded to the Chief of Social Work (see Appendix). Administrators then can follow up to determine outcomes and activate the Amended Traumatic Response Guidelines if needed and seek consultation with their Chiefs of Psychological Services or Social Work.
*Suggested Responses:

“It has come to my attention (e.g. via conversation, text, peer, or otherwise) that your child has expressed thoughts of suicide. I can appreciate that this will be upsetting to you, but I want to make sure that your child is safe. There are resources available to help.”

Decision Point: complete the revised Suicide Intervention Response Form (attached).

**Suggested Responses:

“I called and spoke with [student name] today and became aware that he/she/they is/are experiencing significant distress and expressed thoughts of suicide.”

“Given my concerns, I called 911.”

“Given my concerns, I called [student name]’s parent/guardian and gave them information about crisis lines and crisis response services.”

Decision Point: complete the revised Suicide Intervention Response Form (attached).

Note: if there is concern that the parent is unwilling or unable to obtain mental health support for their child, a call to CAS may be required. Refer to the guidelines on reporting to CAS.

Resources for Families and Youth to Access for Crisis Response

1. Kids Help Phone - 1-800-668-6868
2. Distress Centre Durham 905-430-2522 [www.centrleafeasthealthline.ca](http://www.centrleafeasthealthline.ca)
3. Crisis Intervention Team, Emergency Department – Lakeridge Health Oshawa
4. Local Hospital or Family Doctor
5. 911 if there is an imminent safety risk.
Revised Suicide Intervention Response Form for Use During COVID-19 School Closure

Suicide Intervention Response Form

The following form is to be completed by the staff responsible for identifying a student's risk of suicide during Distance Learning and who has made either a call to 911 or to the student's parents/guardians as necessary.

Student Name: __________________________ Date of Birth: __________
Parent(s)/Guardian(s) Name: __________________________ Contact Number(s): __________
School: __________________________ Grade: __________

Observation/Assessment of Concerns
Summary of Concerns (include what was reported and observed):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Actions Taken (Check those that apply)
☐ Parent / Guardian contacted
☐ Call to 911
☐ Resources provided (please indicate): __________________________
☐ Notified Administrator (required)
☐ Call to local Child Welfare Agency*

*Note: If there are concerns that a parent is unable or unwilling to obtain mental health support for their child, you may need to consider a call to a CAS. Please refer to the guidelines for contacting a CAS.

☐ Administrator Follow Up with caregiver (Date and Outcome):

☐ Administrator Follow Up with teacher regarding outcome (Date):

Resources for Families and Youth to Access for Crisis Response Include

1. Kids Help Phone - 1-800-668-6868
2. Distress Centre Durham 905-436-2522 (www.centraleastwealthline.ca)
3. Durham Region Crisis Response: 905-668-0483 or 1-800-742-1890
4. Crisis Intervention Team, Emergency Department – Lakeridge Health Oshawa
5. Local Hospital or Family Doctor
6. NOTE: Call 911 if there is an imminent safety risk.

Form Completed by (Name/Position): __________________________________________
Form Sent to Chief of Social Work (date): ______________________________________
Appendix 7

Framework for Supporting Student Mental Health and Well-Being:
Mental health services and supports for students is embedded within the strategic plan, DDSB Mental Health Plan [https://www.ddsb.ca/en/family-and-community-support/mental-health.aspx](https://www.ddsb.ca/en/family-and-community-support/mental-health.aspx). Inclusive Student Services and Safe Schools intersect to support students’ mental health and well-being. Supports and services work from a tiered-model, as espoused by School Mental Health Ontario:

![Diagram](https://via.placeholder.com/150)

Services Provided by Inclusive Student Services:
Inclusive Student Services staff (Psychological Services, Social Work Services) provide consultation, crisis support, and direct services for students who demonstrate emergent (Tier 2) and existent (Tier 3) student needs. Intentional and purposeful assessment of need, direct service support for students and families, and liaison with community partners are key components of the services provided by Inclusive Student Services staff. In addition, Inclusive Student Services staff support the system by way of capacity building and training opportunities so that Education staff can effectively assist students who may be in need of mental health services.

For Secondary School students with mental health needs, Inclusive Student Services supports students via a Level of Service Model. Upon assessment, determination is made to proceed to offering services at a determined level:

| Level One Service | 3-6 sessions of individual, direct service (counselling, therapy); this is best suited for students with emergent mental health concerns and/or situational stresses affecting their ability to cope (e.g., students with Tier 2 needs). |
### Level Two Service

| 7-12+ sessions of individual, direct service (counselling, therapy); this is best suited for students with emergent or existent mental health concerns affecting their ability to cope (e.g., students with Tier 2 or 3 needs). |

### Level Three Service

| Community access to services is required and essential. This is best suited for students with significant mental health needs that require the immediate or ongoing services from community partners, e.g., Psychiatry, Child and Youth Mental Health Services, etc. Tier 2 and Tier 3 students who are supported with Level One or Two Services may shift to this level of service based on assessed need or it may be recommended to be provided in conjunction with school-based services. |

A ‘Level of Service’ model is meant to derive from an initial assessment of student needs, yet maintain a fluidity as driven by data derived from ongoing assessment and intervention (see table on previous page). Clarity on levels of need driving specifics of service delivery allows for greater clarity of commitments and service for all parties including the student, family, school team and clinician.

Based on a pre-referral consultation with high school staff, the decision to proceed to a referral is made jointly. Thereafter, Inclusive Student Services staff initiate an informed consent process, as well as a preliminary assessment of needs; the latter may be determined by student factors as well as practical considerations.

In addition to DDSB professional services, Inclusive Student Services staff liaise with community-based partners to collaboratively meet the mental health needs of students. This may involve case specific dialogue and decision making, as well as more formal agreements, i.e., memorandums of understanding, letters of agreement. Currently, the DDSB partners with local children’s mental health agencies (CHIMO, Kinark, Frontenac) and local health networks (Lakeridge Health-Oshawa, Mental Health and Addiction Nurses); it also has established a pilot project with the Centre for Addiction and Mental Health in securing Psychiatric services for DDSB students who are most at-risk.