



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **STANDING COMMITTEE PUBLIC SESSION**

**Monday, June 3, 2024**

Chair: Deb Oldfield

Vice-Chair: Tracy Brown

Director of Education and Secretary to the Board: Camille Williams-Taylor

Recording Secretary: Gillian Venning

**DATE:** Monday, June 3, 2024

**TIME:** 7:00 p.m.

**LOCATION:** Boardroom

**ATTACHMENTS:** Agenda

**Copies to:**

All Trustees

Director of Education

All Superintendents



# STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD

Monday, June 3, 2024

7:00 p.m.

PAGE

1. Call to Order Verbal
2. Land Acknowledgement Verbal  

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.
3. Declarations of Interest Verbal
4. Motion to Approve Agenda Verbal
5. Director's Update  
(Director of Education Camille Williams-Taylor) Verbal
6. DDSB Presentations
  - (a) Multi-Year Strategic Plan (MYSP) Operational Plan 1-12  
(Director of Education Camille Williams-Taylor,  
Superintendent Georgette Davis, Manager of Research and  
Strategic Analytics Chris Conley)
7. Recommended Actions
  - (a) Approval of the Standing Committee Minutes, May 6, 2024 13-17  
(Trustee Deb Oldfield)
8. Information Items
  - (a) Student Trustee Report Verbal  
(Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju)

(a)	Schools Utilizing Modified School Year Calendar (Associate Director Jim Markovski)	18-27
(b)	2024-2025 Inclusive Student Services/Special Education Plan (Superintendent Andrea McAuley)	28-196
(c)	2023-2024 Teaching and Learning Plan Update (Superintendents Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Stephen Nevills)	197-260
(d)	Quarterly Construction and Major Projects Progress Report (Associate Director David Wright)	261-268

9. Adjournment



## **DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** June 3, 2024

**SUBJECT:** Multi-Year Strategic Plan (MYSP)  
Operational Plan

**PAGE:** 1 of 12

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
DDSB Senior Leadership Team  
Chris Conley, Manager, Research and Strategic Analytics

### **1.0 Purpose**

The purpose of this report is to share the Operational Plan for the Durham District School Board's new Ignite Learning Multi-Year Strategic Plan 2024-2028.

### **2.0 Background**

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

The Durham District School Board's (DDSB) Ignite Learning Multi-Year Strategic Plan (MYSP) for 2024-2028 was presented as a draft for consideration at the January 8, 2024 Standing Committee meeting and was approved at the January 22, 2024 Board meeting. With the MYSP adopted and the Priorities and Objectives established, Operational Planning commenced through a series of working sessions and reviews for alignment.

### **Guiding Principles**

Each point of development and discussion was framed by the three guiding principles:

- We recognize and uphold distinct Indigenous Rights
- We affirm and uphold Human Rights
- We care about and strive to Know Each Other

Throughout the discussions and development of the operational plan, the working groups ensured that the MYSP community consultation and the voices of students, staff and families were honoured. Central to this was aligning each component of the Operational Plan to the three MYSP priorities and objectives.



## Provincial Priorities

The Ministry of Education’s 2023 memo on the “Implementation of Priority Reforms to support the Better Schools and Student Outcomes Act”, outlines the following three priorities for all school board Multi-Year Strategic Plans:

- Achievement of learning outcomes in core academic skills
- Preparation of students for future success
- Student engagement and well-being.

## DDSB Strategic Priorities and Objectives

The DDSB’s Strategic Priorities and Objectives align to provincial priorities but importantly reflect the voices of DDSB students, staff, families and community.

- Meaningful Learning
  - Provide high quality teaching and learning for every student and staff member.
  - Center students and match educational experiences to their interests and goals to prepare them for a changing world.
  - Recognize and support staff as professionals and collaborators.
- Connected Communities
  - Engage students, families, staff and community members as valued contributors to our growing community.
  - Build trust and a shared purpose through listening, communication, and action.
  - Foster opportunities to meet, learn from and inspire each other.

- Well-Being
  - Create safe, caring, and respectful environments where people can thrive.
  - Support the physical and mental health of students and staff.
  - Honour every individual's identity and inherent dignity.

**Figure 1: MYSP Operational Plan Timeline**



### Operational Plan Development: 2024-2025

The new Strategic Plan has informed the ongoing work of staff for 2023-2024. Now that the Strategic Plan is fully developed and approved by the Board of Trustees, the senior team has undertaken a process to develop a detailed operational plan that has informed the remainder of the 2023-2024 school year and the upcoming 2024-2025 school year.

The Operational Plan is iterative and emergent in nature and will be updated on an annual basis using the feedback and input garnered from student, staff and community consultation and engagement.



- February 15 and 20, 2024, establishing draft Indicators of Success
- February 23-27, 2024, working sessions for consolidation of Draft Indicators of Success
- February 28, 2024, working sessions for refinement of Indicators of Success
- March 15, 2024, review and refinement of Indicators of Success with the Director
- March 18, 2024, finalize Indicators of Success with Executive and Administrative Council
- March 22 and 28, 2024, Action Planning sessions
- March 22 to April 8, 2024, Action Planning sessions for departmental teams
- April 16, 2024, review and finalize Operational Plan with Administrative Council and Executive Council
- May 7, 2024, finalize Actions and draft a Cadence of Accountability with Superintendents
- May 14, 2024, finalize Actions and draft a Cadence of Accountability with Superintendents
- May 15, 2024, finalize Actions and draft a Cadence of Accountability with Superintendents
- May 16, 2024, review the draft Cadence of Accountability with Superintendents
- June 3, 2024, present Operational Plan update to Board of Trustees

### 3.0 **Analysis**

The following tables present the Indicators of Success and associated Actions for the 2024-2025 Operational Plan. Every part of the organization is reflected in this plan signaling that every department is committed to the Strategic Priorities, Objectives and the Operational Plan. As the senior team continues to monitor implementation and impact, the Operational Plan will be updated on an annual basis to ensure that it is responsive to student, community and staff feedback and needs.

## Ignite Learning Priority: 2024-2025 Operational Plan - Year 1



### Objectives

- Provide high quality teaching and learning for every student and staff member.
- Centering students and matching their educational experiences to their interests and goals to prepare them for a changing world.
- Recognizing and supporting staff as professionals and collaborators.

**Indicators of Success:** The impact we want to have.

- All students will reach key DDSB milestones on their unique pathways to individual success.

### Actions:

1. Co-create a continuum of milestones inclusive of Literacy, Numeracy, essential skills and competencies for real-life application with structures to monitor consistent improvement.  
**Lead:** Superintendents Elmhurst (Elementary Curriculum), Nevills (Secondary Curriculum) and Hamid (Math Curriculum)
2. Create a Professional Development model that informs instruction and improves achievement.  
**Lead:** Associate Director Markovski (Equitable Education)
3. Engage in collaborative analysis of data and student work to ensure precise instruction so that all students are successful.  
**Lead:** Superintendent Hamid (Math Curriculum)

- All students will experience relevant and practical learning that reflects their identity, interests, and unique gifts.

### Actions:

1. All educators engage in learning about UDL and how to begin/continue to implement UDL practices in their classrooms to reflect student

identity, interests and unique gifts.

**Lead:** Superintendent Nevills (Teaching and Learning)

2. Create Grade 7-9 learning opportunities for educators to collaborate to ensure successful student transitions to high school.

**Lead:** Superintendent Elmhurst (Elementary Curriculum)

3. Use student-centred data to determine and inform how best to communicate information such as course offerings and experiential learning.

**Lead:** Communications

- All staff will feel supported and valued as they participate in ongoing professional learning while making connections in their work and actively contributing to improving student experiences and success.

#### **Actions:**

1. Engage staff feedback on professional learning to develop continuous and relevant learning opportunities.

**Lead:** Superintendent Davis (Innovative Education)

2. Build learning communities that reflect and include all staff roles and responsibilities to honor their individual gifts.

**Lead:** Superintendent Davis (Innovative Education)

3. Review Teaching and Learning Policies and Procedures in partnership with educators to address barriers and inform consistent classroom practices.

**Lead:** Superintendents Elmhurst (Elementary Curriculum), Nevills (Secondary Curriculum) and Hamid (Math Curriculum)

### **Ignite Connection Priority:** 2024-2025 Operational Plan - Year 1



#### **Objectives**

- Engaging students, families, staff, and community members as valued contributors to our growing community.

- Building trust and a shared purpose through listening, communication and action.
- Fostering opportunities to meet, learn from and inspire each other.

**Indicators of Success:** The impact we want to have.

- Strengthened partnerships and community ties, fostering engagement and relationships rooted in trust, transparency, empathy, and respect for diversity, with a particular focus on Indigenous communities and equity-deserving groups.

**Actions:**

1. Organize a series of community-based affinity group listening circles and other opportunities to understand community experiences and strengthen community relationships.  
**Lead:** Superintendent Thompson (Family and Community Engagement)
  2. Review community service partnerships supporting students with specialized learning and or mental health needs to expand new partnerships and improve student support.  
**Lead:** Superintendent McAuley (Inclusive Student Services)
  3. Review school and community partnerships to identify service gaps and opportunities for further collaboration.  
**Lead:** Superintendent Thompson (Family and Community Engagement)
  4. Improve equitable access and opportunities for community partners by examining Community Use of School data and addressing the barriers that are identified.  
**Lead:** Associate Director Wright (Facilities, Finance, and Business Services)
- Improved connections between home and school, fostering communication, engagement, and relationships grounded in trust, transparency, empathy, and appreciation for diversity.

**Actions:**

1. Use the results of the Communication Audit to improve internal communication with staff, students and families and external communication with community.  
**Lead:** Communications



2. Expand student representation and engage students to amplify experiences through the Director's Student Advisory Committee (DSAC).

**Lead:** Communications

- Enhanced community consultation practices and processes aimed at identifying obstacles and guiding DDSB policies and procedures to effectively address them.

**Actions:**

1. Review and refine the Indigenous Education Advisory Circle (IEAC) Terms of Reference and create an Indigenous Consultation and Engagement Framework with IEAC to strengthen relationships with Indigenous communities.

**Lead:** Superintendent Robinson (Indigenous Education)

2. Enable a consistent expectation and practice for consultations with internal and external partners by establishing a Consultation and Engagement Framework.

**Lead:** Communications, and Research and Strategic Analytics

3. Improve access to policies and procedures so that they can be found and understood by the public.

**Lead:** Policy Analyst

## Ignite Well-Being Priority: 2024-2025 Operational Plan - Year 1



### Objectives

- Creating safe, caring and respectful environments where people can thrive.
- Supporting the physical and mental health of students and staff.
- Honouring every individual's identity and inherent dignity.

**Indicators of Success:** The impact we want to have.

- Improved student well-being in a safe and affirming learning environment where each student feels a sense of connection, belonging, and community.



**Actions:**

1. Implementation of the current Mental Health and Well-Being Strategy.  
**Leads:** Superintendents McAuley (Inclusive Student Services) and Bowman (Positive School Climate)
  2. Organize a series of student affinity groups (BSAs, ISAs, GSAs, Students with Special Learning Needs) listening circles to develop a shared understanding of what belonging and a sense of community means to students and develop staff capacity to support and honour this.  
**Leads:** Superintendents Bowman (Positive School Climate) and Lazarus (Anti-Oppression)
- Improved staff well-being in a safe and affirming working environment where each staff member feels a sense of connection, belonging, and community.

**Actions:**

1. Consultation and Development of the next 3 year DDSB Mental Health and Well-Being Action plan (for staff).  
**Leads:** Superintendents Mundy (People and Culture) and Bowman (Positive School Climate)
  2. Identify and share proactive, responsive, and ethical leadership practices to improve the sense of connection, belonging and community for all staff.  
**Lead:** Superintendent Mundy (People and Culture)
- Improved relationships between and among educators and students built on high expectations where each other's dignity, identities and lived experiences are valued and honoured.

**Actions:**

1. Provide professional learning in response to priorities and gaps identified through student, staff and community feedback to develop and strengthen relationships between and among educators and students.  
**Lead:** Superintendent Davis (Innovative Education)
2. Develop staff knowledge, understanding and expectation for use of practices with an intentional focus on relationship building in the classroom and the school to support student and staff belonging, connectedness and well-being.  
**Lead:** Superintendent Bowman (Positive School Climate)

3. Expand staff knowledge and practices to advance Universal Design for Learning and Leading.

**Lead:** Superintendent Davis (Innovative Education)

#### **4.0 Financial Implications**

The Multi-Year Strategic Plan provides a key framework for determining financial priorities and the allocation of resources.

#### **5.0 Evidence of Impact**

##### **Strategic Accountability**

Change is iterative and ongoing; it is not a linear process. As such, we will engage in multiple ways of gathering information to demonstrate implementation as well as impact. As we work towards the MYSP Priorities and Objectives, the Indicators of Success will assist us in marking our progress. With the support of the Research and Strategic Analytics Department, a variety of data will be used to measure the ultimate impact of our work including but not limited to:

- achievement and well-being data,
- student and community narratives,
- student staff and community surveys,
- stories of student, staff and community experience,
- observations,
- conversations.

To ensure effective implementation of the Operational Plan, staff will also monitor each action to reflect on how it has been implemented and if it had the desired effect. Research suggests that effective change in education will take three to five years of sustained focus and includes monitoring implementation as a critical element of this process (John Mayne, 2015).

As we cyclically and continuously collect the stories that demonstrate our impact, we will continue to engage on a regular basis with (including but not limited to) Trustees, System Leaders, Departments, Family of Schools, School Councils, Students, Families, and participants in our Learning Circle. We are developing a cadence of accountability around the operational plan. We will be exploring the questions and experiences that inform implementation and reporting:

- What did we do?
- How well did we do it?

- Did our actions change staff practice, attitudes and/or beliefs?
- Now what?
- What did we learn and what does this mean for our next steps?

## 6.0 Communication Plan

Staff will engage students, staff, and community through a variety of approaches to hear feedback and input as the Operational Plan is being implemented, and to inform the Operational Plan as it is updated on an annual basis. The Operational Plan will be shared with the system in the leadup to the 2024-25 school year.

Sharing progress on the strategic plan and operational plan is intended to take place in a responsive and generative way that engages with students, staff, trustees, and the community, telling the story of what we are collectively accomplishing. Approaches may include highlights and updates to the community through a variety of approaches. This sharing will continue to be an iterative process that is responsive to engagement and feedback as the strategic plan unfolds. As we engage in gathering this feedback through ongoing conversations, observations and products, we can expect to see and learn new ways to communicate these stories and the work we are doing together.

Staff will also provide trustees with updates according to the following schedule:

<b>Year 1 - 2024-2025</b>	<b>Year 2 - 2025-2026</b>	<b>Year 3 - 2026-2027</b>	<b>Year 4 - 2027-2028</b>
September, 2024 - Launch of first annual Operational Plan for 2024-2025	September, 2025 - Operational Plan for 2025-2026	September, 2026 - Operational Plan for 2026-2027	September, 2027 - Operational Plan for 2027-2028
Ongoing updates to create coherence and alignment and foster accountability: <ul style="list-style-type: none"> <li>• System Leaders</li> <li>• Trustees</li> <li>• FOS</li> <li>• Department Meetings</li> <li>• Students</li> <li>• Families/ Caregivers</li> </ul>	Ongoing updates to create coherence and alignment and foster accountability: <ul style="list-style-type: none"> <li>• System Leaders</li> <li>• Trustees</li> <li>• FOS</li> <li>• Department Meetings</li> <li>• Students</li> <li>• Families/ Caregivers</li> </ul>	Ongoing updates to create coherence and alignment and foster accountability: <ul style="list-style-type: none"> <li>• System Leaders</li> <li>• Trustees</li> <li>• FOS</li> <li>• Department Meetings</li> <li>• Students</li> <li>• Families/ Caregivers</li> </ul>	Ongoing updates to create coherence and alignment and foster accountability: <ul style="list-style-type: none"> <li>• System Leaders</li> <li>• Trustees</li> <li>• FOS</li> <li>• Department Meetings</li> <li>• Students</li> <li>• Families/ Caregivers</li> </ul>

June, 2025 - Year - End Update	June, 2026 - Year - End Update	June, 2027 - Year - End Update	Taking stock of MYSP impact and emerging consultations for the development of the next plan.  June, 2028 - Year - End Update
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## 7.0 Conclusion and/or Recommendations

This report is provided for information to the Board of Trustees.

### Reference

Mayne J. (2015). Useful theory of change models. *The Canadian Journal of Program Evaluation*, 30(2), 119–142.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board

## **Report of the Durham District School Board Standing Committee Public Session May 6, 2024**

A meeting of the Standing Committee of the Durham District School Board was held on this date.

### **1. Call to Order:**

The Chair of Standing Committee, Deb Oldfield called the meeting to order at 7:06 p.m.

Roll Call: Chair Deb Oldfield

Members Present: Trustees Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Stephen Linton (virtual, left at 7:18 p.m.), Kelly Miller, Carolyn Morton, Christine Thatcher, Student Trustees Ben Cameron (virtual), Neha Kasoju, Kayla Hoare

Regrets: Trustees Michelle Arseneault, Shailene Panylo, Jill Thompson

Officials Present: Director of Education Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

### **2. Land Acknowledgement**

Chair Deb Oldfield gave the Land Acknowledgment: The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

### **3. Declarations of Interest**

There were no declarations of interest at this time.

### **4. Motion to Approve the Agenda**

2024:SC13

MOVED by Trustee Donna Edwards

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations

(a) DDSB Accessibility Plan Annual Update

Superintendent's Heather Mundy and Andrea McAuley introduced staff Lisa Coppins and Michelle Crawford-Eade who provided Trustees with information on the annual update of the Durham District School Board Multi-Year Accessibility Plan.

Trustee questions were answered.

(b) Supporting 2SLGBTQIA+ Identities

Superintendent Margaret Lazarus introduced staff Sean McCormack, Craig Bonikowsky, Stephanie Jerva, James Klodnicki, Christine Mackey, Tara Sarre and Kokhulani Yasodaran who provided Trustees with an overview of the work that is happening in schools and the system to support students and staff to dismantle oppressive practices that create barriers in teaching and learning practices.

Trustee questions were answered.

6. Director's Update

Director Camille Williams-Taylor provided trustees with the following update:

Yesterday, May 5 was known as Red Dress Day, the National Day of Awareness for Missing and Murdered Indigenous Women and Girls. Red Dress Day is meant to remind us of the members of our community who were taken from us too soon and to reinforce the need for action.

Friday, May 17 is the International Day Against Homophobia, Biphobia, and Transphobia. The day aims to raise awareness of 2SLGBTQIA+ rights violations and the work needed to combat the ongoing violence and hate perpetuated against those with diverse sexual orientations, gender identities, gender expressions and sex characteristics.

The theme for this year's international celebration is "No One Left Behind: Equality, Freedom and Justice for All". Staff across the District are being encouraged to take time to reflect on the theme and to resolve how each individual can affirm the dignity and care of those with 2SLGBTQIA+ identities. Gay-Straight Alliances in our schools will also be involved with student-initiated projects to mark the importance of the event.

All Durham District School Board (DDSB) sites will raise the Progress Pride Flag on May 17 and will keep it raised throughout the month of June to acknowledge that June is Pride Month.

Standing Committee Meeting Minutes  
May 6, 2024

On April 23 and 30, along with trustees and members of the senior team, it was my distinct pleasure to attend The Cypher: Black Male Empowerment and Empower Her student conferences. This year, the Cypher provided Black male students in Grades 7 to 10 an opportunity to connect and network with peers, community organizations and an incredible cross-section of Black male role models, with the goal of empowering students with the key message that they are powerful beyond measure. In its third year in 2024, Empower Her brought together Black female students in Grades 6 to 8 for a day of elevation, inspiration and amplification of the voices of future leaders where students engaged with influential Black female leaders. On behalf of the senior team, I sincerely thank all the staff who helped with the planning and execution of these meaningful events.

On April 26, the Ministry of Education announced a \$745M province-wide increase in Core Education Funding for the coming school year, formerly known as the Grants for Students Needs. It is intended to support improved student experiences and outcomes across the province.

On April 28, the Ministry announced new steps being taken for the coming school year related to reducing the impact of cellphone and social media distractions in the classroom. The letter to families and parents from the Minister has been posted on our website.

On May 1, the Ministry announced the launch of a new accelerated stream of the Ontario Youth Apprenticeship Program, called Focused Apprenticeship Skills Training. The new program will be known as OYAP-FAST and will begin in the 2025-2026 school year for students in Grades 11 and 12 in all 144 recognized trades in the province.

More information about these announcements and their impact across the DDSB will be shared as it becomes available.

Each year, schools across Ontario mark the first full week of May as Children's Mental Health Week. This important week is about increasing awareness of child and youth mental health, decreasing stigma, and helping all students understand that supports are available. Children's Mental Health Week is also an opportunity for us to acknowledge and reinforce the efforts underway at our schools that enhance well-being and promote positive mental health. Tomorrow, Student Senate and the Inclusive Student Services Department will host the Creating Harmony: Uniting to Promote Our Mental Health and Well-Being Conference for secondary students. Topics include navigating stress, relationships, and mental health supports.

Starting today through to Friday, school districts across the province are recognizing Education Week. At DDSB we are committed to showcasing student achievements through a variety of events and activities aimed at celebrating student success and fostering a culture of lifelong learning, including encouraging educators to incorporate themed lesson plans and activities into their classroom instruction. Education Week serves as a platform to instill a passion for learning and empower students to succeed in school and beyond.

## Standing Committee Meeting Minutes

May 6, 2024

### 7. Recommended Actions

#### (a) Approval of the Standing Committee Minutes, April 2, 2024

Trustee Deb Oldfield presented the minutes from the April 2, 2024 Standing Committee Meeting.

2024:SC14

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES NOW APPROVE THE MINUTES OF THE APRIL 2, 2024 STANDING COMMITTEE MEETING.

CARRIED

### 8. Information Items

#### (a) Student Trustee Report

Student Trustees Neha Kasoju and Kayla Hoare visited O'Neill CVI, Henry Street HS, and Sinclair SS on April 29. During the visits, they participated in student council meetings, engaged in empowering discussions with students and staff, and gained valuable insights into each of their unique school climates.

Also on April 29, Trustee Ben Cameron went on a school visit to Ajax HS where he had a wonderful experience and attended the student council meeting.

On May 6, Student Trustees Kasoju and Hoare continued their school visits at Maxwell Heights SS and Pickering HS, where they had a fantastic experience and are eager to bring back the knowledge to the Student Senate.

The Senate has been working on a new initiative "Operation Opportunities", a database of volunteer extracurriculars, scholarships, jobs, clubs, coops, to help students discover their passions and build a prosperous future.

Student Trustees hope to publish "Operation Opportunities" on the DDSB website before the end of this school year. You can stay updated by following the Student Senates Instagram page (@ddsbstudentsenate) for upcoming posts regarding this initiative.

Student Trustees are thrilled to announce a partnership with O'Neill CVI on their upcoming Menstrual Equity Drive taking place from May 13 to 17 and will be actively assisting in the promotion and donations efforts. Donations are encouraged and appreciated!

The Student Senate Equity, Diversity, and Inclusion group have developed a student resource board that will be posted in every secondary school within the DDSB. This resource board will provide students with valuable information on various topics such as volunteering opportunities, financial support, mental health services, and more.



Standing Committee Meeting Minutes  
May 6, 2024

Senator elections are currently taking place in secondary schools. Students have the opportunity to elect up to three Senators for the upcoming school year. We are incredibly proud of the progress the Student Senate has made so far, and are excited to report back on the upcoming events that they have planned.

(b) OPSBA Update

Trustee Donna Edwards provided trustees with an overview and the highlights OPSBA that was held on April 26 and 27, 2024 in Toronto. At the next Board meeting there will be an opportunity to discuss OPSBA's feedback on DDSB's recently adopted policy resolution to OPSBA for consideration at its annual general meeting.

Trustee Kelly Miller provided a summary of OPSBA's annual Labour Relations and Human Resources Symposium.

Trustee questions were answered.

9. Correspondence

The following was shared with trustees for information:

(a) DDSB Correspondence to the Minister of Education

10. Adjournment

2024:SC15

MOVED by Trustee Deb Oldfield

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:45 p.m.

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Chair

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Secretary



## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 3, 2024

**SUBJECT:** Schools Utilizing Modified School Year Calendar **PAGE:** 1 of 10

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Jim Markovski, Associate Director, Equitable Education  
 David Wright, Associate Director, Corporate Services

### 1.0 Purpose

Questions/concerns have been brought forward from the community regarding the impact of a modified calendar on secondary school students. This report provides an overview of the current student achievement data, and the related benefits and drawbacks.

The purpose of this report is to provide the Board of Trustees with information regarding the five Durham District School Board (DDSB) schools utilizing a modified school year calendar.

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

### 2.0 Background

Starting in the 1980s and 1990s, schools in North America began to experiment with different versions of school calendars to determine whether year-round schooling would improve student achievement. Early research results for modified school year calendars indicated that there were a number of potentially promising benefits, including but not limited to, improved student achievement. Studies and anecdotal reporting suggested a wide range of potential advantages. These included the following:

- i) Improved student achievement.
- ii) Improved student attendance.
- iii) Reduction in student discipline issues including suspensions.
- iv) Enhanced transitions from elementary to secondary school.
- v) Improved student engagement.
- vi) Increased extra-curricular participation.
- vii) Enhanced parental and community involvement.

The rationale for the positive changes indicated that the interval between Thanksgiving and the winter break was too long of a period for students to maintain focus without a break. The November Break was intended to provide time away for students during the fall season. Year-round schooling has the added advantage of reducing “learning loss” during a two-month summer vacation. Year-round schooling, however, is not the same as the early start/November Break modified school year calendar currently utilized at the three secondary schools under discussion, Brock H.S, Henry Street H.S. and Maxwell Heights S.S.. The two elementary schools, C.E. Broughton P.S. and Winchester P.S. which run for eleven months, including multiple breaks throughout that schedule, are closest to providing a year-round calendar.

The November Break was presented as an ideal time for senior students to visit college and university campuses prior to submitting post-secondary applications. Many universities and college campuses open their doors during November to welcome potential students. Similarly, many students would be able to utilize the November Break as an opportunity to complete Independent Study Units prior to the exam preparation period. The timing of this is particularly significant, as Grade 11 marks and Grade 12 early progress marks are referenced by post-secondary institutions when making admissions offers.

Off-season holiday travel during the November period became an important factor for many families. Parents who were not able to travel during the summer months took advantage of off-season travel. Families who may have withdrawn their children from school to travel during regular instructional time, suggested that they would restrict travel plans to the off-peak November Break.

### **DDSB History of Modified School Year Calendars**

In 1991, a presentation was made to the Board outlining the current research taking place on modified school calendars. The Board of Trustees unanimously moved that:

*Staff be directed to identify two modified school year pilot projects; and that staff initiate a process to implement both a multi-track and single-track modified school year pilot project; and that staff report to the board no later than November 30, 1991 on the planned process for the implementation of the pilot programs; and the position of the modified school year project leader be continued subject to annual review.*

Trustees commented that “it was necessary that people understand the academic reasons and rationale for adopting a modified school year and the benefits to the students”.

In January of 1992, the Board approved a description for the Modified School Year Advisory Committee and included this as an appendix to the Board Bylaws. The Board agreed to install air conditioning in the pilot school as schools would be open during the summer months. The Board also approved transportation of students who had opted out of a modified school year pilot project. Five schools were identified as potential sites for a

pilot project: Highbush PS, Coronation PS, Athabasca PS, R.A. Hutchison PS, and West Lynde PS. After an in-depth consultation process, each of the five school communities declined the opportunity to proceed with a pilot project.

In February 1993, the issue of a Modified School Year calendar was raised once more. Trustees voted in favour of the following motion:

*That the Durham Board of Education develop a single and multi-track calendar model for use in possible pilot schools and for Ministry of Education approval.*

Discussion took place considering the modified school year, multi-track strand as a possible solution to facility needs resulting from current enrolment and projected growth.

In December 1995, Trustees elected a Chairperson for the Modified School Year Advisory Committee. In addition, it was agreed that the new unnamed Anderson P.S. participate in the modified school year and that a modified school year calendar for this school be sent to the Ministry of Education for approval.

In January 1997, Trustees elected a new Chairperson for the Modified School Year Advisory Committee.

In January 1999, Trustees expressed the following:

*...what the board is doing now is taking initiative to accommodate the modified school year. If this is not done now, look at the additional cost to renovate in the future.*

The following motion was passed:

*That a committee be struck for each new school or renovated school to explore and investigate the option of a modified school year program with a report to the Board with timelines to allow appropriate planning; the representative committee would include local trustee(s), school councils, parents, staff and would be initiated by the superintendent for the area.*

In February 1999, C.E. Broughton P.S. was proposed as a pilot school for a modified school year calendar for the school year 1999-2000. Recently opened in 1996, the school had a regular school year boundary. When the school became involved in the pilot project for a modified school year, a second boundary was defined, with no transportation provided. This allowed Durham families to select C.E. Broughton P.S. as a destination school without incurring additional costs to the Board. C.E. Broughton P.S. continues to offer two school calendar options for parents. Declining enrolment in the modified calendar stream triggered a report to the Standing Committee meeting in November 2019

recommending the collapse of the modified school year at that school. Small class sizes have made it extremely difficult to staff the school utilizing our staffing formula and have necessitated the need for additional staffing.

In February 2000, Winchester P.S. was approved to implement a modified school year calendar beginning August 2000.

In February 2005, Brock H.S. was granted permission to initiate a pilot project for the 2005-2006 school year utilizing a modified school year calendar.

In September 2008, administrators from Brock H.S. and Henry Street H.S. requested that the modified school year calendar no longer be considered a pilot project and that it continue longer-term. Their presentation maintained, in part:

*The modified year improves school climate and culture and improves attendance and behaviour. The most significant benefit is the transition from Grade 8 to 9 as it relates to communication with parents, an uninterrupted month of September, positive school climate, encouragement to participate in extracurricular activities, and improved student engagement.*

Following this presentation, trustees recommended that the modified school year calendar be considered as a standard practice and that the item be referred to staff for consideration.

In 2011, Maxwell Heights S.S. was granted permission to adopt a modified school year calendar prior to the initial opening. Staff were polled during the hiring process and a committee was struck to determine community support.

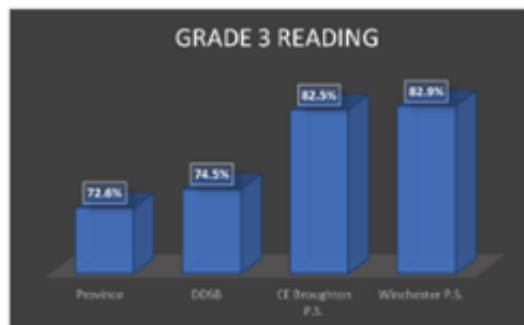
Submissions to the Ministry of Education for school calendars typically take place in February after consultation with employee groups, School Community Councils, and other stakeholder groups. To date, two elementary schools and three secondary schools continue to function utilizing a modified school calendar.

### **3.0 Analysis**

#### **Student Achievement Data:**

EQAO data points provide easily accessible snapshots of student achievement. The following summaries capture recent EQAO data from the schools utilizing a modified school year calendar with comparable data points for Board and Provincial results.

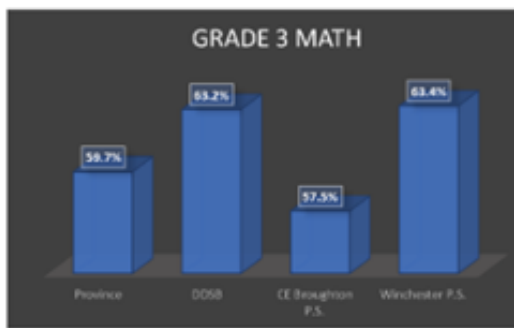
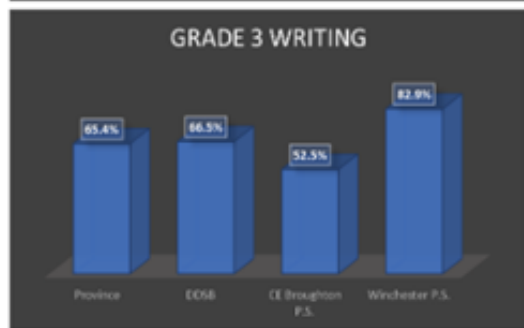
## Primary EQAO Results for Elementary Modified Schools 2022-2023



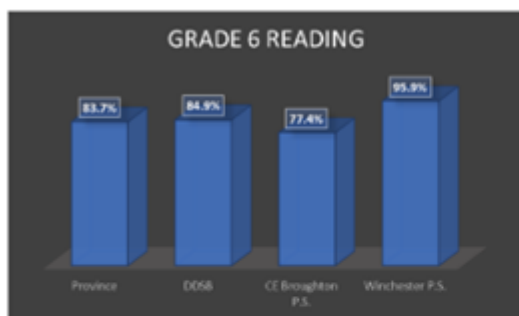
**Reading:** Both modified schools have a **higher** percentage of students at provincial standard than either the DDSB or the Province.

**Writing:** Winchester P.S. has a **higher** percentage of students and CE Broughton P.S. has a **lower** percentage of students at provincial standard than the DDSB or the Province.

**Math:** Winchester P.S. has an **equivalent** percentage of students as the DDSB and higher percentage of students than the Province at provincial standard. CE Broughton P.S. had a **lower** percentage of students at the provincial standard than the DDSB or the Province.



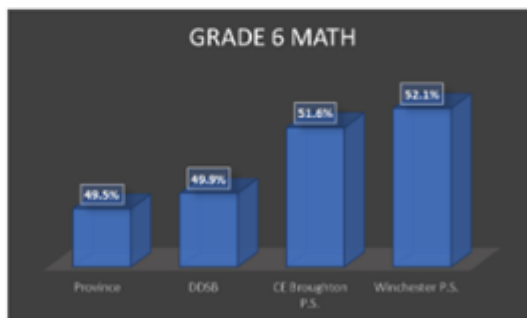
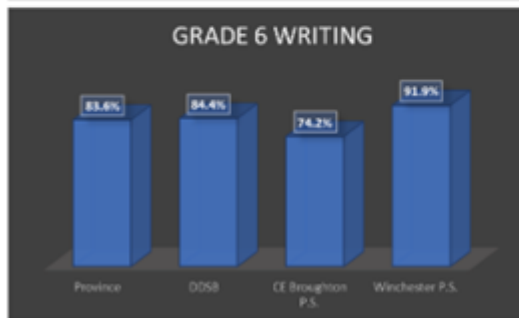
## Junior EQAO Results for Elementary Modified Schools 2022-2023



**Reading:** Winchester P.S. has a **higher** percentage of students and CE Broughton P.S. has a **lower** percentage of students at provincial standard than the DDSB or the province.

**Writing:** Winchester P.S. has a **higher** percentage of students and CE Broughton P.S. has a **lower** percentage of students at provincial standard than the DDSB or the province.

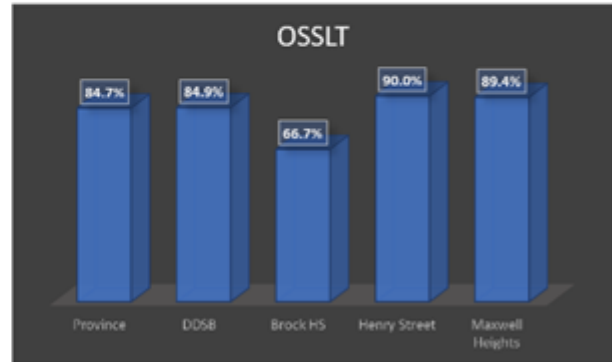
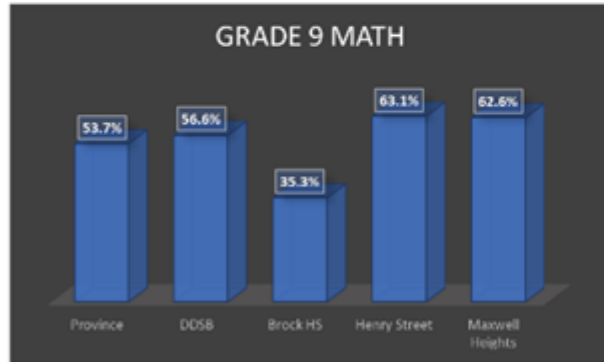
**Math:** Both modified schools have a **higher** percentage of students at provincial standard than either the DDSB or the province.



## Grade 9 EQAO Math and OSSLT for Modified Secondary Schools

2022-2023

On both the Grade 9 Math and Grade 10 OSSLT Assessments, Brock H.S. has a **lower** percentage of students and both Henry Street P.S. and Maxwell Heights P.S. have **higher** percentages of students at provincial standard than the Province and the DDSB.



### Student Attendance Data:

Examining historical data, schools with a modified calendar had a higher percentage of students with more than 5 days absent. This trend is not as apparent in the 2022-2023 and 2023-2024 school years.

## Historical Attendance for Secondary Schools on a Modified School Calendar

In this historical summary, schools with a modified school calendar have a **higher percentage** of students with more than 5 days absent. This trend is not as apparent in the 2022-2023 and 2023-2024 school years.

\*Data was collected up to May 13th 2024

% Students With Greater Than 5 Days Absent										
20.5 classes absent (>5 days)	Reg Schools Only	Modified Schools Only	Maxwell Heights	Brock	Henry Street	Anderson	Sinclair	Port Perry	Eastdale	R.S. McLaughlin
2023-2024	78%	80%	72%	91%	80%	71%	80%	87%	79%	80%
2022-2023	85%	85%	82%	91%	86%	82%	84%	94%	85%	84%
2013-2014	82%	90%	91%	89%	89%	88%	88%	97%	92%	91%
2012-2013	81%	86%	85%	91%	84%	83%	82%	94%	87%	80%
2011-2012	88%	91%	90%	95%	91%	91%	90%	96%	93%	89%
2010-2011	89%	94%	94%	97%	91%	90%	92%	96%	95%	90%
2009-2010	89%	93%	93%	97%	91%	92%	90%	95%	95%	92%



## Historical Attendance for Elementary Schools on a Modified School Calendar

In this historical summary, schools with a modified school calendar have a **higher percentage** of students with more than 5 days absent.

\*Data was collected up to May 13th 2024

% Students With Greater Than 5 Days Absent				
School Year	Reg Schools Only	Modified Schools Only	C.E. Broughton P.S.	Winchester P.S.
2023-2024	78%	81%	78%	84%
2022-2023	87%	88%	85%	91%
2021-2022	84%	89%	85%	92%

Upon reviewing student absenteeism data, it was noted that there is a significant increase in student absenteeism during intervals of time when the modified school year calendar has begun in schools, but the regular school is not yet in session.

### Transportation Expenses:

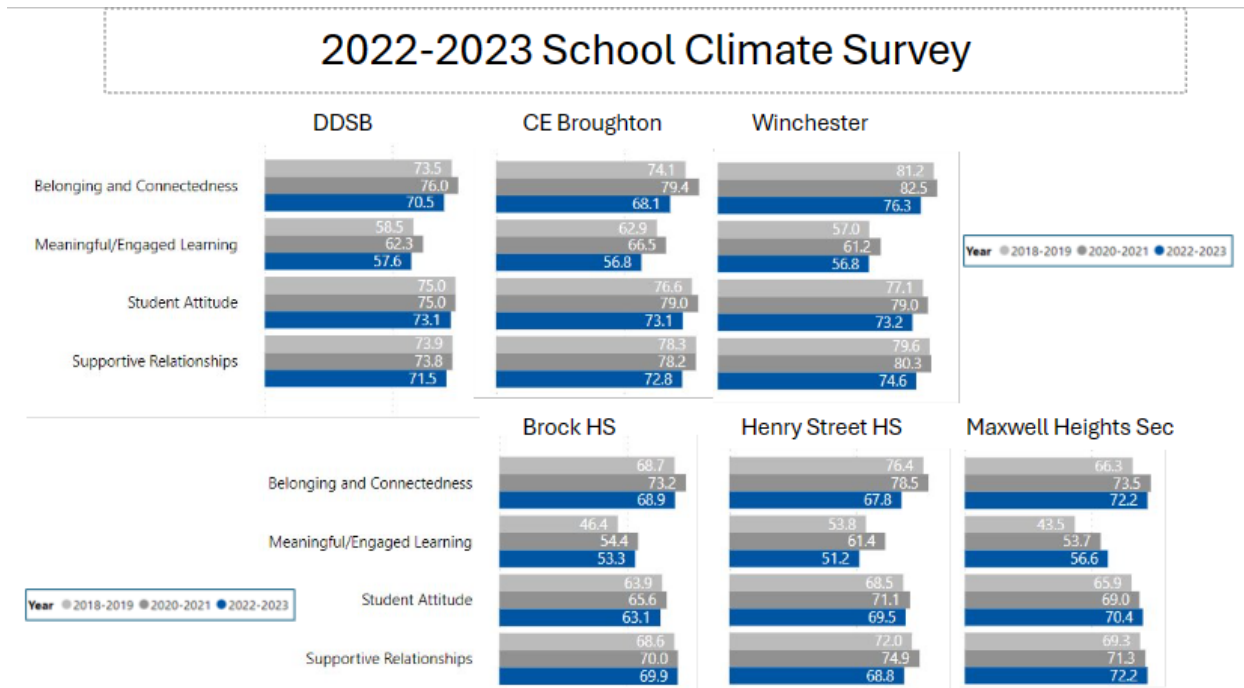
Additional transportation costs incurred for busing during the early-start period for schools with a modified school year calendar during the 2023-2024 school year was \$66,000.

### School Climate Surveys:

School climate surveys for the 2018-2019, 2020-2021, and 2022-2023 school years are captured in the charts below.

Of the two elementary schools, C.E. Broughton performed at or above the DDSB averages in all areas in the 2018-2019 and 2020-2022 years. In 2022-2023, scores for Belonging and Connectedness and Meaningful/Engaged Learning slipped below the DDSB average by 2.4% and 0.8% respectively. Winchester performed above the DDSB average in all categories with the exception of Meaningful/Engaged Learning.

At the secondary level, Brock H.S. results in all areas were consistently lower than the DDSB averages. The results at Henry Street H.S. demonstrate results lower than the DDSB average in nine out of the twelve benchmarks. Belonging and Connectedness for the 2018-2019 and 2020-2021 years exceeded the DDSB average by 2.9% and 2.5%. Supportive Relationships in 2020-2021 exceeded the DDSB average by 1.1%. Maxwell Heights S.S. averages were below the DDSB average in all categories with the exception of Belonging and Connectedness in 2022-2023, where they exceeded the DDSB figure by 1.7%.



There appears to be no correlational connection between the student achievement, climate or attendance data, with regard to the modified calendar structure.

### Student Summer Opportunities:

Some families with children attending Henry Street H.S., Brock H.S., and Maxwell Heights S.S. have questioned the value of the modified school year in those schools given the ways in which students are being disadvantaged for summer employment opportunities. With rising costs for post-secondary education, many families depend upon their students' ability to earn money during the summer months. A significant number of concerns have prompted the need for a comprehensive review of the modified school year.

### Recreational Activities:

As a result of the modified school calendar differing in dates from the regular school calendar, parents have expressed concerns about their children being negatively impacted when their children participate in clubs, athletics, or other recreational activities. For example, calendars may not align over the summer months or when district, regional and provincial tournaments take place.

### Student Resource Teams:

Schools utilizing the modified school calendar engage with students and families prior to the availability of student resource teams. Central staff teams providing mental health supports, inclusion planning, and transitions guidance are only available to schools during

the regular school calendar. Adjusting the work schedules for staff to accommodate students attending modified calendar schools is currently not an option.

### **Staffing Challenges:**

There is no impact to staffing in the secondary schools that have the modified school year calendar as the entire school operates on the modified calendar. There is an impact to staffing at the elementary schools with modified school year calendars as the program runs on a different calendar than the regular track. Additional clerical costs are required to support coverage of the head secretary when the modified calendar and the regular calendar are not in sync. Since the modified program is based upon parent/guardian selection, staffing may be impacted annually by enrolment numbers in the program. Over the last three years, the class sizes in the modified calendar are lower than the regular calendar and are significantly below board class size averages. Teacher assignments are challenging to manage across the two calendars and creative solutions, including additional staffing and/or occasional teacher coverages are required.

## **4.0 Financial Implications**

Schools with modified calendars were initially expected to absorb the additional busing costs out of their budget allocation. Given the increase in transportation costs, this became difficult and the decision was reversed three years ago with additional busing expenses being absorbed centrally.

As a result of instructional time taking place during one full week in August in the three secondary schools, and for the full month of August in the elementary schools, air conditioning is required to be running in those facilities. There is an additional expense to the District for the cost of this service.

The costs of staffing small class sizes at schools utilizing a modified school year calendar creates an additional expense to the system. Additional staffing is in place to ensure appropriate classroom organization in elementary and reasonable course selection pathways for secondary schools.

## **5.0 Conclusion and/or Recommendations**

The DDSB currently facilitates a modified school year calendar for two elementary schools and three secondary schools. The initial impetus for the modified school year calendar was driven by research indicating the potential for improved student achievement, enhanced student engagement, and improved attendance. Current data indicates that there are no statistically significant advantages to student achievement, attendance, or engagement in the five DDSB schools currently utilizing a modified school calendar.

Elementary families elect to have their children attend schools with a modified school calendar and they do this through a registration process. Secondary families in the Brock H.S., Henry St. H.S. and Maxwell Heights S.S. catchments, are not afforded the opportunity to select a calendar option when registering their students.

Because the initial establishment of a modified calendar for these schools was generated by board motion, a board motion will be required to adjust or remove the modified calendar structure for these schools. The path to this decision-making process begins with a motion for staff to conduct a review of the modified calendar structure and bring a report to inform the board's decision. As such, staff recommend initiating a review of the modified school year calendar at the three secondary schools for the 2024-2025 school year. The review will facilitate an opportunity to engage with families in these three school communities to determine their satisfaction with the modified school calendar and whether there is interest in continuing the structure into the 2025-2026 school year. In consideration of adhering to planning timelines, particularly for secondary schools, the matter should be contemplated by the January 2025 Board meeting.

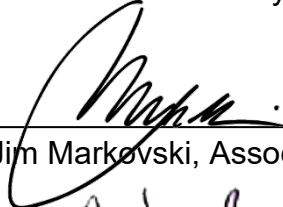
## 6.0 Appendices

Not applicable

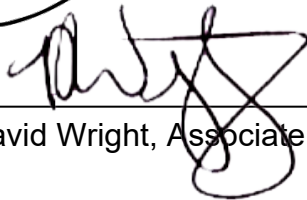
Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary of the Board



Jim Markovski, Associate Director, Equitable Education



David Wright, Associate Director, Corporate Services

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 3, 2024**SUBJECT:** 2024-2025 Inclusive Student Services/  
Special Education Plan**PAGE:** 1 of 4**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary of the Board  
Andrea McAuley, Superintendent of Education**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with the Special Education Plan for the 2024-2025 school year for information. A recommendation for approval of the Special Education Plan will be brought forward during the Board Meeting of June 17, 2024.

**2.0 Background**

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

**Special Education Plan Requirements**

In accordance with [Regulation 306](#), each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Requirements of the Special Education Plan are outlined in the document, [Ontario Ministry of Education Standard for School Boards' Special Education Plans](#)

**Durham District School Board Inclusive Student Services/Special Education Plan**

The [DDSB Inclusive Student Services Special Education Plan](#) (Appendix A) continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee (SEAC) to provide input into the design of programs and services reflected in the plan. The Inclusive Student Services/Special Education Plan (the Plan) continues to be revised annually, exceeding current Ministry requirements.

Our commitment as a district is to center Indigenous rights and human rights. This commitment, reflected in the Plan, is to examine and reconstruct services to remove.

discriminatory barriers and address disproportionate experiences and outcomes. This includes professional learning commitments with a focus on addressing ableism, examination of practices and resources consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures as well as continuing to deepen practices.

The document's title is broader than the scope of the regulation setting requirement for districts to publicly post Special Education Plans. The DDSB Inclusive Student Services/Special Education Plan allows for the title to more accurately reflect the scope of programs and services which support student well-being, mental health and learning while maintaining ease of accessing the document for those searching under the title of Special Education Plan.

Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous inherent rights, human rights, and equity in our planning and facilitation of professional learning are critical foundations to upholding our responsibilities to our students and community. . It is through an examination of our practices that we will ensure that we better serve all learners and support staff; a commitment embedded in the section: Professional Learning (Staff Development Standard) of the Plan. These commitments are reflected in the District's Multi-Year Strategic Plan, 2024-2025 Operational Plan, 2024-2025 Mental Health and Well-Being Action Plan and Inclusive Student Services/Special Education Plan.

### 3.0 **Analysis**

Updates to the DDSB Inclusive Student Services/Special Education Plan for the 2024-2025 school year include the following:

- Information about the launch of [Acadience](#) as the DDSB selected language screener in compliance with the timeline requirements of [Policy/Program Memorandum #168: Reading Instruction and Early Reading Screening](#). This tool supports our commitment to ensuring students' academic success by monitoring their foundational reading skills development;
- Revision to the DDSB Parent/Guardian Guide to IPRC;
- Updates to information about Specialized Equipment Allocation (SEA) funding and Provincial Demonstration Schools; and
- The inclusion of Inclusive Student Services (ISS) Impact Updates to consolidate this form of report back to community within the 2023-2024 school year. This format of communication will continue to be used during the 2024-2025 school year with draft topics to be shared with SEAC for consultation.

There are no significant shifts to DDSB special education programs accessed through Individual, Placement and Review Committee (IPRC) process from this year to next.

We remain committed to 1) learning and program shifts centred in Indigenous rights, human rights, anti-oppression, and anti-discrimination (addressing where system practices are resulting in disproportionate outcomes for students based on identity) and 2) bolstering Universal Design for Learning (UDL) and accommodation within regular class placements as the most inclusive pathway for the majority of students with special education strengths and needs. Annual adjustments to the location and number of programs have been reflected in the total staffing allocations reflected in the Plan.

#### **4.0 Financial Implications**

The funding for the special education and mental health programs and services, outlined in the Plan, are included in the draft Board budget for the 2024-2025 school year. Planning includes funding through Core Education Funding (special education allocation and mental health and well-being allocation) and Student Support Funding committed to for the 2024-2025 school year. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through the Education Finance Committee.

Application-based funding for school boards, such as 'Supporting Students with Disabilities' funding, will continue to be utilized as opportunities become available to seek additional funding to support implementation of initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

#### **5.0 Evidence of Impact**

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from specialized, outcomes-based programs which are further individualized for each student accessing through IPRC placement in special education class.

SEAC conducted a parent/caregiver survey (May/June 2023) focused on communication and opportunities for actioned input into individualized programming for their child(ren), seeking information on strengths and opportunities for improvement. The data was used to inform SEAC actions supporting family engagement (e.g., Fall 2024 Advocacy Event) and consultation to the District on areas important for improvement. The next cycle for the SEAC Parent/Caregiver Survey is May/June 2025.

#### **6.0 Communication Plan**

Once approved, the Inclusive Student Services/Special Education Plan is made available publicly on the District website. A link to the plan will be shared through social media and provided directly to SEAC members.

## 7.0 Conclusion and/or Recommendations

This report is shared for information. The Inclusive Student Services/Special Education Plan and programs for the 2024-2025 school year will be before the trustees for approval at the June 17, 2024, Board meeting at

Once approved the Special Education Plan will be submitted to the Ministry of Education per requirement of [Regulation 306, s. 2 \(3-4\)](#)

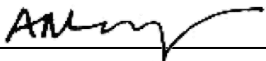
## 8.0 Appendices

Appendix A – [DDSB Inclusive Student Services Special Education Plan](#)

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary of the Board



Andrea McAuley, Superintendent of Education





# Inclusive Student Services

Special Education Plan

2024-2025

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**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****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 consultation process to the Ministry and to the public.

The Durham District School Board (DDSB) values collaboration with students, families, community and education partners. We welcome input into our Inclusive Student Services - Special Education Plan at any time through:

- The Inclusive Student Services Department by emailing [InclusiveEducationFeedback@ddsb.ca](mailto:InclusiveEducationFeedback@ddsb.ca) or by calling 905-666-6371 to connect with a member of the team.
- Local school team(s).
- The DDSB's website [General.Inquiry@ddsb.ca](mailto:General.Inquiry@ddsb.ca) or 905-666-5500.
- The DDSB's [Special Education Advisory Committee](#) (SEAC).

SEAC formally reviews the Inclusive Student Services Special Education Plan annually, and throughout the year as the need arises. SEAC members 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](#).

### Inclusive Student Services in the DDSB

Inclusive Student Services provides support for students, families and school teams on inclusion, accommodation and specialized special education and mental health supports.

Information about Inclusive Student Services in the DDSB can be found online: [Inclusive Student Services](#)

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025**

**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 guiding principles, philosophy and service delivery model for the provision of Special Education programs and services.

### DDSB Commitments to Indigenous and Human Rights

The Durham District School Board (DDSB) recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The DDSB is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, inclusive, accessible and free from all forms of discrimination, oppression and harm.

### Upholding DDSB Commitments

The DDSB has a legal responsibility to provide education to students and to provide safe learning and working environments for all students and staff. The DDSB is committed to upholding students' rights to:

- Meaningfully access educational services without discrimination and to be treated with dignity and respect
- Equitable educational experiences, opportunities, and outcomes
- Inclusive and accessible services, programs and environments

The DDSB recognizes that protecting and upholding Indigenous rights and human rights (including centering dignity and meeting the duty to accommodate under the Ontario Human Rights Code) are necessary to support:

- Students' sense of safety, inclusion, well-being, engagement and belonging
- A culture of care where students are respected, valued and are successful and thrive

The research shows that these are the preconditions for successful learning and set the foundation for positive school climates and well-being for all students.

The DDSB strives to meet its responsibilities through:

- Legislative compliance with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, the Education Act and related legislation and regulations
- Ministry of Education strategies, directives and policy and program memoranda
- DDSB policies and procedures
- Proactive/preventative, inclusive and responsive strategies, initiatives, structures, services, supports and actions

### **An Inclusive School System**

As a district we acknowledge that systemic ableism and other forms of discrimination are deeply embedded within the education system and structures. This discriminates against, disadvantages and causes harm to neurodivergent individuals and individuals with disabilities and other intersecting identities (for example, based on ancestry, race, gender identity, gender expression, sexual orientation, creed/religion, socioeconomic status, etc.). It also contributes to and perpetuates disparities and disproportionate educational access, opportunities, experiences and outcomes.

Our shared commitments and responsibilities to uphold Indigenous and human rights and to centre dignity and respect are essential principles of an inclusive public school system and are necessary to address systemic ableism.

We are working to uncover, name, challenge, disrupt and proactively prevent discriminatory biases, barriers, practices and structures that impede achievement and well-being for all students. Our ongoing work includes actively addressing:

- Intersectional discrimination.
- Stigma and negative attitudes, stereotypes and assumptions based on neurodiversity, different abilities and disabilities (including and not limited to assumptions about functional limitations, low expectations, learning disabilities, differences in behaviours, social interactions, cognitive processing and communication, etc.), and how this affects individual and organizational decision-making affecting students.
- Unique accessibility and other barriers (for example, attitudinal, physical, architectural, information/communications or technological barriers) for students with special education strengths and needs.

An inclusive model of special education is one that actively:

- Promotes well-being through identity-affirming approaches and practices.
- Supports all students so they are inspired to succeed.
- Increases awareness and understanding of the social model (versus medical and functional models) of disability and neurodiversity.
- Identifies, prevents and addresses discriminatory barriers that may affect students' ability to learn and to fully participate in and contribute to society.

As a district, we recognize all students' talents, gifts, abilities and accomplishments. We honour and affirm the unique, intersectional identities and rich lived experiences that each student and their family bring to our classrooms, schools and communities.

The DDSB applies human rights, anti-discrimination, inclusive design, Universal Design for Learning and accessibility principles, approaches and actions in all aspects of its services and learning environments. In classrooms, the DDSB also uses culturally relevant and responsive pedagogy and differentiated instruction, assessment and evaluation to support students in their learning.

Where barriers exist, the DDSB is committed to meeting its legal duty to accommodate to

the point of undue hardship so that students can meaningfully access educational services without discrimination.

The DDSB's [Human Rights, Anti-Discrimination and Anti-Racism Policy](#) and related procedures provide further direction and guidance and set out roles, responsibilities, accountabilities, proactive preventative actions and transparent processes to support these commitments.

All students, including students with different abilities, neurodivergent traits, special education strengths and needs and intersecting identities, are at the centre of all planning.

### **Impact of Programs and Services**

Inclusive Student Services (ISS) Impact Updates are monthly reports to community of various programs, services and supports provided by the DDSB for students. ISS Impact Updates from the 2023-2024 school year have been included as [Appendix A. ISS Impact Updates](#) will continue through the 2024-2025 school year to provide information to reflect the impacts shared by students, families and team members. ISS Impact Updates can be found on [ddsb.ca](#).

### **Special Education Programs**

The DDSB is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services that are responsive to individual identities (including intersecting identities), strengths and needs. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

The DDSB Inclusive Student Services - Special Education Plan has been designed to comply with the [Canadian Charter of Rights and Freedoms](#), the [Ontario Human Rights Code](#), the [Accessibility for Ontarians with Disabilities Act, Education Act](#), and Regulations made under the Act. The DDSB's approach to special education and its special education delivery model are aligned with the Board's Multi-Year Strategic Plan.

Our ongoing commitment is to provide the structures and supports each student needs to nurture their growth and development in programs which respect dignity, maximize participation, and foster integration and independence as defined for each student based on their identity, strengths and needs. We work with parent(s)/guardian(s) and board staff to determine the placement that best addresses barriers and meets the student's individual needs, whether that is in a regular classroom, or for some students, in a special education class.

In March 2018, the Ontario Human Rights Commission (OHRC) released its [Policy on Accessible Education for Students with Disabilities](#).

The principles of accommodation which involve respect for dignity, individualization, integration and full participation are expressed in the Guidelines. As set out in the Education Act and Regulations, the OHRC specifies that each student's needs are unique



and must be considered individually and with confidentiality. The OHRC recommends first considering placement in the regular classroom before considering placement in a special education class. It is the OHRC's position that the duty to accommodate requires a necessity "to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits" (Ontario Human Rights Commission: Policy on Accessible Education for Students with Disabilities).

The DDSB's approach is informed by and aligns with the OHRC's policy. The majority of students with special education strengths and 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 supports students' success. A regular classroom is always an option that parent(s)/guardian(s) 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 (IEP). The regular class is considered the most inclusive of placements.

We place a strong emphasis on the inclusion of our students with special education strengths and needs, upholding human rights and the rights of the child, and 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".

### **Well-Being and Mental Health Supports**

#### **2022-2025 Mental Health and Well-Being Action Plan**

Embedded in the [DDSB Mental Health and Well-Being Action Plan](#) (Appendix X) is our collective commitment to support the everyday mental health and well-being of students and staff, to provide for our students and staff inclusive, identity affirming and responsive, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports.

Examples include the development of a District-wide staff community of practice with a focus on sharing best practices and creating new knowledge to advance our work, the provision of Tier One mental health promotion specifically tailored for support-staff professional development, as well as focused social and emotional learning skills for classroom implementation.

Embedded within the 2024-2025 Mental Health and Well-Being Action Plan are the following core commitments:

- 1) Consultation and development of the next three year (2025-2028) DDSB Mental Health and Well-Being Action Plan.
- 2) Facilitate and action learning from a series of student affinity groups (Black Student Associations, Indigenous Student Circles, Gender and Sexuality Alliances, and Students with Special Learning Needs) listening circles to develop a shared understanding of what belonging and a sense of

community means to students and develop staff skills to support and honour students as unique individuals.

### **Mental Health Supports Across the Tiers**

Thinking in tiers is common in education and is useful when thinking about the continuum of supports available to support student mental health and well-being.

- Tier 1 is the mental health promotion work done by all staff to create the everyday conditions that foster mentally healthy classrooms and schools for all students;
- Tier 2 focuses on early identification and intervention for those students who may need additional support; and
- Tier 3 focuses on more intensive assessment and intervention services.

Many DDSB teams support everyday conditions for well-being (Tier 1) through to services when individual students need a greater level of support (Tier 2 and 3).

Child and Youth Support Workers focus on Tier 1 strategies and the implementation of social emotional learning, positive mental health promotion, prevention and early identification. Speech Language Pathologist in addition to individual student programming supports, help educators shape inclusive classrooms as communication is a key foundation for connection and belonging.

Social Work and Psychological Services Staff provide individual and group-based identity-affirming mental health interventions, school-level consultation, and crisis/traumatic event responses that centre student, caregiver, and community needs.

Teams continue to evolve our service models in support of identity-affirming practices and responsive to where students express support needs. As example, during the 2024-2025 school year, Psychological Services and Social Work staff will continue to provide Black Excellence Made Evident (BEME) and Project AFFIRM (Flier, Appendix X).

AFFIRM is an evidence based coping skills training for 2SLGBTQIA+ and questioning students in grades 9-12 (ages 13-18) and is facilitated by members of the Social Work and Psychological Services teams.

This evidenced based program is designed to:

- Decrease unhelpful thoughts
- Improve well-being
- Gain skills
- Understand stress
- Feel better about self and life
- Foster hope

The Black Excellence Made Evident group is designed to amplify the voices and experiences of Black students, bringing Black identifying youth together in a safe space to:

- Affirm and validate Black student's identities (including intersecting identities)
- Discuss strategies to confront marginalization and anti-Black racism
- Promote positive leadership amongst Black students
- Provide mentorship opportunities and build connection to community

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**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025**

# **ROLES AND RESPONSIBILITIES**

## **SECTION B – Standard 3**

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### **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. All are required to comply with and uphold the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Human Rights Code.

The DDSB has a responsibility to provide a safe environment for all students and staff, ensure Indigenous rights and human rights (including centering dignity and respect and the duty to accommodate) are the foundations of the work and it is the legal responsibility of the DDSB to provide education to students.

#### **Roles and Responsibilities Outlined by the Ministry of 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 parent(s)/guardian(s) with information about special education programs, services and procedures
- establishes one or more Individual Placement and Review Committee 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 Identification, Placement and Review Committee (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

In addition, the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures (including the Human Rights Roles, Responsibilities and Accountabilities Framework) outline additional roles and responsibilities for all DDSB community members to contribute to safe, welcoming, respectful, inclusive, equitable and accessible learning and working environments that are free from all forms of discrimination, oppression and harm.

Our commitments, through every role in Inclusive Student Services (Special Education), have a foundation in optimizing the potential and achievement of every student. A brief summary, including leadership roles, is found here:

<b>CHILD AND YOUTH SUPPORT WORKERS</b>	Child and Youth Support Workers, a role formalized for the 2022-2023 school year, work directly with school staff to implement Tier One Mental Health classroom and small group strategies, educational programming and support professional learning and skills development in the areas of social-emotional learning, and consultation on the goals established on part of the Positive School Climate team. The student centred, classroom based, whole school approach and role of the team, emphasizes an asset based approach to building student and staff strengths which can include social emotional skills, related to life skills, and can also include behaviour skills training, fostering acquisition of new skills and support for building relationships.
<b>CLASSROOM SUPPORT STAFF</b>	Classroom support staff professionals foster inclusion and support student well-being and learning as part of school teams. Roles include: <ul style="list-style-type: none"> <li>• <b>Educational Assistants</b>, working as part of classroom teams, provide learning &amp; well-being supports for students with special education strengths and programming needs.</li> <li>• <b>ASL Interpreters</b> facilitate and/or provide access to communication for students who are Deaf/hard of hearing.</li> <li>• <b>Intervenors</b> facilitate or provide access to communication for students who are Deaf-Blind.</li> <li>• <b>Language Acquisition Support Worker</b> supports students in the early learning of ASL as a primary language.</li> </ul>
<b>MANAGER OF PSYCHOLOGICAL SERVICES</b>	Working with Senior Managers and Clinical Leads, the Manager of Psychological Services co-leads and provides initiatives and ongoing training for staff, while centering commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Manager of Psychological Services also carries out all of the functions and responsibilities of a Clinical Supervisor (consultation, assessment, series, professional learning, crisis response and clinical supervision), and ensures that these are delivered in a professionally responsible manner that promotes student well-being and meets the standards and guidelines of the College of Psychologists of Ontario.
<b>MENTAL HEALTH LEAD</b>	The Mental Health Lead works with system and school leaders to coordinate, develop and implement the Well-Being and Mental Health Action Plan, through a tiered model, in support of students and staff. The Mental Health Lead coordinates and leads board wide initiatives to promote well-being, mental health, reduce stigma and lead focus on increasing knowledge about mental health and well-being.
<b>PSYCHOLOGICAL SERVICES STAFF</b>	The Senior Manager Clinical Lead-Psychologist provides leadership to the Psychological Services team in the provision of service and programming that centres commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. Staff provide five essential functions to support students in the DDSB: assessment, consultation, direct service, capacity building and crisis response, in partnership with colleagues from the Social Work team. Staff who are clinical supervisors of Psychological Services also provide clinical supervision, in accordance with the Standards and codes of ethics of the College of Psychologists of Ontario as one of their role functions. Staff work directly to support the academic achievement and well-being of students within the DDSB, and work within a collaborative framework with staff, parent(s)/guardian(s) and students.



<b>SENIOR MANAGER CLINICAL LEAD PSYCHOLOGIST</b>	<p>The Senior Manager Clinical Lead-Psychologist is responsible for overseeing the professional services provided by Psychological Services staff. Within this scope, the Senior Manager Clinical Lead-Psychologist ensures that staff maintain professional standards and deliver current, evidence-based practices in assessment, consultation and direct services that centre commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Senior Manager Clinical Lead-Psychologist also works with other Clinical Leads and Senior Administration to facilitate the integration of professional support services. As well, the Clinical Lead is responsible for coordinating capacity building professional development delivered by Psychological Service staff. Consultation to system and community-based programs and initiatives is provided when needed</p>
<b>SENIOR MANAGER CLINICAL LEAD SOCIAL WORK AND ATTENDANCE SERVICES</b>	<p>The Senior Manager Clinical Lead-Social Work is responsible for leading and overseeing the quality of Social Work and Attendance services carried out for referred students, and for the provision of direct services to students and parent(s)/guardian(s), as well as consultative support to school personnel and parent(s)/guardian(s) in order to address barriers that may impede success at school.</p>
<b>SENIOR MANAGER CLINICAL LEAD SPEECH LANGUAGE AND HEARING SERVICES</b>	<p>The Senior Manager Clinical Lead-Speech, Language and Hearing is responsible for the quality of speech, language and hearing services carried out for referred students and the provision of direct services to students, consultative support, and capacity building supports to school personnel and parent(s)/guardian(s) to assist students to function within the school system (through prevention, early intervention and enhancement) and make academic progress.</p>
<b>SENIOR SOCIAL WORKER</b>	<p>Reporting to the Senior Manager, Clinical Lead- Social Work, the Senior Social Worker, in addition to the duties of a Social Worker/Attendance Counsellor, is responsible for the onboarding of new staff, peer consultations and peer support, providing leadership and support for various team and practice level initiatives as well as supporting District projects. In collaboration with the Senior Manager, Clinical Lead, the Senior Social Worker participates in the maintenance and/or development of community partnerships and initiatives. This role is a three-year term-based leadership opportunity for a member of the Social Work team. 2023-2024 is the second year, of three, for the inaugural term of this role.</p>
<b>SOCIAL WORKERS/ATTENDANCE COUNSELLORS</b>	<p>Under the supervision of the Senior Manager Clinical Lead-Social Worker, the Social Work/Attendance team provides both consultative and direct support to students and parent(s)/guardian(s). In the role of Social Worker, the team is responsible for providing social work assessment, brief counselling for students and their parent(s)/guardian(s), advocacy, coordination of services and facilitating referrals to community agencies. They provide consultation and make recommendations to school staff, parent(s)/guardian(s) and department colleagues. The team also provides support in the role of the Attendance Counsellor.</p>

<b>SPECIAL EDUCATION FACILITATOR</b>	Special Education Facilitators are centrally assigned teachers, guided through the leadership of the System Leads and the Superintendent of Inclusive Student Services. Special Education Facilitators may have portfolio responsibilities to support a Family of Schools or Innovative (Assistive) Technology. Facilitators support school staff in meeting the needs of students with special education strengths and needs, provide guidance and professional collaboration. Facilitators also liaise with schools and parent(s)/guardian(s), assisting all stakeholders in shaping programming and considerations of most appropriate program and placement for individual students.
<b>SPECIALIST TEACHERS FOR HEARING AND VISION</b>	Hearing and Vision Itinerant teachers are centrally assigned and provide both consultative and direct service for students with hearing and vision accommodation needs and exceptionalities. These specialist teachers work collaboratively with school staff to meet the needs of students, provide programming and specialized equipment resources.
<b>SPEECH AND LANGUAGE PATHOLOGISTS (SLPs)</b>	Under the supervision of the Senior Manager Clinical Lead-Speech, Language and Hearing, the SLPs provide both consultative and directly 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.
<b>SYSTEM LEAD – INCLUSIVE STUDENT SERVICES</b>	The role of the System Leads – Inclusive Student Services, as centrally assigned Principals, support students, directly reporting to the Superintendent of Inclusive Student Services, by providing leadership of special education programs, supports and department staff. System Leads work collaboratively with other System Leads, departments, Facilitators, Speech-Language, Centrally Assigned Teachers, Social Work, Psychological Services and school-based special education staff to ensure coordination of services for students with special education strengths and 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 education strengths and needs.
<b>THE SUPERINTENDENT INCLUSIVE STUDENT SERVICES (SPECIAL EDUCATION)</b>	The Superintendent of Inclusive Student Services leads coordination of all special education, mental health and day treatment partnership 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.
<b>TRANSITION AND WORK EDUCATION COORDINATORS</b>	Transition and Work Education Coordinators support students with developmental and/or intellectual disabilities, and their parent(s)/guardian(s), in preparing for post-secondary pathways (work, school & community). Coordinated planning includes building staff knowledge in support of integrated transition planning and building relationships with service-based community partners. Transition and Work Education Coordinators support work education experiences for students building work readiness skills within their secondary learning programs.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****EARLY IDENTIFICATION  
PROCEDURES AND  
INTERVENTION  
STRATEGIES****SECTION B – Standard 4**

## Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the 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 educational programming 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 support. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate supports that respond to students' individual strengths, interests and needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning levels and input from students and their parent(s)/guardian(s), to recognize when students are experiencing learning challenges and to plan for increasing the learning supports that may be needed to address individual student needs while always building from their strengths and where they are. This tiered approach can be used to address academic, communication and behavioural needs. The nature, intensity, and duration of supports 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 Kindergarten - Grade 12](#))

The Durham District School Board recognizes the importance of the first contact parent(s)/guardian(s) have with the school system. It is the goal of each school to provide a welcoming orientation for all students and their families entering school for the first time, including those who may have special education strengths and needs.

The Right to Read Inquiry Report includes recommendation for yearly evidence-based screening of all students in Kindergarten Year One to Grade Two in word-reading accuracy and fluency. Information from the Ministry of Education and our continued learning as a district will inform our planning for implementation of this commitment and impact our early intervention and assessment planning from what is currently reflected in this plan.

### Early Identification Process

Once a child who might need additional support has been registered, the school and parent(s)/guardian(s) work with the Inclusive Student Services resource staff to understand potential barriers, the child's strengths, abilities and needs and discuss and plan for supports, programs and services that will help the child experience the most successful school entry. An Inclusive Student Services Supplemental Registration Package may be completed to share relevant information that will help with identifying program options.

Strong partnerships exist with agencies serving pre-school children. Discussions may be held before a child begins school to help understand the needs of the student.

For a student with additional support needs, the process typically involves:

- Considering any other identity based or intersectional needs
- a contact with pre-school providers
- information sharing with parental/guardian consent
- resource staff visits to the pre-school
- meetings with parent(s)/guardian(s) and any involved, advocates/consultative staff/stakeholders involved with the child
- formation of an entry plan including consideration for accessibility, required equipment, class match and other supports
- visits for students and parent(s)/guardian(s) to the new site
- in-service workshops as required for the staff who provide services, supports and programs for the student

The board supports early recognition and a tiered approach to those supports by providing in-service opportunities and resources currently used in classrooms 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
- Gap closing strategies
- Structured teaching strategies

We recognize the important shifts to practices that outcomes of the Ontario Human Rights Commission 'Right to Read' report, and actioning the recommendations inform. Our teams, working in collaboration, are committed to this important work.

It is possible that some children may be referred to an IPRC for identification, but meaningful inclusion in early years classrooms provides access to stimulating peer interaction opportunities, inquiry-based learning and a language-rich environment.

Kindergarten educators are the key educators of children with special education strengths and 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 X](#) for details regarding policies/procedures for informing parent(s)/guardian(s) that their child 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 services, programs and supports. The educator will discuss additional supports that might be needed with administration, the SERT and the Inclusive Student Services Team (where appropriate). An intervention plan might be put in place, as outlined in the Supporting Many Paths to Success document (see following page).

**The Parent(s)/Guardian(s) Role in Early Identification**

The parent(s)/guardian(s) 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 strengths, abilities, interests and needs.

**Supporting Many Paths**

The following Supporting Many Paths to Success document provides an overview to families and school teams on the process of accommodation including consideration of Individual, Placement, Review Committee process.

Please note that the document is currently in consultation for revision. Changes are anticipated to include:

- Foundation in relationship building and collaboration (students, families, school team)
- Recognition that for some students, an IPRC will be part of entry and program planning; based on input from the Special Education Advisory Committee (SEAC)





# SPECIAL EDUCATION

Supporting Many Paths to Success



## STEP 1 Teacher Assesses Strengths and Needs of Student

NOTE: Steps 1 - 4 MUST precede the **Consent for Service**

1. Recognizes a learning gap, unique pattern of strength/need or significant concern;
2. Communicates with parent(s)/guardian(s), principal, and Special Education Resource Teacher (SERT);
3. Accommodates program to meet student needs;
4. Evaluates the effectiveness of accommodations/interventions;
5. Student Profile is started on Power TPM.

If accommodations/interventions meet the student’s needs

- continue with selected strategies;
- monitor progress interventions meetings, in-school team meetings.

If accommodations/interventions do not yet meet the student’s needs

- meet with parents and SERT;
- discuss observations, data collected, patterns/trends;
- continue classroom assessment and begin intervention checklist;
- develop plan involving accommodations and develop a home-support plan;
- implement new strategies/interventions and evaluate;
- continue classroom assessment and intervention;
- add to Student Profile in Power TPM.

MOVE ON TO STEP 2

## STEP 2 The Special Education Resource Teacher

1. Will observe the student and collect data pertaining to strengths and needs;
2. Will create a plan of action based on the observation results and set a date to evaluate progress;
3. May provide and coordinate more direct support to the teacher and student through a variety of approaches;
4. Share plan of action with parent(s)/guardian(s).

If accommodations/interventions meet the student’s needs

- continue with current accommodations and strategies and interventions;
- document all accommodations/interventions and evaluate;
- maintain on-going assessment and evaluation;
- update Student Profile and continue to gather documentation.

If accommodations/interventions do not yet meet the student’s needs

- SERT activates Special Education Team using Student Profile and informs parent(s)/guardians(s).

MOVE ON TO STEP 3

## STEP 3 In-School Team

1. Teacher and SERT present classroom observations and/or assessment results to in-school team and outline current accommodations;
2. Team brainstorms strategies/suggestions including community partners/services;
3. Team collaboratively updates the action plan;
4. Update parent(s)/guardian(s) - SERT and teacher discuss program accommodations and interventions with parent(s)/guardian(s).

If accommodations/interventions meet the student’s needs

- ensure ongoing communication with parent(s)/guardian(s);
- document success of the recommendations within the action plan.

If accommodations/interventions do not yet meet the student’s needs

- assess implemented accommodations/interventions;
- develop further revisions/changes to the action plan;
- set a timeline to monitor and review accommodations/interventions and schedule next meeting.

MOVE ON TO STEP 4

## STEP 4 Pre-Referral Consultation

1. Pre-Referral consultation occurs with the Family of Schools Special Education Team to determine appropriate services;
2. Academic Assessment may be considered at this time for further information of student needs;
3. No identifying information is shared at this point.

If accommodations/interventions meet the student’s needs

- record accommodations for further reference;
- continue with on-going assessment, accommodations, intervention and evaluation;
- continue to involve school resource personnel as needed.

If accommodations/interventions do not yet meet the student’s needs

- obtain parental consent for school-based assessment by SERT;
- discuss with parents possible special education support services;
- obtain signed consent for services on Power TPM;
- give parent(s)/guardians(s) a copy of the “Protecting Personal Health Information” pamphlet.

MOVE ON TO STEP 5

## STEP 5 Consent for Service Submitted

1. SERT verifies that appropriate forms and documentation are completed and sent to Special Education Support staff;
2. Informed Consent
  - Special Education support staff provide communication to parent(s)/guardian(s) to secure informed consent;
  - Special Education support staff ensure that the parent(s)/guardian(s) are aware of the nature of services to be provided, appropriate timelines and confidentiality.
3. Support from Special Education Services
  - Special Education support staff may visit classroom, observe and provide further assessment, program accommodation, strategies and materials as required;
  - SERT continues to update teacher and administration;
  - Special Education support staff involvement may be consultative and/or involve direct student support.
4. Determine if IPRC is warranted at this time.

If accommodations/interventions meet the student’s needs

- document changes to program;
- report card reflects progress;
- on-going assessment and evaluation;
- continue information sharing with parent(s)/guardian(s) and school/ Special Education staff.

If accommodations/interventions do not yet meet the student’s needs

- set up a Case Conference with team and parent(s)/guardian(s).

MOVE ON TO STEP 6

## STEP 6 Case Conference

1. Special Education Parent Guide provided to parent(s)/guardian(s);
2. Parent(s)/guardian(s), teacher, SERT, Administrator attend a meeting to discuss concerns/next steps.

If additional programming/interventions meet student’s needs

- no IPRC at this time; continue to monitor.

If following the case conference and all parties are in agreement

- hold an initial meeting - Identification, Placement, Review Committee (IPRC);
- on-going monitoring and development of the Individualized Education Plan (IEP) by school staff, in conjunction with parent(s)/guardian(s), community and relevant support staff.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****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 the Standard is to provide details of the board's IPRC process to the Ministry and to the public.

Recent updates made to the [DDSB Parent/Guardian Guide to Special Education IPRC](#) included amplified emphasis on the importance of ongoing parent/guardian voice in program and pathway planning. A shift in language from 'case conference' to 'care conference' helps centre individual students, well-being and learning, and helps humanize processes and connections.

Consultation and collaboration on pathway and placement considerations are essential to precede an IPRC meeting being convened. The DDSB Parent/Guardian Guide to Special Education IPRC can be found in [Appendix X](#).

The DDSB has completed the first year of implementation of new software for special education related processes including IPRC. The reflection and learning within the implementation process, related to our commitments to human rights and equity, continues to be significant as the team examines each form in relation to our duty bearer responsibilities. An actioned example of a shift in practice is the addition of 'interests', alongside strengths and needs as part of the IPRC process. This is important as the nuances of a student's current interests, supports opportunities for connection and in the creation of personalized learning resources. A second example is a change made to our specialized transportation request form and a change from "nonverbal" indicator to "form of communication: Verbal, Augmented Alternative Communication (A.A.C.), Technology, Sign, Picture Exchange Communication System (P.E.C.S.), Multi-Modal or other". This change better aligns with our commitment to an asset focus, addressing ableism (change from norm comparative language) and will provide information to drivers about a student's communication language.

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, IPRCs are led by school teams and may include district staff. The Committee may meet in-person or secure virtual platform (currently using MS Teams); based on parent/guardian preference.

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)/guardians(s).

In the Durham District School Board in the 2023-2024 school year, a total of 5,464 referrals (new or reopened) were made in addition to consents for services with continuity from previous year. There were 12,985 reviews and 2 appeals were filed with the district as of May 3, 2024.

Table 2 - At the IPRC Meeting

At the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Special Education Resource Teacher	Inclusive Student Services	Parent(s)/ Legal Guardian(s)
<ul style="list-style-type: none"> <li>• Chairs the meeting; Explains the role of the Committee;</li> <li>• Invites each person in attendance with knowledge of the student to present information.</li> <li>• Considers information relevant to the student's needs and strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Presents all relevant information that supports identification (or not)</li> </ul>	<ul style="list-style-type: none"> <li>• Presents all relevant information that supports identification (or not)</li> </ul>	<ul style="list-style-type: none"> <li>• May be invited to attend and review any recent assessments and;</li> <li>• Acts as a resource to assist in the interpretation of reports from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Shares any available reports with Committee;</li> <li>• Provides any further information</li> <li>• Asks questions.</li> </ul>
At the IPRC Meeting, the Committee May Decide to:				
<ul style="list-style-type: none"> <li>• Recommend identification or decide that an identification is not required;</li> <li>• Recommend placement;</li> <li>• Defer decision if the Committee requires more information.</li> </ul>				
After the IPRC Meeting				
<p>Principal/Designate</p> <ul style="list-style-type: none"> <li>• Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older;</li> <li>• Places one copy of the Statement of Decision in the Ontario Student Record (OSR);</li> <li>• Within 30 days of IPRC, provides one copy of IEP to the parents(s)/guardian(s) and the student who is 16 years or older;</li> <li>• Places one copy of the IEP in the OSR</li> </ul> <p>For Parent(s)/Guardian(s):</p> <p>If you disagree with the IPRC decision, you are able, within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC.</p> <p>If after the second meeting to re-evaluate the IPRC decision you still disagree, you may indicate an appeal of the decision. Notification is made in writing to the Superintendent of Education – Inclusive Student Services and must be made within 15 calendar days. Further information is available within the DDSB Parent/Guardian Guide to IPRC.</p>				

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****EDUCATIONAL AND  
OTHER ASSESSMENTS****SECTION B – Standard 6**

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## 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 parent(s)/guardian(s) aware of the types of assessment tools used by district teams, the ways in which assessments support programming for students, duty bearer responsibilities and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The DDSB recognizes potential biases and barriers in assessment tools and the potential for bias of those facilitating and/or analyzing the assessments results. In keeping with our commitments to Indigenous rights, human rights and equity, the DDSB considers students' identities, strengths and needs when conducting assessments and when making related programming recommendations, plans and decisions.

The purpose of assessment is to better learn how children and youth learn. The information gathered is used to inform educational programming for students and is completed in collaboration with parent(s)/guardian(s) and where appropriate includes student voice.

The process of assessment is dynamic and ongoing to:

- help to identify strengths, abilities and potential educational, learning program needs
- answer specific questions or concerns
- assist in planning an effective program
- determine next steps in programming adjustments responsive to individual student
- help parent(s)/guardian(s) formulate further understanding of the child's learning potential
- help support programming to maximize participation, learning, and well-being.

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

### Parent/Guardian Consent

Informed and written consent from parent(s)/guardian(s) for students under 18 years of age is obtained for all referrals for formal assessments and clinical services and access to the student's Ontario Student Record (OSR). Information to be reviewed or shared may include, but is not limited to, that which is contained in the OSR. 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 of 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)/guardian(s) or capable student to share information with outside agencies and/or service providers.

## Classroom Literacy Assessments

Beginning fall 2024, in accordance with [Policy/Program Memorandum #168: Reading Instruction and Early Reading Screening](#), all DDSB schools will commence early reading screenings for students in Year 2 of Kindergarten through Grade 2.

The chosen screener is Acadience Reading, K-6 a widely utilized tool across Ontario. This tool supports our commitment to ensuring students' academic success by monitoring their foundational reading skills development. The primary objectives include identifying students who may require additional support, guiding tailored instructional strategies, and enhancing literacy outcomes.

Acadience Reading K-6 serves various purposes, including identifying students at risk of reading difficulties, aiding teachers in pinpointing areas requiring instructional reinforcement, monitoring progress, and evaluating instructional interventions.

The Ministry of Education requires all students in Year 2 of Kindergarten, Grade 1, and Grade 2 to undergo early reading screening twice per school year. The second screening is only mandatory for students who did not meet the benchmark in the first screening. Early reading screening complements, rather than replaces, a repertoire of classroom-based assessments.

## 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 prepared for parent(s)/guardian(s) which, subject to client consent for release of information, a copy of may be placed in the student's Ontario Student Record (OSR). A copy of the report is held in the central files.

For Psychological Services, the communication of a diagnosis is a controlled act 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 a Licensed Psychological practitioner (i.e., Psychologist, Psychological Associate).

The following are some commonly used assessment tools employed by DDSB staff to assist in understanding how students learn and engage with school:

**Table X** - Commonly Used Assessment Tools

Understanding Student Strengths and Programming Needs	Assessment Facilitated by:	Assessment Tools (these are commonly used assessment tools, but not an exhaustive list)	Average Wait Time for Assessment
Understanding student strengths and next steps in learning in language and numeracy	Classroom Teacher	Early Numeracy Observation Tool (ENOT) Leaps and Bounds Nelson Math Pre- Assessment Ontario Writing Acadience Universal Screener Education Perfect Screeners on the Literacy Launch Pad Classroom-Based Assessment (Conversation, Observations and Products) Math Up STEP Assessment for Multi-Language Learners (MLL)	Assessment is on-going within the classroom
Program not yet meeting student's learning needs; broader understanding helpful in supporting programming decisions and supports.  Behavioural concerns that may impact learning	Special Education Resource Teacher (SERT)	Key Math Kaufman Test of Educational Achievement (KTEA) Functional Behaviour Assessment (FBA)	3 to 6 months  Efforts to conduct FBA in a timely manner, prioritizing safety concerns
Social, behavioural, cognitive, or mental health concerns that impact upon the student's learning or school functioning and have not been responsive to school-based interventions.	Psychologists, Psychological Associates, Psychometrists	Tools chosen by staff are suited to the assessment focus and may vary accordingly.  Direct observations and/or dynamic assessments supplement the use of formal assessment tools.	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.
Concerns regarding communication (expressive or receptive) that are not responsive to universal classroom intervention  Learning gaps, in the area of language	Speech Language Pathologist	Informal observations and assessments  Collaborative/integrated service assessments. Wide range of formal assessments relative to the presenting programming concern	Complete priority assessments within the school year.

<b>Student experiences that impact student learning, school engagement, and functioning at school: emotional challenges, crisis, family or relationship challenge, mental health concerns.</b>	Social Worker	Assessment based on information from student, and/or the parent(s)/guardian(s). Classroom observation Information from school supports and education staff review of school records with consent Contact with community agencies Use of mental health and well-being tools	Student usually seen within a week from time of referral for initial consultation
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## INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025

# **SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS**

## **SECTION B – Standard 7**



## Standard 7: Specialized Health Support Services in School Settings

The purpose of the 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 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. At the time of publishing the DDSB Special Education Plan for 2023-2024, the Ministry of Education had gathered consultation on proposed revision to PPM81 but no further communication has been received. If changes are made at the provincial level impacting Specialized Health Support Services in School Settings, the Inclusive Student Services team, in consultation with district senior leadership team, will revise to reflect any changes to service responsibilities or access.

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 a medical incident or emergency.

The Durham DSB has the following related procedures:

- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Anaphylaxis](#)
- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Asthma](#)
- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Diabetes](#)
- [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 parent(s)/guardian(s), 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 the 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 experience

(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

In Durham Region, School Based Rehabilitation Services are provided through GrandviewKids, the local Children's Treatment Centre.

School Health Support Services and the board are as follows:

*Table 4 - School Health Support Services*

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service in school setting</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Procedures for resolving disputes about eligibility and level of support</b>
<b>Nursing</b>	Ministry of Health: local	Referral from Health	Ministry of Health: local
<b>Occupational therapy</b>	Ministry of Health: GrandviewKids	Referral and Assessment	GrandviewKids
<b>Physiotherapy</b>	Ministry of Health: GrandviewKids	Referral and Assessment	GrandviewKids
<b>Speech therapy</b>	Ministry of Health: GrandviewKids - School-Based Rehab Services	Referral by school or other agency for speech disorders	GrandviewKids School-Based Rehab Services, board SLP and Clinical Lead SLP as needed
<b>Catheterization (clean and intermittent)</b>	Ministry of Education/board	Direction from a doctor	Principal and/or System Lead – Inclusive Student
<b>Catheterization (sterile and intermittent)</b>	Ministry of Health: local	Ministry of Health: local	Ministry of Health: local
<b>Suctioning: Shallow (oral or nasal suction surface)</b>	Ministry of Education/ School Staff- EA	Direction from doctor	Principal and/or System Lead – Inclusive Student Services
<b>Suctioning: Deep</b>	Ministry of Health: local	Ministry of Health: local	Ministry of Health: local
<b>Lifting, positioning, feeding and toileting</b>	Ministry of Education/ School Staff- EA	Direction from doctor, therapist	Principal and/or System Lead – Inclusive Student Services
<b>G tube feeding</b>	Ministry of Health: local	Ministry of Health	Ministry of Health: local

Please note: Chart includes information available up to May 2024.

Updates will be made and posted online as changes to Health Services are made in Ontario.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****CATEGORIES AND  
DEFINITIONS OF  
EXCEPTIONS****SECTION B – Standard 8**

## Standard 8: Categories and Definitions of Exceptionalities

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

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**

Further information about the five categories of exceptionalities, and their subcategories (listed above in parenthesis), can be found in the Ministry of Education resource:

[Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2024\)](#)

As a district, we are committed to addressing ableism, shifting practices to an asset-based approach to inclusion and challenging medical models which focus on diagnosis and/or deficit. As a district, we acknowledge and commit to the work that must be done to make these shifts.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025**

**SPECIAL EDUCATION  
PLACEMENTS PROVIDED  
BY THE BOARD**

**SECTION B – Standard 9**

## Standard 9: Special Education Placements

The purpose of the standard is to make information about Special Education Placement in the Durham District School Board available to the public, including parent(s)/guardian(s) and community associations.

The DDSB is committed to all students and to providing services and learning environments that are safe, welcoming, respectful, inclusive, equitable and accessible, and free from discrimination under the Ontario Human Rights Code. In partnership with parent(s)/guardian(s), the DDSB considers the student's identity and individual learning strengths and needs. The DDSB provides a range of differentiated placements, programs, interventions and individualized accommodation to maximize participation, integration and independence, enable meaningful access to education, and support student success.

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. We work with parent(s)/guardian(s) 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 placement program. We place a strong emphasis on the inclusion of students with special education strengths and needs.

The majority of students with special education strengths and needs, access learning through a regular classroom placement. 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 to support student success. A regular classroom is always an option that parent(s)/guardian(s) may consider. A regular classroom allows the student to be with their peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements.

Our ongoing commitment is to provide the structures and supports each student needs to foster their growth and development in programs which foster integration and independence as defined for each student based on their interests, strengths and needs. We continue to learn and grow to uphold our commitments to Indigenous rights, human rights, equity and inclusion.

### The IPRC Placement Decision

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee 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 parent(s) or guardian(s) 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.

The type of support referenced within the IPRC placement categories is specific to a teacher with special education, additional course, qualifications. The placement type does not refer to the provision or type of classroom support staff, for example, support from an educational assistant, that may be part of a student's program.

Specific to special education class placements, teacher and educational assistant support that is the foundation for the program can be found within the individual program brochures found within this plan and through the DDSB website.

### Regular Classroom Placements

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

The majority of students with special education strengths and 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 to support student 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 that honours and values their diverse, unique and intersecting identities. Developing a climate of dignity, respect, understanding and 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:

- uphold UNDRIP, the Human Rights Code and commitments and duty-bearer responsibilities as defined in the DDSB Indigenous Education and Human Rights Policies and procedures
- develop a vision for enhancing inclusion and addressing ableism
- model inclusive practices and clarify expectations for the staff
- provide support
- create/maintain positive attitudes and optimism regarding change and developing practices to address ableism, prevent barriers and accommodate the individual needs of all learners.

#### 2. Develop programs that affirm and value neurodiversity, differing abilities and diverse, intersecting identities that each student brings. Programs will focus on a student's strengths using them to address areas of growth and engage students through areas of interest.

#### 3. Encourage school-based responsibility:

- 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 accessibility principles 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 and/or student consent required
7. Provide time for planning sharing promising practices, success, challenges and debriefing to support ongoing learning.

### **Special Education Class Placements**

Some students require a higher level of support, more intensive intervention and specialized services to support student 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 seven 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:

- Deaf and Hard of Hearing Program (currently under review/not active placement for 2024/2025)
- Developmental Program
- Gifted Class (elementary only)
- Practical Learning Program
- School Support Program
- Structured Learning Class Program
- Transition to Work Program

The Special Education Advisory Committee (SEAC) is kept informed on a regular basis by the System Leads (District Principals), Senior Managers & Clinical Leads and Superintendent of Inclusive Student Services about the range of available placements for students with special education strengths and needs. The input from SEAC is important in reviewing program types based on student needs 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 2024-2025 school year inclusive of our information about Special Education in the DDSB.

More detailed information on each special education class type can be found online:

[Special Education Placement Programs](#)

# SPECIAL EDUCATION

in the Durham District School Board

MANY PATHS TO  
*Success*



**Inclusive**  
STUDENT SERVICES

**Spring 2024**

## 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.

## 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.

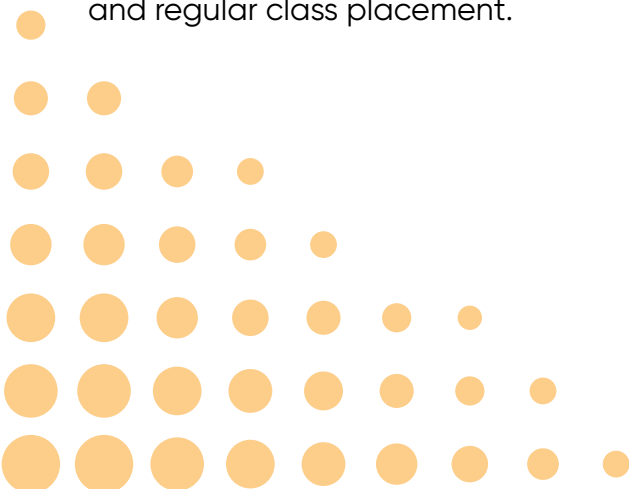
For more information, please contact the Special Education Resource Teacher (SERT) at your school.

## 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, wherever possible, special learning needs are addressed within the home school and regular class placement.



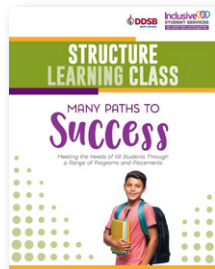
## Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For 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 seven class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

For more information on individual programs search **DDSB Inclusive Student Services**, or click on the photo beside each of the program descriptions.

### STRUCTURED LEARNING CLASS

#### Special Education Class with Partial Integration

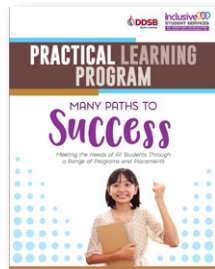


The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH®, data collection, 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.

**Maximum of six students.**

### PRACTICAL LEARNING PROGRAM

#### Special Education Class with Partial Integration or Special Education 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 ten 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. The program also includes integrated community supports embedded within programming.

**Maximum of six students.**

## DEAF/HARD OF HEARING PROGRAM Special Education Class with Partial Integration



The Deaf/Hard of Hearing Program 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/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





## TRANSITION TO WORK PROGRAM

### Self Contained Special Education Program



The 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 can learn, 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 paces 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





The Durham DDSB core priorities are all reflected in Inclusive programming which promotes student growth and achievement. Student independence is fostered through a gradual release of responsibility model. This framework provides the and support needed to set a student on a path to their own level of independence. Independence allows for a growth of a student's voice which includes knowing who they are, what they want or need and making positive choices that affect their life.

## A MODEL FOR SUCCESS FOR ALL STUDENTS

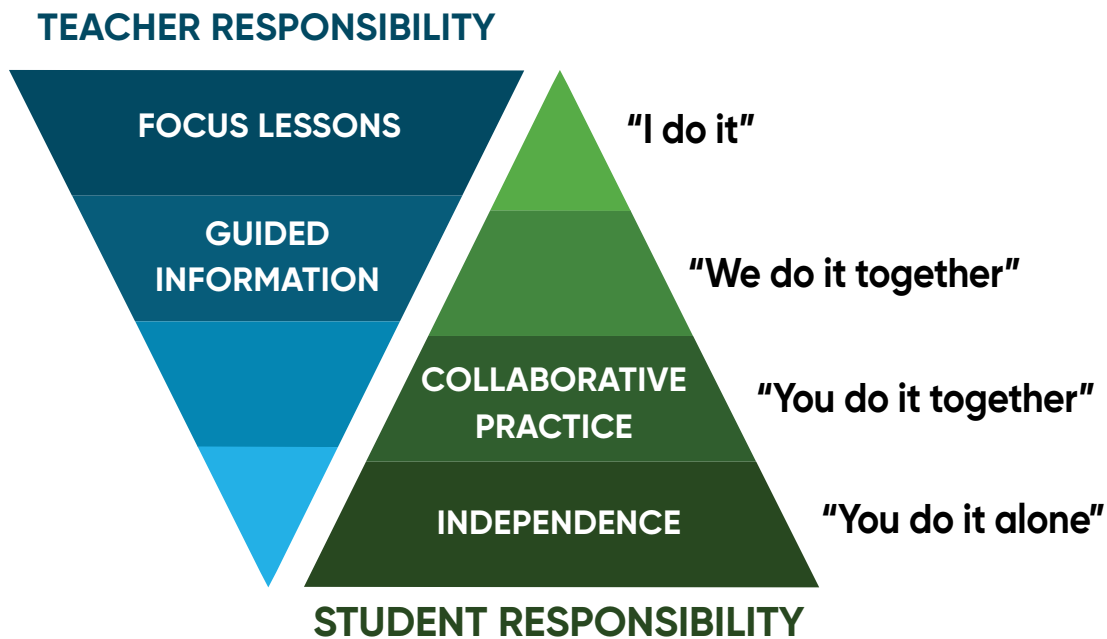


Image from the resource "Fostering Student Independence – An Educator's Guide" co-created by the Durham District School Board and partner boards.

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**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****INDIVIDUAL EDUCATION  
PLANS (IEPs) AND  
TRANSITION PLANNING****SECTION B – Standard 10**



## Standard 10: Individual Education Plans and Transition Planning

The purpose of the 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 of Education'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(s)/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 Special Equipment Amount (SEA) equipment but is not identified through IPRC. It is important to note that accommodations for students are part of 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(s)/guardian(s), professional service staff involved with the student and relevant community agencies to develop and implement transition plans. The DDSB Transition Guide ([Appendix X](#)) provides school teams with guidance on transition planning. Additional resources have also been shared with Special Education Resource Teachers (SERT)s that are available from our SEAC partner organizations including, for example, Easter Seals and Autism Ontario.

### Resolution of Disputes Related to the IEP

The collaborative process is key to successful programming for students; therefore, every effort is made to resolve differences through the joint efforts of parent(s)/guardian(s) 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, parent(s)/guardian(s) and school staff work with the System Lead and/or the Superintendent of Inclusive Student Services to address concerns.

### Results of the Ministry of Education's IEP Review

No Ministry review was conducted in the 2023-2024 school year.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****PROVINCIAL AND  
DEMONSTRATION  
SCHOOLS IN  
ONTARIO****SECTION B – Standard 11**

## Standard 11: Provincial and 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 deafblind, 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 parent(s)/guardian(s) 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. Admittance 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 lodging at Deaf and Blind Day Programs at Sir James Whitney School only. 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 an 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 Jules-Léger (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 students
- 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 lodging programs during the week and travel home on weekends for about 150 students with learning disabilities. There are four demonstration 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 Demonstration 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 Durham District School Board students who are currently attending Provincial and Demonstration Schools:

*Table 5 - Statistics on DDSB Students Currently Attending Provincial and Demonstration Schools*

Sagonaska	5 *At time of publishing, 2024/2025 program offer were in process and may, at outcome of decisions, change the number of students confirmed for September.
Trillium	0
Sir James Whitney	3
W. Ross MacDonald	8 – 6 blind low vision, 2 deafblind
Centre Jules-Léger	0

## Provincial Demonstration Schools

*Table 6 - List of Provincial Demonstration Schools and Contact Information*

<b>Amethyst School</b> (Western and Northwestern areas of the province.)	1090 Highbury Ave., London, Ontario N5Y 4V9	Phone #: (519)453-4408 Fax #: (519)453-7943
<b>Sagonaska School</b> (Eastern and Northeastern areas of the province.)	350 Dundas St. W. Belleville, Ontario K8P 1B2	Phone #: (613)967-2830 Fax #: (613)967-2482
<b>Trillium School</b> (Central and Mid-northern areas of the province.)	347 Ontario St. S. Milton, Ontario L9T	Phone #: (905)878-8428 Fax #: (905)878-7540
<b>Centre Jules-Léger</b> (Central Jules-Léger provides French language programs and services for French-speaking students with severe learning disabilities across	281 Avenue Lanark Ottawa, Ontario K1V 6A6	Phone #: (613)761-9300 Fax #: (613)761-9301 ATS #: (613)761-9302

## Provincial Schools

*Table 7 - List of Provincial Schools and Contact Information*

<b>The Ernest C. Drury School for the Deaf</b> (Serves central and northern Ontario.)	255 Ontario St. S. Milton, Ontario L9T	Phone #: (905)878-2851 Fax #: (905)878-1354
<b>The Robarts School for the Deaf</b> (Serves western Ontario.)	1090 Highbury Ave., London, Ontario N5Y 4V9	Phone #: (519)453-4400 Fax #: (519)453-7943
<b>The Sir James Whitney School for the Deaf</b> (Serves eastern Ontario.)	350 Dundas St. W. Belleville, Ontario K8P 1B2	Phone #: (613)967-2823 Fax #: (613)967-2857
<b>W. Ross Macdonald School for the Blind</b> (serves all of Ontario)	350 Brant Avenue Brantford,	Phone #: (519)759-0730 Toll Free: 1-866-618-9092

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025**

# **SPECIAL EDUCATION STAFF**

## **Standard 12 – Special Education Staff**

## Standard 12: Special Education Staff

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

Table X *Special Education Staff*

Special Education Role	2023/24	2024/25	Staff Qualifications/Required
<b>School Based Staff</b>			
Special Education Resource Teachers*	198.0	200.5	Special Education Additional Qualifications
Special Education Class Teachers*	280.2	284.0	Special Education Additional Qualifications
Educational Assistants – EAI*	864.4	914.4	Secondary School Diploma
Educational Assistants – EAII*	26.0	26.0	College Certificate/CYW or Equivalent
Language Acquisition Support Worker	1.0	1.0	Lived experience within the Deaf community, Fluency in ASL/SLIC Level 4
<b>Inclusive Student Services Department Staff</b>			
Mental Health Leader	1.0	1.0	Masters of Social Work
Senior Manager and Clinical Lead Psychological Services	1.0	1.0	Doctorate of Psychology
Manager of Psychological Services	0.0	1.0	Doctorate of Psychology
Senior Manager and Clinical Lead Social Work and Attendance Services	1.0	1.0	Masters of Social Work
Senior Manager and Clinical Lead Speech Language and Hearing Services	1.0	1.0	Masters of Speech Language
System Leads – Inclusive Student Services	2.0	2.0	Special Education Specialist, PQP2
Inclusive Technology Trainers (SEA)	2.5	2.5	Special Education Additional Qualifications
Interpreters	8.0	8.0	Completion of Accredited Interpreter Training

Intervenors	10.0	10.0	Completion of Accredited Intervenor Training
Itinerant Teachers – Hearing Resource	7.0	7.0	Special Education Additional Qualifications
Itinerant Teachers – Vision Resource	5.0	5.0	Special Education Additional Qualifications
Instructional Facilitators - Seconded Teachers	14.5	14.5	Special Education Additional Qualifications
Psychological Associates	5.4	5.4	Masters of Psychology, Licensed with CPO
Psychologists/Clinical Supervisors	4.0	4.0	Doctorate of Psychology, Licensed with CPO
Psychometrists (incl. BCBA's)	23.8	23.8	Masters of Psychology
Senior Social Worker	1.0	1.0	Masters of Social Work
Social Worker/Attendance Counsellors	26.0	26.0	Masters of Social Work
Senior Speech Language Pathologist	0.0	1.0	Masters of Speech Language Pathology
Speech Language Pathologists	27.0	26.0	Masters of Speech Language Pathology
Child and Youth Support Workers	7.0	7.0	College Certificate/CYW or Equivalent
Work Education & Transition Coordinators	2.0	2.0	Completion of related post- secondary program
Superintendent of Inclusive and Equitable Education – Inclusive Student Services, ECPP, Mental Health & Well-Being	1.0	1.0	Masters of Education, SOQP
<b>ECPP Staffing</b>			
ECPP Classroom Teachers	50.0	50.0	B.Ed, Inclusive Education or Special Education AQ preferred.
ECPP Administrators	2.0	2.0	PQP2
<b>Resource Staff - Contract</b>			
Audiologist	1.0	1.0	Masters Degree - Audiology
Orientation and Mobility Personnel	0.5	0.5	Degree & Certificate in Orientation and Mobility

Note: FTE reflected in the chart 2024-2025 align with the proposed staffing within the DRAFT Durham District School Board budget under consideration. This information may be revised (FTE and date of change noted) following amendment and/or approval of the budget by the Board of Trustees.

\*Includes additional funding such as Student Support Funding supported positions



**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025**

# **PROFESSIONAL (STAFF) DEVELOPMENT**

## **SECTION B – Standard 13**

## Standard 13: Professional (Staff) Development

The purpose of the standard is to provide details of the board's professional development plans to the Ministry and to the public.

### Foundations for Professional Learning at the DDSB

Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous rights, human rights, and equity in our planning and facilitating of professional learning are critical foundations to upholding our responsibilities to our students and community.

To address ableism, we need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners, especially those who are discriminated against and disadvantaged in and by our systems and structures. It is through an examination of our practices that we will ensure that we better serve all our learners and support our staff.

All professional learning will reinforce and support our individual and shared organizational duty bearer roles and responsibilities under the Human Rights Policy and procedures to:

- promote and protect human rights (including centering dignity and respect, upholding the rights of the child and acting in the best interest of the child in ways that are not discriminatory and that prevent harm)
- identify, prevent and address human rights barriers and harm in schools/classrooms, curriculum, learning/training, operational and employment policies, procedures, processes, practices, workplaces, etc.
- respond to and address barriers and issues that rights holders experience, including accommodating human rights related needs
- learn about human rights principles and how they apply in our day-to-day jobs
- address human rights issues and complaints and correct discrimination.

To support this work, professional learning will integrate and apply the principles and requirements of:

- the Indigenous Education Policy and procedures
- the Human Rights Policy, procedures, and accountability framework
- Inclusive Design, Universal Design for Learning, accessibility and differentiated instruction, assessment and evaluation
- Positive School Climates
- Culturally Relevant and Responsive Pedagogy
- Compendium of Action for Black Student Success 2.0.

Inclusive design and Universal Design for Learning (UDL) are key foundations for learning. Professional learning takes place in a number of formats and with multiple entry points for staff. These include working alongside educators within classrooms through an applied practice coaching model, large group delivery of professional learning, and ongoing networked learning of professionals using the Critically Conscious Practitioner Inquiry (CPPI) model.

In addition, professional learning will also consider Student Census, student achievement data, School Climate and Workforce Census data to better understand and address barriers, disparities, and disproportionate experiences, opportunities and outcomes for students and staff.

### **The DDSB Inclusive Student Services Professional Learning Plan**

Our commitment to students, families, and staff about belonging, having input, and feeling respected within our system has required us to 're-form' our practices. As a system, we will continue to rely upon our critical consciousness to hold steadfast in our commitment to dismantle racist, ableist and other discriminatory practices and to consider the unique forms of ableism and discrimination, including intersectional discrimination, that students with special education strengths and needs experience.

A system-wide commitment to collaboration across teams will ensure that professional learning opportunities are:

- Developed and facilitated to centre our district commitments including the importance of Indigenous rights, human rights, anti-discrimination, anti-oppression, anti-ableism, intersectionality and equitable practices
- Build critical consciousness to support intentional focus on addressing barriers and discriminatory practices impacting student well-being and achievement.

With a focus on learning at all levels of the organization, the overall goal of the Inclusive Student Services professional learning plan is to support 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 education strengths and needs. Student learning is the core of all programs within the DDSB. It is important that, as our students grow, so do the professionals supporting their programs and services.

Regular communications such as the Special Education Resource Teacher (SERT) e-Bulletin ([Appendix X](#)), help support staff with information related to supports and services for students as well as professional learning.

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

The Special Education Advisory Committee (SEAC) plays a role in providing input to the Inclusive Student Services' professional learning plan to ensure responsiveness to community and accountability to our commitments.

Professional learning, is essential in the delivery of clinical services and special education programs within an educational setting. To meet the needs of our students now and into the future, focus includes:

- Exploring the components of structured literacy to support classroom practices
- Centering student and family voice, to honour and affirm identity with a focus on relationship building
- Deepening our understanding of commitments such as United Nations Declarations of Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada's Calls to Action, and the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures
- Enhancing awareness and understanding of ableism, neurodiversity, intersectionality, stigma, negative attitudes, stereotypes and assumptions related to various disabilities and the social model (versus medical and functional models) of disability, and how they operate in DDSB learning environments
- Deepening our understanding of Universal Design for Learning in order to ensure supports for students are culturally relevant and responsive.

## INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025

# SPECIALIZED EQUIPMENT ALLOCATION (SEA)

## SECTION B – Standard 14

## Standard 14: Equipment

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

The Durham District School Board is committed to ensuring that students with special education interests, strengths and needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Inclusive Student Services school team or our [School Based Rehabilitation Services](#) partner GrandviewKids. Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from:

- Audiologist
- Optometrist/Ophthalmologist
- Occupational Therapist
- Physiotherapist
- Psychologist
- Psychological Associate
- Speech-Language Pathologist
- Specialist Teachers of Students who are Blind/Low Vision, Deafblind or Deaf or Hard of Hearing
- Physician
- Augmentative Communication Therapist
- Other regulated health professionals as appropriate.

There are two types of Specialized Equipment Allocation\* (SEA) claims:

- SEA Per Pupil Amount (computer hardware, software and related equipment)
- SEA Claims-based Amounts (i.e., lifts, Braille, furniture, sensory equipment, etc.).

A SEA recommendation is completed by School-based Rehabilitation Services clinicians and/or board clinical staff who submit applications on behalf of the student. All SEA recommendations are uploaded into our central database with accompanying support documentation to be reviewed by the board's System Lead of Inclusive Student Services identified as the SEA Authorizer, for approval and processing. Trials for computer technology are conducted to illustrate a significant discrepancy between performance with and without such equipment. Sometimes, other equipment may be trialed by a clinician to determine if it meets student needs in advance of filing a SEA recommendation.

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 \$5000.

The board is responsible for SEA approved equipment costs equal to and less than \$5000. The DDSB outlines for staff the SEA Claim processes. Included in the documentation 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.

Funding has been updated and retitled to Specialized Equipment Allocation (SEA) for the start of the 2024-2025 school year. Changes to the funding structure are reflected in this Plan. The [Ministry of Education directives for SEA](#) are posted publicly by the Ministry of Education annually.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****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) commits to protect, uphold and promote human rights and to prevent discrimination and discriminatory barriers in all DDSB learning and working environments. Protecting, upholding and promoting human rights are necessary to meet the mandate of the DDSB and to create and foster a culture of care where students and employees can thrive and have a sense of safety, well-being, engagement and belonging. The DDSB is committed to the principles and practices of accessibility and inclusion to foster full community participation and integration and address ableism.

As a district, we are proud of partnerships with the Abilities Centre and participated in the Leading Equitable and Accessible Delivery (LEAD) Project. During the 2021-2022 school year, team members from across district departments and schools participated in an in-depth consultation sessions with the Abilities Centre. The LEAD report for Durham District School Board set the foundation for the [DDSB Multi-Year Accessibility Plan \(2022-2026\)](#) that informs our next steps for growing inclusion and accessibility. The Action Plan goes beyond school buildings and includes recommendations to enhance accessibility in key areas across the organization.

The Multi-Year Accessibility Plan, in addition to above, was developed in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The DDSB participated in the LEAD in December 2021. This facilitated self-assessment process supported the creation of our Accessibility Plan. The plan outlines the intentions of the Board to meet its obligations under the AODA and aligns with the Ontario Human Rights Code. The DDSB undertakes to continually improve accessibility and to provide equitable access for all in accordance with the AODA.

The DDSB is committed to meeting its procedural and substantive duty to accommodate under the Ontario Human Rights Code to the point of undue hardship to support students' right to meaningfully access education without discrimination. This includes collaboratively exploring accommodation options and providing appropriate individualized accommodations that respect dignity and maximize integration and participation.

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 accommodations to meet student needs. New construction incorporates AODA requirements, principles of universal design and meets government accessibility standards. DDSB includes a number of features to promote accessibility such as: interior signage includes Braille, elevator access to upper levels, 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 and 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. Planning is also underway on learning and professional development to enhance awareness and understanding of ableism and accessibility barriers.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****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 to do so. Students with special education strengths and needs may be transported on traditional buses and specialized transportation will be utilized in situations where, due to the nature of the exceptionality, accommodation needs or safety concerns that cannot be mitigated, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student's needs.

Transportation, where in place for students, is an extension of their day at school. Aligned with our commitment to foster independence for students, programming to increase independence within busing may be part of a student's learning program.

The DDSB document [Bus Behaviour and Discipline Guide](#) includes reference specific to supporting students with accommodation requirements.

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 accessing programming through Education, Community Partnership Programs (ECP/PP/Grove School) may be entitled to transportation. Parent(s)/guardian(s) 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.

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****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 members 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.

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; and
- review the financial statements of the board as they relate to Special Education

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 parent(s)/guardian(s) whose children may require additional support. Parent(s)/guardian(s) may contact their child(ren)'s school(s) or members of SEAC if seeking further information.

*"I am honoured to support parents to advocate for their child and help them navigate the system. Connections come in many ways and can include conversation, discussion role play or connection to understand their experience."* **SensRAneb, Autism Ontario Durham Region**

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 brochure, inclusion of SEAC in the Parent/Guardian Guide to Special Education, [SEAC webpage](#) on the DDSB website and through social media updates. Information includes members' names, affiliation and how to make contact.

The [DDSB SEAC Handbook](#), provides further details about SEAC and guidelines for how the Committee works together.

The [DDSB SEAC Brochure](#) 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

Meetings are held monthly from September to June SEAC meetings are available to the public through livestreaming currently accessed through the DDSB YouTube channel.

- Meeting dates are published on the DDSB electronic calendar and promoted using DDSB social media accounts. Meetings usually occur on the third Thursday of the month.

The Special Education Advisory Committee (SEAC) used results from a parent/caregiver survey (May/June 2023) to inform actions supporting family engagement and consultation to the district on areas of strengths and improvement related to communication.

As a bi-annual commitment, SEAC will next survey parent(s)/caregiver(s) in Spring 2025 to help inform the work of the committee and the district.

*“As a SEAC representative, one of my most fulfilling roles is using my lived experience to help other families navigate the system and advocate effectively for their children.”*

**Eva – SEAC Chair and Member for Association for Bright Children (ABC)**

# SEAC

**SPECIAL EDUCATION  
ADVISORY COMMITTEE**



## 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.

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





## What happens at a SEAC Meeting?

SEAC meetings are a forum for SEAC 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

## You are welcome to attend!

New for the 2023-2024 school year: Members of the public who wish to attend SEAC meetings in person are required to pre-register as space is limited. To pre-register, visit [SEAC Calendar - Agendas and Minutes](#) and select the meeting date you wish to attend. A short registration form will be available for completion. Once pre-registration capacity has been reached, the form will be closed, and public observation will be available through the livestream only.

The Committee meets at:

### **DDSB Education Centre**

400 Taunton Road East, Whitby

6:30 p.m. (usually the 1st Thursday of the month)





## The committee is composed of member representatives from:

- Association for Bright Children (ABC)
- Autism Ontario – Durham Chapter
- Sawubona Africentric Circle of Support
- Durham District School Board (Trustees)
- Durham Down Syndrome Association
- Early Years Child Care Consortium Representative
- Easter Seals Ontario
- Learning Disabilities Association of Durham Region
- Ontario Parents of Visually Impaired Children (OPVIC)
- Members at Large Morgann Cameron and Elizabeth Daniel

### Association for Bright Children (ABC)

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.

#### Contact:

**Eva Kyriakides** (SEAC Chair)

[bill.eva.k@rogers.com](mailto:bill.eva.k@rogers.com)

[abcontario.ca](http://abcontario.ca)

### Autism Ontario-Durham Chapter

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.

#### Contact:

**sensaRAneb Burrell**

[anactiveparent@hotmail.com](mailto:anactiveparent@hotmail.com)

[Autismontario.com](http://Autismontario.com)

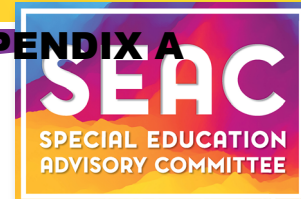
### Sawubona Africentric Circle of Support

Established in 2020, the Sawubona Africentric Circle of Support supports Black caregivers of children and adults with disability, providing families with a safe place to network, build connections, problem-solve, share resources and to become less isolated. We believe that “it takes a village” to meet the needs of our families and our focus is to educate them on their rights and responsibilities, to enlighten them about the services available to them and to empower them to be strong advocates for their loved ones.

#### Contact:

**Jenn McLaughlin**

[SawubonaACS.org](http://SawubonaACS.org)



### Durham Down Syndrome Association

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.

**Contact:**

Tara Culley

[SEAC@ddsa.ca](mailto:SEAC@ddsa.ca)  
[ddsa.ca](http://ddsa.ca)

### Early Years Child Care Consortium Representative

The DDSB Early Years Consortium brings together a group of early years and child services committed to the delivery of high quality programs that provide consistency and continuity for children as they transition between community and school, core day and extended day programs. The Early Years consortium exists to promote the healthy development, security and safety for all children and families through neighbourhood collaboration and service integration.

### Easter Seals Ontario

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.

**Contact:**

Allyson Earner

[allyson.earner@ontariotechu.ca](mailto:allyson.earner@ontariotechu.ca)

### Learning Disabilities Association of Durham Region

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

**Contact:**

Rowin Jarvis

[rowin@ldadr.on.ca](mailto:rowin@ldadr.on.ca)  
[ldadr.on.ca](http://ldadr.on.ca)

### Ontario Parents of Visually Impaired Children (OPVIC)

Ontario Parents of Visually Impaired Children (OPVIC) is a provincial parent organization providing advocacy for children, youth and young adults who are blind or have low vision.

**Contact:**

Charmain Brown

[charmainbrown@hotmail.com](mailto:charmainbrown@hotmail.com)

### Members at Large:

**Morgann Cameron**

[morganncameron@hotmail.com](mailto:morganncameron@hotmail.com)

As a Member at Large on SEAC, I believe my role is to assist families in the community with advocacy and system navigation to ensure children, youth, and families are able to access any required supports. As a member of the Indigenous community, I strive to represent an Indigenous perspective and be involved in ensuring equal access to education-related supports for all students. I look forward to being able to share the knowledge I acquire through SEAC with members of the community that I come into contact with both in my personal and professional life.

**Elizabeth Daniel:**

[jason\\_liz@sympatico.ca](mailto:jason_liz@sympatico.ca)

My role as member at large is to organize information that is presented and be available to interact with anyone who feels a non-affiliated partner is a good representative, or is looking for a basic starting point in connecting to information and resources. I have flexibility in providing advocacy work to reflect who or what is top priority at any given time. I hope to bring strong communication skills, personal and professional background to the table and provide valuable feedback in shaping the progression of special education services.





**Durham District School Board:**

**905-666-5500**

**Toll Free: 1-800-265-2968**

[ddsb.ca](http://ddsb.ca)

**Michelle Arseneault, Trustee 905-391-4201**

**Donna Edwards, Trustee: 905-426-7045**

**Kelly Miller, Trustee: 905-706-3817**

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





## INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025

# COORDINATION OF SERVICES WITH OTHER MINISTRIES

## SECTION D

### **Coordination of Services with Other Ministries: Education and Community Partnership Programs (ECPP)**

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure smooth transitions for students with special education strengths and 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(s)/guardian(s).

### **Education and Community Partnership Programs (ECPP)**

Education and Community Partnership Programs are an integrated part of Ontario's education system. Education and Community Partnership 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's 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

Resource: [Ministry of Education - Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\)](#)

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

Under the school title of Grove School, the DDSB has been a committed lead educational partner for Education Community Partnership Programs (formerly Care, Treatment, Custody and Corrections, programs).

Grove School 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.

DDSB Education Community Partnership Programs (Grove School) currently supports (May 1, 2024), in collaboration with thirteen agency partners, fifty individual classroom programs within twenty-seven sites across the Durham Region. Grove School is among the largest education commitments to the ECPP model provincially.

To receive admission into an ECPP Program, the student is first referred to an agency by:

- a parent/guardian
- the courts
- child welfare
- a medical professional
- the school
- 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 an 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.

DDSB community partnership agreements include requirements for the partner organization to uphold the Human Rights Code, in alignment with the principles of the DDSB Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and responsibilities of all staff as duty bearers.

### **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 support 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 ECPP.

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 and accommodation needs (where applicable) 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 circumstances change and the child or youth should be impacted negatively by the move into program during the transition period, the child or youth may return to the Education Program. The Ministry of Education will not concurrently 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:

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

**INCLUSIVE STUDENT SERVICES PLAN • 2024 – 2025****SUBMISSION and  
AVAILABILITY of PLAN****SECTION E**

Pending updated Ministry Checklist for 2024-25

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**Additional Information – Appendices List (\*UPDATE LIST)**

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**Additional Information Available Online Through the DDSB Website**

Protocol for Partnerships with External Agencies, refer to link below:

[Protocol for Collaboration Agreement with External Agencies](#)

## Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 1

## Specialized Equipment

Boards are provided with a Specialized Equipment Amount (SEA) funding specific to the purchase of equipment that may be required by students with special education needs.

**There are two components to this allocation:**

- Technology—Includes devices, tools needed to use/store devices, and training.
- Non-Computer Based Equipment—Includes hearing and/or vision support equipment, personal care support equipment and/or physical assists support equipment.

Resources purchased for individual students through SEA funding are prescribed by a Regulated Health Professional. Specifically, part of inclusion and accommodation planning and recommended by a professional with one of the following designations: Occupational Therapist (GrandviewKids), Physiotherapist (GrandviewKids), Psychology (DDSB), or Speech Language Pathologist (DDSB).

Between April 1, 2022 and March 31, 2023 (annual reporting cycle), \$2,809,348 of individualized, prescribed technology and equipment was purchased to support inclusion, learning, safety, and well-being of students with special education strengths and needs. Below are examples and the impact on student well-being and learning.

### Technology Purchased:\*

- Touchscreen laptops\*\* or enlarged screen laptops
- iPads
- Carrying cases including adaptive
- Device cases including adaptive (e.g., Big Grip, OtterBox Cases)
- Computer related items—Charge cords, keyboards (including adaptive), mouse
- Software—Supports inclusion and accommodations such as language tools (communication software e.g., LAMP) and vision

### Equipment Purchased:\*

- Adaptive Strollers
- Glider Chairs
- Hoyer Lifts—Provide safe lifts and transfers for student movement between areas, including changetables
- Rifton Chairs—Support adaptive seating for learning, eating, and social play
- Stenders
- Trampolines—Provide sensory stimulation and physical movement
- Wall Padding—Provide noise dampening and soft surfaces in respite spaces and support for self-care/toileting
- Wheelchairs

*\*Not an exhaustive list.*

*\*\*DDSB 1:1 device for students Grades 7+ did not include touchscreen devices during the 2022-2023 school year.*

“...dignity, independence and ease of use... equipment and other technology that allow her to participate in her class and continue to develop her mobility, fine motor skills, her vision, and abilities in all areas.” —H. Nguyen, Parent

“...devices and equipment that allow them to navigate academic life and beyond without barriers. Student engagement, empowerment, and well-being are augmented with each success achievable thanks to this access. Accessing education without barriers thanks to SEA cultivates communities of inclusion, equity, and opportunity, ensuring our diverse learners all reach their full potential and experience the joys of learning.” —N. Locker, Principal

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**

## Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 2

## Classroom Support Staff

Classroom Support Staff help foster inclusion and are integral to supporting student well-being and learning.

Professionals in various roles support students alongside teachers as part of classroom teams. In the DDSB, the following professional roles comprise the Classroom Support Staff team:

- American Sign Language (ASL) Interpreter
- Educational Assistant (EA)
- Intervenor
- Language Acquisition Support Worker

### ASL Interpreters, 8.0 Full-Time Equivalent (FTE) Staffing

ASL Interpreters facilitate and/or provide access to communication for students who are Deaf/hard of hearing.

### Educational Assistants, 890.4 FTE

EAs are the largest FTE complement within the professional roles within the roles that comprise Classroom Support Staff in the DDSB. Individuals in the role of EA have a breadth of credentials and experiences that are brought into the role of supporting students with individual strengths and programming needs.

“Support staff greatly assist with facilitating the program designed for my most vulnerable students. We work together to support students in reaching their goals and staying on track!”

—Neil, Educator

“They always help kids and nicely take care of them. When I need a break, they take me.”

—Sulayman, Grade 1 student

“She keeps me safe.”

—Student

“With support, my students are able to receive the quality of education they need and deserve. Without this they get lost.”

—Emily, Educator

### Intervenor, 9.0 FTE

Intervenor facilitate or provide access to communication for students who are Deaf-Blind. Vision and hearing are two of the senses frequently used to gather information about the world around us. An intervenor is imperative to a Deaf-Blind student not only to access that information, but also to optimize their educational and social experiences.

### Language Acquisition Support Worker, 1.0 FTE

The Language Acquisition Support Worker supports students in the early learning of ASL as a primary language.

### Short-Term Assistance Response Team (START)

START is comprised of EAls to help provide in-program embedded supports for school teams, primarily colleague to colleague coaching and collaboration. The team is lead by Psychological Services and a System Lead.

“The biggest thing we love about working alongside the START team is that we are able to have the collaborative conversations about the strategies and approaches that we may not have considered on our own that we are able to talk through and plan alongside with them. The impact has been noted by the school team as well as in the student because of that collaboration and support.”

—Dawn, Principal

### Wednesday, November 15, 2023—Classroom Support Staff Appreciation Day

Each year on the third Wednesday in November, the DDSB recognizes the tremendous impact that professionals in Classroom Support Staff roles have for students. Resources, including social media supports, will be provided to schools.



“Here’s to our amazing Classroom Support Staff colleagues. With big hearts and immense skills, these heroes are always ready to help, stay calm and carry on even on the hardest days and they always, always show up all day, every day for our kids. They are the difference makers in our schools, for all of us.”

—Megan, Educator

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**



# Inclusive Student Services Impact Update

2023-2024 • Volume 3

## Psychological Services

Psychological Services team members work with students, their caregivers, their educators, and colleagues from across the DDSB to promote student well-being and achievement.

The Psychological Services team is made up of professionals with skilled and varied backgrounds. We bring professional expertise to the learners and teams we support, including:

- Consultation services, with the goal of improving students' learning and social experiences at school;
- Child and adolescent mental health, in terms of assessments and interventions;
- Clinical assessment for children and adolescents to effectively link individuals' strengths and needs with supports at school;
- Safety planning and crisis-based response for students and school communities;
- Professional learning support related to student well-being and achievement (e.g. accommodation)

### Psychological Services: We're here to help!

**Our Foundation:** We believe in the fundamental worth of students, their families, and their broader communities. Understanding that relationships are essential to well-being, trust, and a sense of belonging, we offer services that are rooted in anti-oppression. We understand that we're always on the path of learning. We are committed to respecting student voice, the contexts in which learners and their adults live, as well as the dignity of their lived experiences. We embrace a strength-based approach to optimize student potential and we strive to promote safe, welcoming communities where well-being is centered.

"It was so helpful having Psychological Services staff in the building if we needed help working something out in person. Communicating via email can slow things down whereas the conversation flow is much more efficient."

—Dana, Educator

**How We Serve:** Members of the Psychological Services team may work individually with learners, their caregivers, and/or school-based team members. We also work as part of the multi-disciplinary Inclusive Student Services Teams. Our work often intersects with the professional expertise of Instructional Facilitators, Speech Language Pathologists, and Social Workers.

**How to Access:** Our services are referral based and provided in accordance with the professional standards and ethics of the College of Psychologists of Ontario. To access Psychological Services, school-based staff follow the Inclusive Student Services referral pathway. We can also provide mental health support to students if they or their caregivers make a request through the "Connect with our Mental Health Team" button on the DDSB website.

"We have staff that feel they have a chance at being successful in the service of students."

—Justin, Principal

"I feel hopeful now."

—Student

"...incredibly helpful to talk to and I was extremely happy with the discussion we were able to have with a parent regarding everyone's experiences, and what strategies would be helpful for all of us."

—Emily, Educator

### Did you know?

- During the 2022-2023 school year, we provided psychological services to over 3,500 students across the DDSB
- During the 2022-2023 school year, we completed over 550 standardized psychological assessments across the DDSB
- For approximately 84% of referrals for direct services (such as individual counselling), psychological services team members are able to initiate contact within 4 weeks
- Psychological Services team members spent over 400 hours during the 2022-23 school year providing crisis-based support to schools across the system. That's approximately 57 days!
- Along with colleagues from other Inclusive Student Services teams, we provide identity affirming, evidence-informed group supports (with Social Work) and skills development groups (with Speech Language Pathologists and Instructional Facilitators) at schools across the district.



For more information about the  
 DDSB Inclusive Student Services Impact Update,  
 please visit [DDSB Inclusive Student Services](#).

Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 4

## Special Education Advisory Committee (SEAC)

Under Ontario's Education Act, every student is entitled to a program which meets their needs. In Durham, our 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 is comprised of representatives from local parent associations that provide consultation to the DDSB on special education programs and services.

The SEAC is currently comprised of three DDSB Trustees and the following associations and roles:

Eva Kyriakides, Association for Bright Children (ABC)

Elizabeth Daniel, Member at Large

SensaRAneb Burrell, Autism Ontario, Durham Chapter

Morgann Cameron, Member at Large

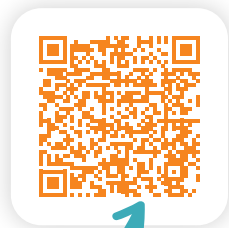
Tara Culley, Durham Down Syndrome Association

Charmain Brown, Ontario Parents of Visually Impaired Children (OPVIC)

Rowin Jarvis, Learning Disabilities of Durham Region

Jennifer McLaughlin, Sawubona Africentric Circle of Support

The SEAC is dedicated to establishing supportive educational environments that assist students with special strengths and needs in reaching their full potential. Additional information can be found in the [DDSB SEAC brochure](#).



## Actioning the Results of the SEAC Parent/Caregiver Survey

From May to June 2023, a SEAC Parent/Caregiver Survey took place to:

- Gather parent/caregiver feedback;
- Learn more about what is and is not working around communication; and
- Receive parent/caregiver suggestions on how we can improve across the DDSB.

Thank you to the 1,118 respondents to the survey. The feedback from the survey highlighted that many families felt communication practices have been helpful in feeling welcomed and engaged as partners in education. The survey also provided us with valuable information about where we can make improvements to better understand the experience of families in working with school teams.

Survey responses received were representative of all municipalities within the Durham Region, representative of all grades (Kindergarten to Grade 12+) and representative of students across all categories of exceptionality.

### Key Findings—Communication:

- 72.4% respondents were very satisfied (35.5%) or somewhat satisfied (36.9%) with the communication received from their child's support team members.
- Working well in terms of communication—Top 3: emails, outreach/updates, and applications/tools (Remind, Seesaw)
- Needs improvement in terms of communication—Top 3: progress updates/outreach, connecting with support team, and Individual Education Plan (IEP). We will focus on educator awareness, implementation, and adherence as we seek to improve.
- The majority of parents/caregivers expressed being comfortable (87.3% rated 3-5/5) during the Identification Placement Review Committee (IPRC) conversation but a lower percentage indicated feeling that the Special Education was productive (64.6% rate 4-5/5).
- 16.6% (represents 185 participants) were not at all familiar with the DDSB's Parent/Guardian Guide to Special Education IPRC.
- In alignment with the DDSB Indigenous Education Policy and Human Rights, Anti-Discrimination and Anti-Racism Policy, actively addressing ableism and engaging in culturally responsive, affirming practices are essential to improving on the experience of families.



### SEAC Message for Parents/Caregivers

Thank you for all that you do to support our students both in and out of class. Without you, many students would not be able to attend school, learn and form meaningful relationships with others. SEAC is dedicated to continuously improving the way we work together with parents, students and staff. To that end, we created the parent/caregiver survey to see what we are doing well and areas where we can improve—this survey's focus was on communication and some of the overall points are listed above.

Other takeaways that were highlighted as part of the survey responses that we would like to share:

- Establishing a good relationship with parents/caregivers is key in building trust and a solid team around each student. Many parents do not know how to navigate the school system, so making them feel like a valuable part of the team is important.
- Communication does not always have to be about issues; sharing a positive experience or moment is as impactful for a student as working through any challenges that they face in the school career.

We have heard from DDSB parents/caregivers and wanted to share some of the messages we received. We hope that in sharing a few of the quotes directly that there is inspiration to keep improving these important relationships. We look forward to hearing about all the new ideas and stories in the coming months.

**"My child has shown great strides in her JK year, and we can't wait to see how much she grows in SK."**

—Kindergarten Parent/Caregiver

**"Our SERT and teacher are amazing, but I find the frequency of touch points are too far apart for our students with exceptionality. Yes, parents can request it but it is hard to know how things are going and if issues arise they sometimes aren't addressed timely because we don't know where things are."**

—Grade 1-3 Parent/Caregiver

**"I would like more communication regarding my child's participation in learning activities and his progress. He does not share much, so we are left guessing much of the time. I also don't know how his behaviour has been, so I'm hoping no news is good news."**

—Grade 4-6 Parent/Caregiver

**"My son is nonverbal and therefore I am completely dependent on his school team to communicate what transpired in his day. It is important to me that I understand everything in his day that may be impacting his development and behaviour."**

—Grade 4-6 Parent/Caregiver



Scan code for more information about the  
[DDSB Inclusive Student Services Impact Update.](#)



Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 5

## Student Mental Health and Well-Being

Schools are an ideal place for mental health promotion, the prevention of mental health concerns, and the early identification of mental health concerns through school-based prevention and intervention services. Schools provide students with the knowledge and skills to be aware of, care for, and advocate for their own mental health and well-being.

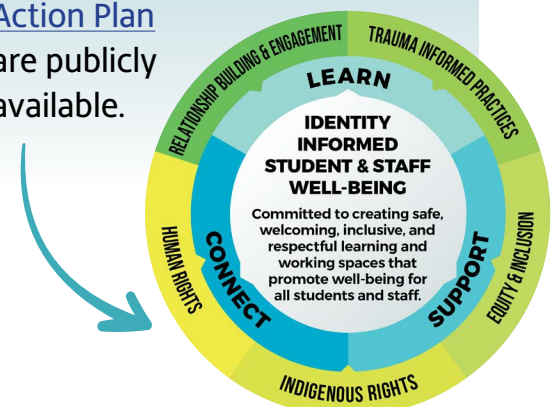
The Ministry recently launched [Policy/Program Memorandum 169 Student Mental Health](#) outlining eleven expectations of Boards whose goals result in students having the knowledge and skills to understand and support their mental health, provide ongoing access to high quality mental health services with appropriate supports for their individual needs when and where they need them across the provincial mental health continuum of care.

### Joint Local Planning with Community-Based Child and Youth Mental Health Providers

District leaders responsible for mental health participate on joint local planning tables in order to support the school board and the local community-based child and youth mental health agencies to provide coordinated mental health care that ensures there are strong pathways to, from, and through mental health supports and service. Examples of participation in joint community planning include, but are not limited to, active membership on Durham's Children and Youth Planning Network, Durham Youth Suicide Prevention working group, Infant Mental Health Committee.

### Three-Year Mental Health Strategy and One-Year Action Plan

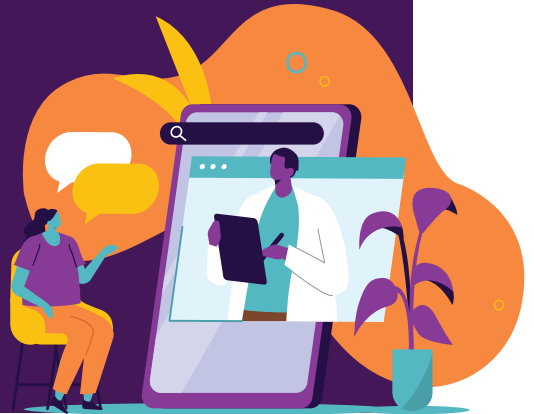
The DDSB three-year [Mental Health and Well-Being Action Plan](#) and [2023-2024 Action Plan](#) are publicly available.



## Multi-Tiered System of Supports:

The DDSB continuum of services: mental health promotion, early identification, prevention and early intervention, and service pathways/clinical support provided by members of the Psychological Services and Social Work teams for more intensive mental health needs including crisis and trauma.

- Within the previous school year, 5832 students served (both virtually and in-person) by school-based regulated mental health professionals; includes 1:1 consent-based plans of care.
- The data above does not include number of students served through mental health promotion (Tier 1) and targeted prevention (Tier 2), school supports through consults, traumatic incident responses, child/youth protection consultations, crisis suicide intervention Applied Suicide Intervention Skills Training (ASIST)/Violent Risk Threat Assessments (VTRAs) and other adult to adult care consultations for proactive and group (e.g., class) support.



**"I wanted to reach out to you to tell you how thankful I am for all your support, wisdom, and kindness this year. I think about you and your role in our journey all the time. I truly know that you were the pillar of strength (and my family) in our darkest hours..."**

**—Parent/Caregiver**

**"Our mental health team plays an invaluable role in supporting students who are navigating a complex world. Our Team provides a safe space where students can practice strategies, think aloud challenges and then take those strategies and put them into practice. We see students using their breathing strategies and mindfulness as they go about their day. These practices allow our students to have more successful days where they can engage in their learning. For our families, Team provides connections to services that can support families in the broader community and this helps to centre the school as the hub of the community."**

**—Principal**

**"Our Social Worker continues to support a student who is transitioning. This student had attendance and engagement challenges but connecting them with the service of our school Social Worker has resulted in the student engaging in the school work and achieving at high levels and every day attendance. This student looks forward to their Monday Morning check-ins with our Social Worker."**

**—Parent/Caregiver**

## **Consistent Use of Evidence-Informed Brief Interventions and Standardized Measurement**

Inclusive Student Services professionals utilize evidence-informed interventions that align with their scope of practice, relevant legislation, and regulatory colleges' obligations for privacy and reporting. Interventions are also in keeping with client centred care and the needs, goals and individual plans of care.

**"I wonder where the school social workers were in my life when I was growing up."**

–Parent/Caregiver

## **Suicide Prevention, Intervention, and Postvention Protocols**

The DDSB has developed a board suicide prevention, intervention, and postvention protocol with the most recent version released in September 2022 to include postvention content and to reflect consultation with our Indigenous Education Department. Since 2014, Psychological Services and Social Work staff have been offering applied suicide intervention skills training and ongoing communication to school administrators and educators regarding the protocol to ensure they know how and who to reach out for help immediately on behalf of students.

**"After I took the ASIST, I felt far better equipped to support the students and staff, whether I'm the person having the conversation directly, or supporting someone who is."**

– Secondary Administrator

## **Virtual Care Delivery**

Our professional mental health staff utilize an in-person mode of delivery for mental health services; a virtual option is available to ensure accessibility for students and their families through Microsoft Teams which is compliant with legislative and regulatory college's obligations for privacy.

**"Our School Psychometrist makes a difference for our all the students she serves. The impact of her service for one family has been invaluable. She works alongside the educators, Special Education Resource Teacher, administration and family to help this student navigate his school day. Moreover, to best support this student she has worked tirelessly to meet the family where they are in seeking community services."**

–Administrator

## **Enhanced Educator and Staff Mental Health Literacy**

Learning opportunities are being provided to District staff to ensure that they can embed mental health promotion, prevention, and early intervention into the education experience for students and help to foster safe, and welcoming environments. Examples include: Mental Health Promotion, Positive School Climates Learning Series and Mental Health First Aid-Youth.

## **Mandatory Mental Health Literacy Learning for Students**

Intermediate educators responsible for health curriculum to facilitate the mandatory mental health literacy modules for Grades 7 and 8 which will support student learning on mental health and mental illness and build awareness of the impact of the stigma associated with mental illness. The modules are aligned with the existing curriculum expectations in the Grades 7 and 8 Health and Physical Education curriculum.



## Family Mental Health Literacy and Awareness

Families (and students) who may be struggling can access support in partnership with their school team or directly through the “Connect with the Mental Health Team Button”, an online form used to reach out to an Inclusive Student Services team member supporting mental health. Staff continue to look at connections to the Parent and Community Engagement department in support of enhancing educational and engagement opportunities for families.

## Social-Emotional Learning (SEL)

While SEL skills are embedded in the Ontario curriculum and include identification and management of emotions, recognizing sources of stress and coping with challenges, maintaining positive motivation and perseverance, building healthy relationships, developing self-awareness and confidence, and thinking critically and creatively, the District also has a team of Child and Youth Support Workers who provide direct classroom SEL programming along with SEL capacity building for Educators through consultation and professional development opportunities.

“Overall, the SEL experience and delivery was great for our students. Students learned new strategies to cope with stress, as well to as help build on strategies they already had.”

—Elementary Educator

“Thank you for helping me and my friends think of all the ways we can help each other and how to cope with stress. I think you helped everyone in this class. I appreciate everything you do and I hope I get to see you again. I learned how to take so many different ways to take deep breaths and calm myself down. I liked how you could get to know us and make us feel comfortable talking.”

—Student

## Mental Health Absences

In June 2023, the District adjusted absence code procedures to “(AI) Illness: Health and Well-Being”. The addition of ‘Well-Being’ to the illness code for student absence is a way to honour the importance of self-care and restorative personal practices and how these approaches bolster health and overall well-being. The code provides an opportunity to acknowledge the many ways personal wellness can promote a healthy and resilient lifestyle.

“The work you do is so essential to our students, you have no idea”

—Principal

For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).





Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 6

## Education Community Partnership Program (ECPP) Grove School

### What are Education Community Partnership Programs?

ECPPs are collaborative partnerships between school boards and government-approved facilities such as children mental health agencies, hospitals or youth detention centres. The DDSB provides the educational component ("Education Program") while a community partner provides the care and/or treatment or rehabilitation ("ECPP Services"). (MOE, 2023-24)

ECPPs are an important resource for providing 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 in facilitating transitions to future educational success.

An ECPP is only for children and adolescents who cannot attend their regular school because of their primary need for care, treatment and/or rehabilitation services.

### Current Program and Enrolment Information

The ECPP programs facilitated by the DDSB, in partnership, currently supports 205 (December 2023) children and adolescents between the ages of 7 and 21.

### Program Impacts and Transitions

Transitions for children and youth accessing ECPP include pathways including return to home school, transition to services of another ECPP partners and/or SE class. Between September and December 2023), 9 students returned to their home school and 13 transitioned between ECPP programs/partners.

Supported by DDSB teachers through ECPP, secondary students completed 39 credits during the same time period.

"I can't stress the importance of Grove School. I am someone who needs lots of prompting to stay organized. Teachers only see my marks as average and that's all they look at. For me it is really hard to stay organized and I need a few accommodations and here I can get what I need. Thank you is all I can say. I am beyond grateful to get this help so I can be successful in main stream high school and post secondary."

—Grade 8 Grove School student

## DDSB Agency Partners

The DDSB currently partners with 13 community agencies in the provision of ECPP opportunities for children and adolescents to offer 50 program classes during the school year. This breadth of partnership and programs is the second largest ECPP in the province of Ontario. Many of the ECPPs also operate through the summer months (Summer 2023–17 programs in July and 12 programs in August). The geographical area for access for each partnership is the boundary of the community agency.

Partners for the 2023-2024 school year are (in alphabetical order):

Chimo Youth & Family Services, [chimoyouth.ca](http://chimoyouth.ca)

Collaborative Community Connections Ltd., [collaborativecommunityconnections.ca](http://collaborativecommunityconnections.ca)

Durham Family Court Clinic, [dfcc.org](http://dfcc.org)

Enterphase Child & Family Services, [enterphase.com](http://enterphase.com)

Fostering Family Relations Inc., [fosteringfamilyrelations.ca](http://fosteringfamilyrelations.ca)

Frontenac Youth Services, [frontenacyouthservices.org](http://frontenacyouthservices.org)

Kennedy House, [kennedyhouse.org](http://kennedyhouse.org)

Kinark Child & Family Services, [kinark.on.ca](http://kinark.on.ca)

Lake Ridge Community Support Services, [lrcss.com](http://lrcss.com)

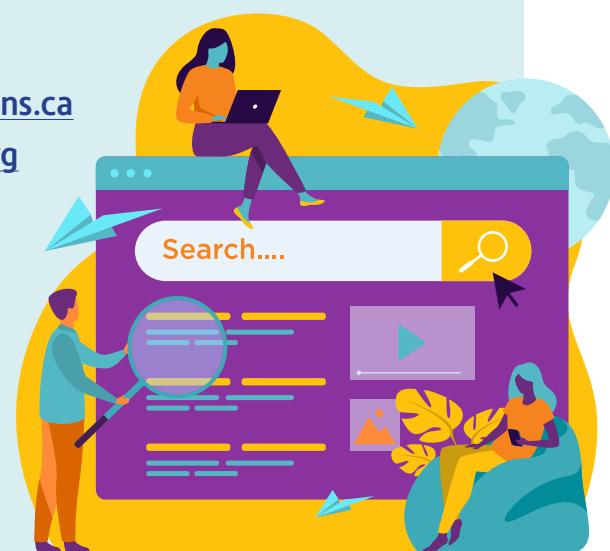
Lakeridge Health, [lakeridgehealth.on.ca](http://lakeridgehealth.on.ca)

Murray McKinnon Foundation, [murraymckinnon.ca](http://murraymckinnon.ca)

Ontario Shores Centre for Mental Health Sciences, [ontarioshores.ca](http://ontarioshores.ca)

Youth Connections Inc., [youthconnectionsinc.ca](http://youthconnectionsinc.ca)

More information about each community agencies can be found on the Grove School website at [grove.ddsb.ca](http://grove.ddsb.ca), or through connection direction with the organization.



## Ministry of Education ECPP Guide

The Ministry of Education provides support and evaluation of ECPP programs. Each program class is renewed on an annual basis. For further information about ECPP foundations, view the Ministry of Education [Guidelines for Approval and Provision of an ECPP 2023-24](#) document.



"Grove School has positively impacted me in many ways. The staff are very understanding of the situations that have impacted my ability to complete high school in a regular time frame. My mental health was put first which tremendously helped me in being able to complete my courses. My teacher and my mental health nurse were very accommodating and supportive throughout my time here and helped to keep me on track with my goals."

—Grade 12 Grove School student

“

“I want to share how my time at Grove School has been a great experience for me. My teachers and staff have helped me with everything I know to this day. I have learned to be more responsible for my actions thanks to my teachers and Child and Youth Workers.”

—Grade 12 Grove student

“Grove teachers are able to develop relationships with students that allow them to design lessons and learning opportunities that involve the interests of their specific students. We can work one on one with students on a daily basis to determine where the gaps are in their learning and we can concentrate our efforts on those curriculum expectations.

Grove teachers are expected to conduct meaningful assessments frequently to ensure the maximum growth for each student, many of whom only stay with us for a semester or less.

Grove teachers are at the forefront when it comes to providing students with opportunities for Social Emotional Learning and they often have developed strategies for students who have not had the opportunity to be appropriately assessed but still require accommodations to their educational programming. When Grove teachers work in collaboration with the Agency team, they can contribute to the emotional wellbeing of the student long after the student has left Grove school by providing strategies for self regulation which can lead to future academic success.

Grove teachers choose to show up everyday with a renewed sense of determination and they strive to make every child in their classroom be seen.”

—Grove teacher

“Grove School provides a sense of belonging for our students and represents a safe, and non-judgmental space where they can work on their academics with exceptional teaching and support staff. Grove empowers students to achieve their goals while learning valuable life skills.”

—Enterphase Child & Family Services Day Treatment Management,  
Jen Phillips and Marissa Simmons

“The Day Treatment Program provides the space for the youth in the program to work through mental health challenges with supportive staff. The staff’s approach of meeting the youth where they are at emotionally and academically has been successful with many of the youth in the programs.”

—Frontenac Family & Youth Services Manager, Melanie Brynaert

”

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**



Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 7

## Transition to Work Program

The Transition to Work Program is a special education placement program supporting students 18 to 21 years of age who are intending to enter directly into the work force following their secondary school experience.

"I think the Transition to Work Program is very important to me in life experience and it suits my personal skills. I think it is valuable to learn everything and it can upgrade my skills. I'm really glad that I got a new job and it feels like my dream job has come true. It can make me feel more comfortable and I'm glad to see all the staff... they are very nice and friendly."

—Student

The Transition to Work Program is designed for students to learn the necessary social, work related and independence skills necessary for transition to successful employment in the community. The program is a bridge between school and adult living. The goal of the program is to develop employability skills and foster independence to support students to become productive, paid workers contributing to the value of inclusive work environments and within their communities.

There are currently five Transition to Work Program classes in the DDSB supporting 44 students.

"I think the Transition to Work Program is good for me... I really enjoy doing it. The Transition to Work Program has actually helped me gain back a lot of work skills, that I had forgotten during the pandemic and has helped learn new work skills."

—Student



## Program Structure

### Employment Related Skills Training

The focus of the Transition to Work Program is developing employability skills and gaining independence. Students participate in training and practical experience to prepare and introduce them to the world of work. Students attend weekly in-class learning and their work placements. The Transition to Work Program is structured for in-class employment related skills training on Mondays (across all program sites) and work experience (on-job training) from Tuesday to Friday each week.

The purpose of in-class learning sessions varies as the school year progresses based on the student's strengths, interests and needs. Students can expect to learn about:

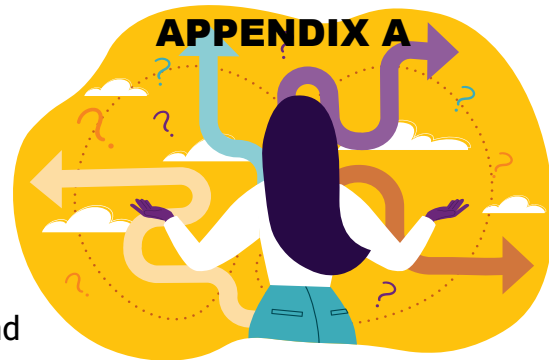
- basic concepts and skills required to work in the community such as navigating the workplace;
- training certifications, through community service partners, that may include first aid training;
- community employment support programs and financial resources (e.g., Ontario Disability Support Program);
- tools and skills needed for finding the "right" employment opportunity based on their personal skills and interests;
- development of their personal employment portfolios;
- As students get settled into their placements, the in-class portion of the program focuses more on each student's unique situations relating to their placement. Teachers and Educational Assistants work with students and families to plan next steps as required on an individual level for each student on their pathway to gain employment.

**"The program is amazing! It gives the students the opportunity to get into the community and learn in the working world. Getting in the community and working gives the students the opportunity to socialize and develop communication skills. We struggled at first with communication but after a month or so he was able to communicate with us confidently, learn the job, and completed tasks efficiently. Everyone benefits from the program, the students (and) the employer too by gaining a valuable employee to be a dependable member of the team."**

**—Front Store Manager, Shoppers Drug Mart (Pickering Town Centre)**

### Transit Training

Transit training is a key focus of the Transition to Work Program. The ability to effectively take public transit is an integral skill for any student looking to work out in the community and building towards gaining independence. All students in the program receive Durham Regional Transit bus fare in the form of a monthly pass or tickets depending on their situation to be able to access their placement and/or community opportunities. With staff assistance in gaining the skills and confidence to ride public transit, most students grow to use the public transit system as a means of transportation for all their transportation needs, including attending school, work placement and community activities.



## Work Experiences

Students are introduced to different workplaces and learn how to navigate their experience by implementing workplace employability skills necessary for enjoyable sustainable employment.

Students who are in year one of the program will generally have work experience placements that cover a wide range of skills to provide a broad range of practical experience. Students may attend many work placements with this similar focus of exposing them to a range of different jobs and tasks to build their skills and resumes.

As students demonstrate skills and gain insights into their interests through the program, work experience planning is focused on finding experiences aligned with each student's individual goals. This may not always be their ideal career position, but the goal is to have as much connection as possible to their potential career.

For example, a student who is interested in plumbing or automotives may not be able to work as a plumber or a mechanic, however, they can work in the plumbing department of a home improvement store or work in an auto parts store or a mechanics shop so that they are developing skills within their desired industry.

Currently, students in the Transition to Work Program work mainly within retail and service industries. Current examples include restaurants, auto dealership services, retail shopping stores, animal care, community centers, and child/elder care. Employers are recruited based on student interest and skill set matching opportunities.

**"Our Transition to Work Program is thriving. Our students are finding successful employment. We are building strong community partnerships with our employers, and most importantly, our students and their families are very appreciative of the benefits that they are seeing, not only from often finding paid employment, but also from the rewards of a learning environment rich in so many valuable life skills."**

**—Transition to Work Program Teacher**

## Inclusive Employers and Value of Inclusion in the Workplace

There is significant research on the benefits of diverse and inclusive workplaces. Impacts include direct and indirect benefits such as higher revenue, enhanced productivity, greater employee retention and improved morale (D.Winiarski, Forbes, 2023 and 2024)

**"The program gives the students the opportunity to grow into their role, to mature into being able to meet expectations. It allows for flexibility with how we meet individual student needs. He has required varying levels of support and now we are moving toward complete independence to assess if he can be successful and grow his independence."**

**—Owner, FreshCo (Steeple Hill)**



“

“Through the facilitation of the teachers, the students come prepared to work. There is no leg work required by the employer to have the students come to work. The program offers a longer runway for having the students learn the job to become efficient without the typical training costs. And about costs having the wages and WSIB costs subsidized, the labour costs are zero. There are a few challenges that may come up but they are easily overcome with teacher input. Overall, the program can lead to something. (Student) has a great opportunity for employment...”

—Owner, Canadian Tire (Rylander)

“The benefits for the students are really noticeable, I have experienced them first hand over the years. Working here at Dogtopia gets the kids out of their shell. Some of them have been reluctant to even say hello. Once they become a member of our team they are relied upon, they have to open up to communicate with us, and as a result in a safe environment they open themselves up to new situations.” “Now for the Employer—the students are relied upon. They help us with the daily tasks, which reduces the workload for the team. Subsequently, allowing the trainer to give more personal time to training the student on the job. Having the students here reduces the workload and the stress. When the workplace is happier it allows the employer to coach more and teach the student about their job.”

—Manager, Dogtopia (Pickering)

”

### Pathways from Transition to Work

Students who graduated from the Transition to Work Program in June 2023 followed a few pathways including:

- Employment (11 students)
- Entry into a College program (six students)
- Adult day programs (two students)

“I’m reaching out to recognize the amazing efforts of the staff and team for the special needs program... the Transition to Work Program goes above and beyond to ensure the confidence, ability, and overall success of students, especially my stepson... The independence and life-learning that has taken place since (student) has been a part of Mr. Kane’s class has been nothing short of amazing!”

—Parent

For more information about the  
**DDSB Inclusive Student Services Impact Update,**  
 please visit [DDSB Inclusive Student Services](#).



Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 8

## Social Work Services

The Social Work team at the DDSB is comprised of a diverse group of registered Social Workers with varied professional expertise and lived experiences. Social Workers provide voluntary, student-centered services from anti-oppressive, equity focused, trauma informed, and identity affirming perspectives. Social Workers partner with students, caregivers, educators and other professionals to support student success and well-being.

### Your Social Worker Gets You!

The Social Work team supports student mental health, well-being, student/school engagement, and attendance needs. We recognize that students have unique lived experiences and narratives about the issues and circumstances that are a source of stress for them. These may include but are not limited to:

- emerging or intensifying mental health needs;
- experiences of interpersonal and systemic racism and oppression;
- non-affirming identity related stressors;
- Bullying, harassment, discrimination;
- school engagement;
- family and community concerns; and
- various psychosocial needs

These stressors can intersect in ways that may impact a student's mental health, well-being, and sense of safety influencing how they may experience school and personal success. We work with young people to amplify their voice, leverage their strengths, elevate their unique perspectives, and build skills to improve day to day functioning.



**"Most importantly, they are the safe, caring adults in our building that have made life-changing differences to those in need."**

—Hayley, Administrator



Members of the Social Work team serve students and school communities through a variety of services such as:

- consultation to support student goals and experiences;
- delivering direct mental health services for students, either individually or in a group setting;
- providing crisis and traumatic incident support for students and school community;
- offering targeted classroom/group interventions; and/or
- facilitating staff and system capacity building.

As members of a multi-disciplinary Inclusive Services school team, Social Workers often work in collaboration with members of Speech Language Services, Psychological Services and educators in a variety of roles to provide support for students.

**"Our Social Worker approach their interactions with students, staff, and families from an Anti-Oppression lens and have a keen sense of understanding where individuals are with respect to the understanding of barriers that may be preventing students from achievement and success."**

–Brandon, Administrator

**"The support provided by our Social Workers has made an invaluable difference to our Student Success Team. The direct support that they provide to our students has significantly impacted their engagement and success, as well their consultation has guided our team to be able to consider the best approach to determining the needs of students requiring support."**

–Tracey, Administrator

### How to Access School Social Work:

Services are primarily referral-based and offered according to the Ontario College of Social Workers and Social Service Workers' requirements. School-based staff follow the Inclusive Student Services referral pathway. Services can also be offered to students if they, or their caregivers, make a request through the [Connect with our Mental Health Team button](#) on the DDSB website.

**Connect** with our  
Mental Health Team

**"I wanted to reach out to you and tell you how thankful I am for all your support, wisdom and kindness this year. I think about you and your role in our journey all the time. I truly know that you were the pillar of strength (and my family) in our darkest hours..."**

–Parent

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**



Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2023-2024 • Volume 9

## Developmental Program

The Developmental Program is a special education placement supporting students' individualized growth and development in the following areas: Communication, Sensory Skills, Gross Motor, Fine Motor, Social Skills, and Personal Development Skills. The program includes school and community-based opportunities for social integration. Each student's program is individualized for their strengths, interests, and program support needs.

Students accessing programming through Developmental Programs have significant physical, intellectual or developmental disabilities. Students may also be medically fragile and/or require significant sensory support.

Developmental classes, in accordance with the Education Act s.181/98, have a maximum of six students. Currently in the DDSB, 109 students access learning and support through 22 Developmental Program classes (13 Elementary and 9 Secondary).

*"Never underestimate our students. They will amaze you!"*

—Special Education Head and experienced Teacher in the Developmental Program

## Families and Caregivers

Families and caregivers are an essential part of the planning for student learning and well-being.

"Being part of the Developmental Class has been an amazing experience for our son. His team is supportive, imaginative, caring and energetic. Thought and care goes into his IEP to ensure maximum success in his daily activities and tasks. He has grown tremendously because of the individualized program that has been set for him. He comes off the bus each day with a huge smile and we know it's been a great day at school. We are so thankful for the school team."

—Parent



**"The Development Program was life changing for my daughter. The level of care and attention she receives is second to none. It has helped nurture her learning in so many great ways. Without this program my daughter would not be pulling herself up to a standing position. We cannot thank Educational Assistants and teachers enough. School would not be a viable option for my daughter without this program. Thank you all for your amazing work."**

**—Parent**

## The Classroom Team

Each Developmental Program class team is comprised of a Teacher, minimum of two Educational Assistants and includes integrated community supports embedded within programming. Community partners commonly include: nursing care, occupational therapists, and physiotherapists from organizations such as Grandview Kids through School Based Rehabilitation Services.

DDSB Inclusive Student Services team members are part of the classroom team supports and, through consent, are involved in the planning for individual students (Facilitator, Speech Language Pathologists, Social Workers, Teachers of the Deaf and Hard of Hearing, Teachers of the Blind or Low Vision or Psychological Services team members). Classroom teams may also be supported by consultation with a student's community health team.



**"As an educator, I find the greatest joy in working with students with developmental strengths and support needs. Our daily routine revolves around helping them achieve their physiotherapy and occupational goals, using Augmentative and Alternative Communication (AAC), various computer technologies, and engaging in sensory exploration. Typically, our students arrive at school with enthusiasm, ready to collaborate with our team. Witnessing their smiles... is incredibly rewarding. We approach our role with a deep sense of care, treating these students as if they were our own children. It's more than just teaching; it's a genuine partnership between families and educators, where everyone works together to support the growth and well-being of these wonderful students."**

**—Teacher, Developmental Program**

## The Developmental Classroom Environment

The environment within each Developmental Program classroom is designed to meet the diverse strengths and needs of students.

Accessibility and inclusion are district commitments in the DDSB. For example, in many Developmental Program class spaces, students and staff use accessible and adjustable tables built by the DDSB Facilities Services team. The tables were designed including purposeful indentations to allow students using mobility aids (wheelchairs and standers) to participate in activities such as cooking and arts.

Spaces and resources include, but are not limited to:

- Visual supports (large screens, light box, high contrast manipulatives)
- Hearing supports (sound fields, microphones, speakers, hush ups on chairs)
- Movement spaces (ball pit, trampoline, swing, etc.)
- Specialized seats, pea pods, therapy trikes, standers and/or walkers
- Visually sensitive walls (decreased complexity), sensitivity lighting and sensory activities
- Lifts, slings, mats, wedges, and bolsters for physical therapy, naps, and playtime
- Change tables, accessibility in washrooms such as grab bars
- Kitchenette and laundry facilities

## The Power of Technology

A switch is an assistive technology device commonly used by students including many in Developmental Programs. A switch can be used to operate computer software, devices, battery toys and communication devices. Students may use a switch to make choices or answer yes/no questions, turn sensory equipment and lights off and on, or read parts of a book independently. Switches can also be used to play multiple recorded messages allowing for communication and participation. Switches come in a variety of shapes and sizes and can be operated by almost any body part.

*"Are you happy or sad in our classroom?"*

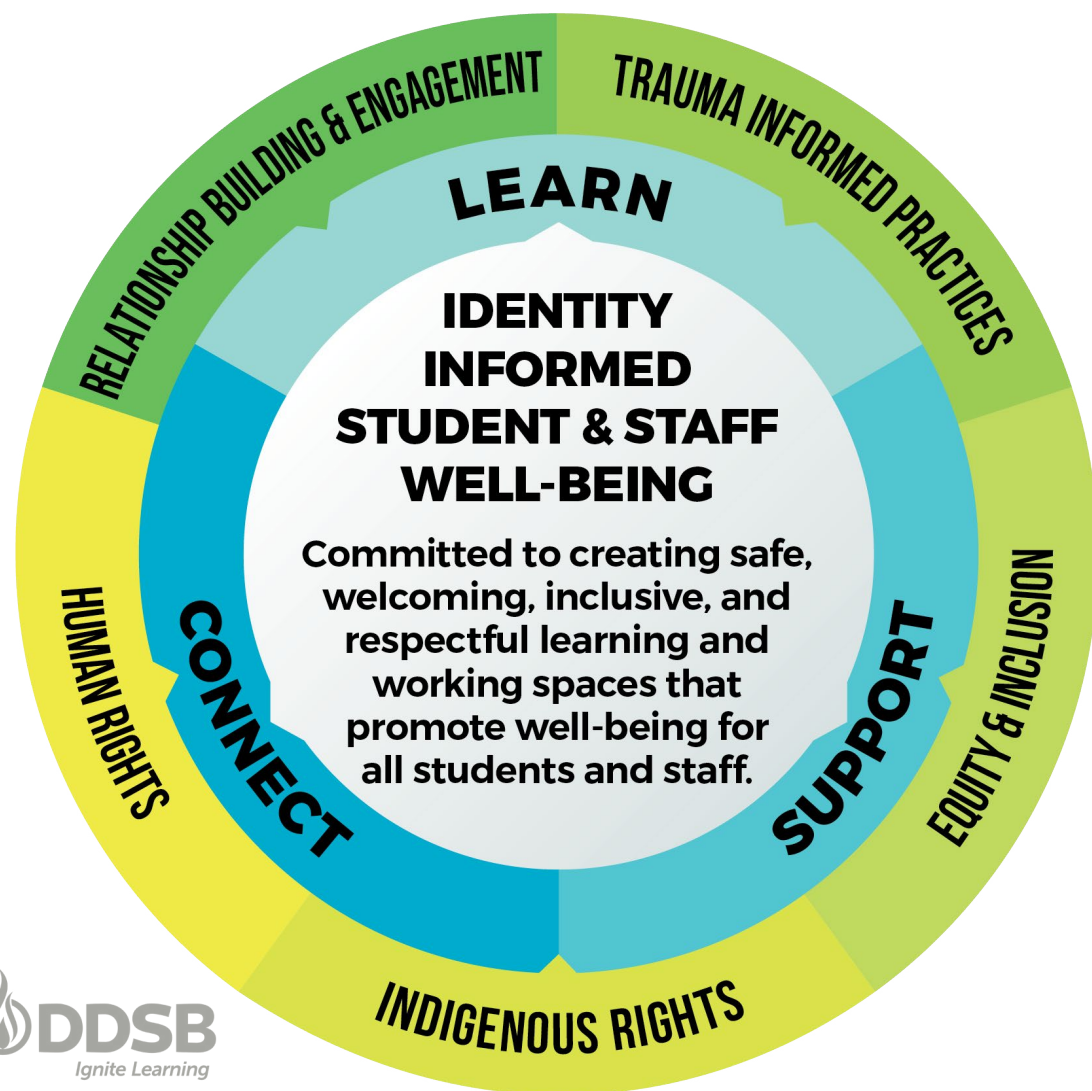
The student responded to the question by activating the "happy" button on the 3 choice switch.

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**



**Learn****Support****Connect**

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.

**LEARN TO UNDERSTAND**

1. Mental health literacy
2. Everyday conditions that support mental health and well-being

**SUPPORT TO STRENGTHEN**

1. Focused staff skills building for student support
2. Mental health supports and services

**CONNECT TO PATHWAYS**

1. Strong pathways to, from and through mental health supports

**WELL-BEING  
EVERYONE  
EVERY DAY**

**Mental Health  
and Well-Being**

**Action Plan** 2022-2025



# Learn **life saving** skills with LivingWorks Start

*This training opportunity is valuable for those new to suicide prevention*

*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 offer this training program to up to 2 individuals from each school. It is recommended that Administrators, SERT, or Guidance Staff attend.



To indicate your interest please complete the **DDSB LivingWorks Start survey**.

Our team will use this information to register you for the *LivingWorks Start* training module.

## **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

# AFFIRM



**DO YOU IDENTIFY AS 2SLGBTQIA+?  
ARE YOU BETWEEN 13 AND 18 YEARS OLD AND IN GRADE 9-12?**



**Facilitated by members of DDSB Social Work and Psychological Services Teams, Project AFFIRM offers evidence-based coping skills training for 2SLGBTQIA+ and questioning youth across Ontario.**

## WHAT DO YOU GET?

- Evidence based coping skills and strategies
- An opportunity to be in community with other 2SLGBTQIA+ youth

## WHO CAN JOIN?

Anyone **13-18** and in grade 9-12 who identifies as lesbian, gay, bisexual, pansexual, two-spirit, trans, non-binary, queer and/or questioning their sexual orientation or gender.

For more information email [affirm@ddsb.ca](mailto:affirm@ddsb.ca) with any questions.

## AFFIRM GOALS

### Why participate?

- **DECREASE UNHELPFUL THOUGHTS**
- **IMPROVE WELL-BEING**
- **GAIN SKILLS**
- **UNDERSTAND STRESS**
- **FEEL BETTER ABOUT SELVES AND LIVES**
- **FOSTER HOPE**



# Parent(s)/Guardian(s) Guide to Special Education Identification, Placement, and Review Committee (IPRC)

Durham District School Board  
**April 2024**

**Inclusive**  
STUDENT SERVICES



## The Purpose of this Guide

Thank you for the opportunity to partner with you in program and pathway planning for your child. Your knowledge of your child's strengths, programming needs and interests are key in planning for their learning and well-being at school. You are an essential partner to your child's school team.

This guide has been created to provide you with information about the process we follow in the Durham District School Board (DDSB) for consideration and decision-making regarding identification as an exceptional student and program placement.

It is important that parent(s)/guardian(s) understand each of the steps in this process as we strongly believe that your input, and that of your child, is key when decisions are being made about their school program.

If you have questions after reading this guide, we encourage you to contact your child's school for additional assistance.

Key contacts at your school:

- Classroom Teacher
- Special Education Resource Teacher (SERT)
- Principal/Vice-Principal
- Inclusive Student Services team members

Thank you for partnering with school teams in supporting your child's program.

Kind regards,



Superintendent of Education, Inclusive Student Services  
Durham District School Board

**Inclusive**  
STUDENT SERVICES

## Serving Students and Families

The DDSB recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The DDSB is committed to learning, and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression, harassment, and harm.

As a district, we are committed to addressing ableism, shifting practices to an asset-based approach to inclusion and challenging medical models which focus on diagnosis and/or deficit. As a district, we acknowledge and commit to the work that must be done to make these shifts.

The DDSB provides a range of differentiated placements, programs, supports and individualized accommodation to maximize engagement, participation, integration and independence, enable meaningful access to education, and support student success.

In partnership with parent(s)/guardian(s), the DDSB considers the student's individual learning strengths and needs.

School teams and parent(s)/guardian(s) are encouraged to engage in regular communication throughout the school year. Sharing of successes and working through where programming may be adjusted is part of an important partnership between home and school.

## Exceptional Pupil and the Program According to the Education Act

An exceptional pupil is “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program...”. Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

A special education program is an educational program that is based on and modified by the results of continuous assessment and evaluation; and includes a plan called an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

For more information on special education policies, laws, Policy and Program Memoranda and resource documents, visit the [Ministry of Education website](#).

**For most students, regular class placement with Indirect Support and appropriate accommodations is the most inclusive setting and must be considered as the first potential option for placement.**

## Categories of Exceptionality

The Education Act identifies five categories of exceptionalities:

- 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

## Supporting Many Paths to Success

On-going assessment of your child's strengths and needs is an important part of supporting your child. The [Special Education in the Durham District School Board Many Paths to Success resource](#) outlines the steps that school teams will take to assess, accommodate, provide specialized supports, and monitor the progress of your child as we learn more about these strengths and needs to best support them. Classroom teachers provide important information to both family and school team staff to determine next steps together. Individualization of a student's learning program is an ongoing cycle of planning, reflection and strategy refinement. A variety of information types, including feedback from you and your child, helps inform next steps.

Should initial accommodations or supports not sufficiently meet your child's needs, the SERT will be activated for more comprehensive supports. In partnership with families, additional assessment and information will be gathered through observation, daily tasks, formal assessment tools, and conversations to further the understanding of the strengths and needs of your child. This information will guide additional accommodations and further individualized planning.

A referral to additional Inclusive Student Services team members may be activated, with parent(s)/guardian(s) informed consent, to provide support, strategies, additional assessment, and recommendations for your child. A care conference may be arranged to bring together school, family and community supports to share any assessment data or new information and to discuss next steps.

In some situations where a student's needs are complex and/or medical information outlines the need, the steps towards IPRC may be moved along more quickly to meet your child's needs, including supporting programming modification or support through alternative curriculum.

# What is an IPRC?

- An IPRC is a committee of the DDSB which undertakes a formal process that is mandated under Regulation 181 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations.
- An IPRC is composed of at least three DDSB staff members, one of whom must be a Principal/Vice-Principal or a System Lead of the Board.
- Parent(s)/guardian(s) are key players in any decisions that are made regarding your child; you are highly encouraged to attend and participate in the meeting as your input is valued.
- Accommodation is an ongoing process involving adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. Program planning may include assessment by school board or community based, clinicians and the results are shared at school team meetings (or care conferences) with the parent(s)/guardian(s). If appropriate, then an IPRC may be requested.

## The IPRC Committee

The team will strive to ensure that you are an integral part of the planning process. Your input is valuable within the decision making process.

During the IPRC meeting, the committee will:

- decide whether or not your child should be identified as an exceptional student as per Ministry of Education criteria;
- identify the areas of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education;
- after considering the options available, the committee will also decide an appropriate placement for your child based on individual needs and strengths;
- review the identification and placement at least once in each school year.

## Annual IPRC Review

Your child's special education needs must be reviewed at least once a year at an annual review of placement. You will be notified of this in writing.

## Before the IPRC

If a program is not yet meeting a student's needs, school staff will communicate concerns, in-class assessments, planning and strategies to parent(s)/guardian(s) on a regular basis. The teacher may request support from the school team comprised of the SERT and school administrator(s) for programming ideas.

If a program continues to not yet meet the student's need, the school team will host a Care Conference. A Care Conference is an informal, strategy seeking team meeting where all those who have been working to support your child meet with parent(s)/guardian(s) (and your child as appropriate), to determine further in school supports and strategies, the need for outside supports, and whether the student would benefit from a formal identification.

A summary of all information will be presented which may include:

- information you choose to share as parent(s)/guardian(s)
- educational assessments conducted by school staff
- community based assessments subject to the consent provisions completed by other professionals that you have provided informed consent to be involved with your child and are relevant to the identification or placement decision
- strengths, needs and interests of the student; decided in collaboration with you and based on assessment data
- potential programming options

If identification is being considered, the team can describe what placement options are available to meet your child's needs. Most of our students with special education strengths and needs access learning through regular class placements with indirect support. For some, a more intensive, smaller staff to student ratio program is recommended. More information and a list of these programs can be found on the [DDSB Inclusive Student Services web page](#).

Options may also include provincial or demonstration schools run by the Ministry of Education.



**Most of our students with special education strengths and needs are in regular class placements.**

## Requesting an IPRC

As a parent(s)/guardian(s), you have the right to request an IPRC. The request must be written and sent to your child's school principal. The principal shall organize the IPRC and inform you in writing of the process and timelines to IPRC.

The school team may request an IPRC based on their assessment(s) of your child's progress. The principal will inform you in writing.

Within 15 calendar days of receiving your request, the principal must provide you with a copy of the DDSB Parent(s)/Guardian(s) Guide to Special Education Identification, Placement, and Review Committee (IPRC).

## Schedule of an IPRC

At least 10 days before the IPRC will be held, the principal or chair will provide you with a written notice of when the IPRC will meet (location/format, date and time). If the date is not convenient you may request an alternate date or time and the principal or chair will try and accommodate your request.

If you are unable to attend, the principal will forward to you a copy of the IPRC form. Your input is important even if you are unable to attend. Please offer any information for consideration to your school team in advance of the IPRC. The IPRC Statement of Decision will include a written statement of the identification and the recommendation of placement.

## The Importance of Parent(s)/Guardian(s)

Parent(s)/guardian(s) are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for your child. We encourage you to become as involved and informed as possible. We highly encourage you to attend the IPRC if able. If language interpretation services or accessibility supports are required to participate in the meeting, please ask your child's principal to arrange for what you need.

If your child is 16 years or older they are encouraged to attend the IPRC meeting. Children under age 16 may attend with parent(s)/guardian(s) permission. Given the sensitive nature of some of the information presented, you may want to talk in advance with your child and your school principal about how they might be involved in the meeting.

Prior to the IPRC, your input regarding strengths, interests and placement (if change is recommended) needs will be sought.

Parent(s)/guardian(s) should be offered an opportunity to review the student's strengths, needs and interests as well as other relevant updates, including any current assessment data prior to the meeting.

## Planning for IPRC Participation

### Students and parent(s)/guardian(s) in the IPRC

Parent(s)/guardian(s) and students 16 years of age or older are encouraged to attend the IPRC and are important contributors to the discussion. Staff who have come to know and work with your child will attend an IPRC.

An advocate or support individual, if invited by the student/parent(s)/guardian(s) may also be in attendance to provide support or speak on behalf of students and families. We request that the school team be notified in advance so that meeting room arrangements and any accessibility accommodations can be made for participants.

### IPRC Committee

The IPRC Committee is comprised of at least three designated staff from the DDSB. These will include at least one Superintendent and/or Principal/Vice-Principal. It may include the System Lead for Inclusive Student Services, or other System Leads from the central office. Others might include:

- SERT, or Head of Special Education from the school
- Classroom Teacher and/or other teachers from the school
- Teacher of the Deaf and Hard of Hearing or Teacher of the Blind and Low Vision
- Facilitators
- Professional support staff e.g., Psychological Services or Speech and Language Pathologists

**Further information about the five categories of exceptionalities, and their subcategories, can be found in the Ministry of Education resource, [Part D: The Identification, Placement and Review Committee \(IPRC\) process](#).**



## What Happens During the IPRC Meeting?

The IPRC Chairperson begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the IPRC meeting are reviewed and participants, including the parent(s)/guardian(s), are invited to provide information to assist the committee in understanding the student's progress, strengths, needs and interests.

A regular classroom placement (mainstream placement) should be considered as the first and most inclusive option. Before recommending a placement in a special education class (small class placement) the IPRC must decide whether this placement will meet your child's needs.

At the IPRC, the chairperson will ask that a summary of strengths, needs and interests be presented to the committee. Parent(s)/guardian(s) will have been offered an opportunity to review this information prior to the meeting. IPRC meetings are usually scheduled for 10-20 minutes.

## IPRC Discussion

The IPRC will review all available information relevant to IPRC about your child.

The members will:

- consider an educational assessment of your child;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- connect with your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
- consider any information that you share about your child or that your child shares (if they are 16 years of age or older).

The Committee may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request or at the request of your child, (if the child is 16 years of age or older).

Parent(s)/guardian(s) will be invited to ask questions and to join in the discussion.

## IPRC Decision

A decision will usually be made regarding identification and placement. The Chairperson will explain it carefully.



## Placement Information

### What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing a student in a special education placement, it must first consider whether placement in a regular class, with appropriate special education services, will:

- meet the student's needs; and
- be consistent with parent(s)/guardian(s) preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parent preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

### Regular Class with Indirect Support

The vast majority of our students with special education strengths and needs will access regular class placements. This placement includes individualized accommodations. The placement also involves a number of key supports and strategies often referred to as 'Indirect Support' and can include but are not limited to:

- Learning planned on a foundation of universal design for learning (UDL);
- Differentiation in environmental, teaching and assessment strategies;
- Focused small support groups for specific skill building;
- Targeted and small group instruction and intervention within classes
- Specific tools and resources introduced to address individual learning needs, support, and skill building;
- Leveraging of technology to provide instruction, rehearsal, engagement and support; and
- Programming support from SERT(s), Inclusive Student Services team members, and, with consent, collaboration with involved community agencies and other experts.

In the DDSB, Regular Class with Withdrawal Assistance and Regular Class with Resource Assistance are placements for the relatively small number of students accessing direct teaching by Itinerant (teachers with specialized certifications working in multiple schools) for students who are Blind/Low Vision or Deaf/Hard of Hearing. It is important to note that placement does not indicate any specific educational assistant support.

### Special Education Placements

A listing of Special Education Placement class types and description of the program outcomes for each class type can be found in the [Special Education in the Durham District School Board Many Paths to Success resource](#) and individual program brochures.

## What Decisions Can Be Made by the IPRC?

Parent(s)/guardian(s) will be given a record of Decision of the recommendations of the Committee.

The Committee:

- Is clear on what information is being used to inform the decisions of the IPRC
- Describes and provides a statement of the student's strengths, needs and interests
- Determines whether your child is "exceptional", and if so, designates the area of exceptionality as defined by the Ministry of Education and DDSB criteria. A student may be identified with more than one exceptionality
- Determines placement options based on your child's needs and strengths (where the IPRC has identified your child as exceptional)
- Determines the appropriate level of support for the student, based on the placement: and one of five placement options defined by the Ministry of Education
- States the reason for the recommendation if the committee has decided that the student placement is a Special Education Class
- Discusses and makes additional written recommendations of specific programs or services deemed by the committee to be important for understanding and meeting the needs of the student
- The IPRC may also consider referring the student to a provincial committee for consideration of eligibility for admission to one of the Provincial Schools for blind, deaf or deaf-blind students, or to one of the Provincial Demonstration Schools for students with severe learning disabilities

### Five Placement Options as Defined by the Ministry of Education

- 1 A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- 2 A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- 3 A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- 4 A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- 5 A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

**An IPRC placement decision cannot be implemented unless a parent(s)/guardian(s) has agreed to the decision or has not filed a notice of appeal within the request time limit (within 30 calendar days of receiving the IPRC Statement of Decision).**



## If You Agree with the IPRC Decision

If you agree, then you will be asked to indicate by signing the IPRC Statement of Decision that you agree with the designation of the exceptionality and the placement. You may take the document home to consider or you may sign the document at the conclusion of the IPRC. You have a maximum of 30 working days to finalize with parent(s)/guardian(s) signature.

The appropriate staff will then notify the school that you agree with the decision and that an IEP will be developed within 30 school days of formal placement within the recommended program.

## If You Disagree with the IPRC Decision

If you disagree with either the identification or the placement, you have 2 options available to you:

1. Within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC. The principal must hold the meeting as soon as possible. Any new or additional information related to the previous decisions can be shared at this time. Following the meeting, the Chair of the IPRC must advise the parent(s)/guardian(s) of any changes to the decision of the IPRC.

If after the second meeting to re-evaluate the IPRC decision you still disagree, then you have 15 calendar days to appeal the decision in writing.

2. Within 30 calendar days of receiving the IPRC decision, the parent(s)/guardian(s) may appeal the decision in writing.

If you do not agree with the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

If as parent(s)/guardian(s), you disagree with the decision reached at the Annual Review of Placement, you may appeal in the same way as described for the original IPRC.

**You may appeal the IPRC decision in writing. Address your appeal to:**

Superintendent of Inclusive Student Services,  
Durham District School Board,  
400 Taunton Road East, Whitby, ON, L1R 2K6

## What Happens in the IPRC Appeal Process?

### The appeal process involves the following steps:

- School board staff will establish a Special Education Appeal Board to hear your appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 calendar days after the chair has been selected (unless parent(s)/guardian(s) and the board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You as the parent(s)/guardian(s), and your child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's conclusion. It may:
  - *agree with the IPRC and recommend that the decision be implemented; or*
  - *disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.*
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 calendar days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations. School boards are not required to follow the appeal board recommendation.
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

The Special Education Appeal Board is made up of three members:

1. one member selected by the school board;
2. one member selected by the parent of the pupil; and
3. a chair member (selected by the school Board and parent members)

The appointed members cannot be an employee of the school board, an employee of the Ministry of Education, or a person who has had any prior involvement in this matter (including anyone who may have been involved in the IPRC process). Once the school board and parent members have been chosen, those individuals appoint a third person to act as chair. This will happen within fifteen (15) days of the parent(s)/guardian(s) member's appointment.

**The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an IEP. The IEP is developed by the school with opportunity for consultation with parent(s)/guardian(s), the school team and may include input from the central board staff.**



## Following the IPRC

### What is an IEP?

An IEP will be developed for the student, inclusive of an opportunity for your input and your child's, and will include:

- A statement of the student's strengths, needs and interests;
- Specific education expectations;
- An outline of the special education program and services that will be provided;
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan to assist with changes to a student's experience at school as part of their school life (such as the transition between grades or schools).

### The IEP may also include:

- A Student Safety Plan for students whose behaviour poses a risk of injury to themselves and/or others;
- Medical plan for students who may experience an emergency as the result of a medical condition as outlined by a physician to describe the necessary interventions required (e.g., seizures, choking, etc.);
- Emergency Evacuation plan for students who require specialized assistance in the event of a school emergency (e.g., fire drill, lock-down, etc.).

The IEP must be completed within 30 school days after your child has been formally placed in the program by an IPRC, and the principal must ensure that you receive a copy of it. Every student will receive an updated IEP within 30 working days of the start of each school year. Your input into this initial draft is important. The IEP is a working document that will be updated for every reporting period, or as student needs and program strategies change. Parent(s)/guardian(s) are encouraged to continue to provide feedback as part of the ongoing development and implementation of the IEP.

## Where Can Parent(s)/Guardian(s) Obtain Additional Information?

**Additional information can be obtained from:**

### **School Based Team Members:**

- Classroom Teachers/Support Staff
- SERT
- School Administrators

### **Inclusive Student Services Team Members:**

- Instructional Facilitator/Inclusive Student Services
- System Lead–Inclusive Student Services

### **Inclusive Student Services, Durham District School Board:**

905-666-6371 or 1-800-265-3968 or Text Telephone (TTY): 905-666-6943

## Special Education Advisory Committee (SEAC)

School boards are required to establish a Special Education Advisory Committee which includes representatives from local parent associations and trustees.

These representatives serve as advocates for children and parents, and the associations have useful parent(s)/guardian(s) resources. For more information, view the [SEAC brochure](#).



### **Members of The Special Education Advisory Committee**

c/o Superintendent of Education/Inclusive Student Services, Durham District School Board  
905-666-6371 or 1-800-265-3968, extension 6371 and Text Telephone (TTY): 905-666-6943

## Local Associations that Further the Interests of Exceptional Persons

Association for Bright Children (ABC) [abcontario.ca](http://abcontario.ca)

Autism Ontario—Durham Region Chapter [autismontario.com/region/central-east](http://autismontario.com/region/central-east)

Durham Down Syndrome Association [ddsa.ca](http://ddsa.ca)

Learning Disabilities Association of Durham Region [ldadr.on.ca](http://ldadr.on.ca)

Ontario Parents of Visually Impaired Children (OPVIC) [opbvic.ca](http://opbvic.ca)

Sawubona—Africentric Circle of Support [sawubonaacs.org](http://sawubonaacs.org)

### **Members At Large:**

Morgann Cameron [morganncameron@hotmail.com](mailto:morganncameron@hotmail.com), Elizabeth Daniel [jason\\_liz@sympatico.ca](mailto:jason_liz@sympatico.ca)

### **DDSB Trustees:**

Michelle Arseneault [michelle.arseneault@ddsb.ca](mailto:michelle.arseneault@ddsb.ca), Donna Edwards [donna.edwards@ddsb.ca](mailto:donna.edwards@ddsb.ca),  
Kelly Miller [kelly.miller@ddsb.ca](mailto:kelly.miller@ddsb.ca)

## Provincial and Demonstration Schools

The Ministry of Education and Training operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

### Demonstration schools for English-speaking students with ADHD and severe learning-disabilities:

#### **Sagonaska School**

350 Dundas Street West, Belleville, ON K8P 1B2

Telephone: 613-967-2830

#### **Amethyst School**

1515 Cheapside Street, London, ON N5V 3N9

Telephone: 519-453-4400

#### **Trillium School**

347 Ontario Street South, Milton, ON L9T 3X9

Telephone: 905-878-8428

### Schools for the deaf:

#### **Ernest C. Drury School**

255 Ontario Street South, Milton, ON LT9 2M5

Telephone: 905-878-7195

Text Telephone (TTY): 905-878-7195

#### **Robarts School**

1515 Cheapside Street, London, ON N5V 3N9

Telephone and Text Telephone (TTY): 519-453-4400

#### **Sir James Whitney School**

350 Dundas Street West, Belleville, ON K8P 1B2

Telephone and Text Telephone (TTY): 613-967-2823

### Schools for the deaf/blind:

#### **W. Ross MacDonald School**

350 Brant Avenue, Brantford, ON N3T 3J9

Telephone: 519-759-0730

## Helpful Information for Parent(s)/Guardian(s):

**School Name:** \_\_\_\_\_

Telephone: \_\_\_\_\_

**Principal Name:** \_\_\_\_\_

Telephone: \_\_\_\_\_

**Special Education Resource Teacher (SERT) Name:** \_\_\_\_\_

Telephone: \_\_\_\_\_

### **Inclusive Student Services Team Members:**

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

Telephone: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

### **Dates to Remember/Key Information:**





# Transition Planning for Students with Special Education Strengths and Needs



**Inclusive**  
STUDENT SERVICES

Flexible approaches, consultation with families/caregivers 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.

Our shared commitment is to keep students at the centre of special education programming and service planning including transition supports. Collaboration with families and caregivers is foundational to decision making to individualize the planning for each student.

This resource tool has been designed to support schools with transition planning. 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 Change

**Why Transition Planning is Important**

A transition is defined as a process of change that requires attention and flexibility and may create vulnerability and worry. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together, and collaboration is essential.

Transitions include 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)

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, grades, programs, schools as well as 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.
- Transition plans must be developed for all students who have an IEP, whether they are formally identified or not; Transition Plans are a part of the IEP itself.
- 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 children and youth accessing support through Education Community Partnership Programs (ECPPs) provide programming which centres on treatment needs with educational wrap around. District staff and partner agency staff will work together in creating transition plans when entering in and moving from programs. In the Durham District School Board (DDSB), ECPPs are supported through Grove School. Transition Planning to/from Grove School Programs is specifically noted later in this document.

## **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 140:**

- Ensures 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 non-identified students), has also been embedded throughout our educational practices.

### **Educator Support Guide to Transition Planning:**

[The Educator Support Guide for Transition Planning](#), a Ministry of Education – Learning for All K-12 initiative, is a transition brochure developed by the Barrie Region Boards to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an IEP. Please refer to brochure on page 6.

### **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. Our Transition Coordinator team can be activated to provide support to students and families.

## Mental Health and Well-Being

The pandemic continues to have 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 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/caregivers, school teams and community partners, it is necessary to identify students 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 any transition period. 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 on the next page. 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 other experiences and their 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.



Transition Team PLANNING OPTIONS

GOAL 1 To identify strategies required to support the transition for students with an IEP.	Transitions Entry to School	Possible Actions - Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange visit to classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school scan of learning materials, resources and space
	Transitions School to School	Possible Actions - Arrange receiving school/class visits • Arrange transfer of OSR with updated IEP, and transition plan • All About Me/ IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. CCAC) • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)
	Transitions Class to Class	Possible Actions - Create a daily schedule to prepare moving from class to class • Prompt (visual, verbal) 5 minutes prior to the end of class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) as a source of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)
GOAL 2 To develop a transition plan in collaboration with a student’s transition team.	Transitions Class to Class	Possible Actions - Identify strategies that are successful and share them with new staff • Have receiving staff observe student and meet the student to review programming needs • Arrange a visit for the student prior to school starting
	Transitions Changes in School Support	Possible Actions - Introduce student to new staff in the classroom • Provide social script • Work through routines as indicated in individual schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, assistive technology) • Facilitate any job mentoring/shadowing experiences for school staff • Inform parents of change in personnel
	Transitions Elementary to Secondary	Possible Actions - Identify and document strategies that are successful and share with new staff • Gather information about the receiving school’s environment while considering the student’s programming needs • Have receiving team observe student and programming in elementary school • Organize student visit to receiving environment
GOAL 3 To implement strategies and determine next steps.	Transitions Secondary to Post Secondary	Possible Actions - Ensure that student is an active participant with knowledge of their learning needs • Update assessment information as appropriate • Assess student’s ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance and special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/university/trade application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Education staff to provide information about all university and college transition programs
	Transitions School to Community	Possible Actions - Explore student interests, skills, abilities, needs and appropriate self-advocacy skills • Review OSR and determine if appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Connect parent/guardian with local associations (e.g. Community Living, DSO. etc) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student
	Transitions School to Work	Possible Actions - Complete Individual Pathway Plan (IPP) • Complete job readiness skills (application form, apply for Social Insurance Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to jobs online) • Pursue summer/part-time employment in area of strength and interest • Participate in workplace experiences • Explore possible career choices

COMMON ACTIONS

- Establish transition team to support the planning. It will include parents/guardians, school staff, the student (where appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- Arrange special transportation as required
- Arrange transfer of equipment
- Provide new staff with a contact list and/or appropriate resources
- Arrange for peer supports and student awareness activities
- Gather information regarding student’s strengths and interests using OSR
- Incorporate self advocacy into the student’s IEP
- Ensure that the student’s voice in the All About Me Portfolio/Individual Pathway Plan (IPP) is incorporated into the transition planning process
- Educate student and staff about the student’s strengths and needs and the use of accommodations, assistive technology and learning strategies that are applicable for his/her learning
- Determine resources/professional training opportunities that may be required for staff
- Organize materials to support student in transition (social scripts, visuals, photos, equipment transfer)
- The transition plan must be stored in the OSR
- Inform parents/guardians of any significant changes that will impact the transition plan
- A transition plan is required for all students with an IEP, however, there may be times where the transition plan may indicate that no action is required at this time

## Examples of Mental Health and Well-Being Tiered Systems of Support:

**Tier 1 Supports:** Irrespective of age or grade level, students may require support for 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 in person 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/caregivers) 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.

**Tier 2 Supports:** 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-existent concerns about their functioning. For example: a student who is formally identified and supported with an IEP before the pandemic 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.

**Tier 3/Tier 4 Supports:** 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 support at the DDSB, and community and/or medical support, possibly even crisis intervention.

Every DDSB school has a mental health team with staff from Psychological Services and Social Work. This [video](#) was created to provide students with information about connecting with their school's mental health team.

## Transition Planning Key Considerations

- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, Inclusive Student Services team member(s)).
- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).

- Ensuring student involvement in the transition process, when appropriate.
- SEA equipment transfers.
- A limited video tour may be used to introduce students to a program space or school setting. School teams are advised to follow Positive School Climate 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.
  - 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 to 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 Prevalent Medical Conditions Requiring Accommodation

- Plans of care utilizing the advisement of public health and the family/student's medical team must be developed.
- 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)binder 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)binder are (if applicable for the student):

- Introduction to the student (e.g., current information).
- Parent/Caregiver Survey (Strategies for Teaching based on Autism (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 Personal Protective Equipment (PPE) for staff supporting students.
- Required Specialized Equipment Allocation (SEA) for both technology and other equipment.
- 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.

**Tip:** 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.). Transition books for students should be a key communication piece. Their use cannot be stressed enough as a key transition tool at any time, 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.

#### 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).
- 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(s) can be sent to students (following public health guidelines).
- Braille and audio versions needed for students who are blind/visually impaired.
- Transportation Planning (for example “Taking the Bus” social story).
- Images of the outside of the school building, including yard/playground.
- Tactile maps for students who are visually impaired.

### Planning for Specific Transitions - Entry to School

#### First time school registration from home - students with accommodation needs

School Transition to Kindergarten (Great Beginnings) 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 Great Beginnings events). Ensure all activities are inclusive and accessible to all students and families.

- 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 Administrators, Special Education Resource Teachers (SERTs), Inclusive Student Services (ISS) team. Social media can be leveraged in many ways.
- Parent/caregiver 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 Canadian National Institute for the Blind (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.
- Connect with Inclusive Student Services (ISS) teams to support the steps for anxious, overwhelmed students/families.

## Considerations for Students with Special Education Strengths and Needs Transitioning from Community Supports

### Transition from Campbell Children's School – GrandviewKids

- Educator awareness of student's specific needs, including specialized equipment.
- Conversations with staff from Campbell Children's School and families regarding student-specific needs and learning style (e.g. medical, Speech Language Pathologists (SLP)/Occupational Therapists (OTs)/ Physiotherapists (PTs), 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 Great Beginnings virtual events/resources at their receiving school.
- Discuss transportation needs for individual students who may have mobility needs.
- Ensure communication between SLPs/OTs/PTs/Vision Resource Team (VRT)/Hearing Resource Team (HRT) for students with those supports through Campbell's Children's School.
- Ensure a list of SEA equipment is included/discussed. OT/PT can submit SEA recommendations as part of pre-registration to support urgent health and safety needs.
- 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, including possible equipment.
- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP/ OT/PT, Vision and Hearing assessment and reports). SEA recommendations can be submitted as part of pre-registration for urgent health and safety needs.
- 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 Transition to Kindergarten 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

#### Without community access to school buildings:

- Conversations with previous educators regarding student's needs and learning style, Inclusive Student Services (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:
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.
- For students who have Autism Spectrum Disorder (ASD) and/or 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.
- Community route to and from school trained by the Orientation and Mobility Specialist.

- 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.
- Students who are Deaf/Hard of Hearing (DHH) equipment moved to new classroom and left unplugged, teacher trained on use.
- Inclusive Student Services (ISS) teams to support students/families mental health and well-being.

### To/From Provincial Demonstration Schools

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools are completed before 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. Sagonaska, 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 for the next school year.
- 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.
- A school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

### Between School Boards

- A school visit should be planned for any student moving schools as an opportunity to build connections and address worries.
- Transition and introduction video/resources developed and shared 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.

### Class to Class/Grade to Grade

- Students who are Deaf/Hard of Hearing (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, if still appropriate for use.
- Transition and introduction video/resources about new school, teacher, classroom, administrative staff, etc., developed and shared.
- 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.
- Inclusive Student Services (ISS) teams able to reach out ahead of time to make connections, explore any mental health concerns.
- Consider hosting a visit to the new classroom with the new teacher if schools are open before September.

### 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 experience is different than elementary (e.g., routines, schedules, work completion, exams).
- Encourage student/family/caregiver to drive/walk around the school, explore school website.
- Multiple opportunities for grade 8 visits/tours transition activities to secondary schools.
- 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 student with an older student to share their high school experience and respond to questions appropriate for peer response.



- Community route to and from school trained by the Orientation and Mobility Specialist.
- Meet/greet with key staff including Guidance and Administration.
- SEA equipment moved to new school and set up, if still appropriate for use.
- Students who are DHH - FM equipment moved to Academic Resource (AR)/Learning Hub or semester classrooms and left unplugged, teachers trained on use.
- Consult with Social Work and Psychological 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, ensure student/family/caregivers have a key contact with as questions arise.

## Program Placement Changes

### From Regular Class Placement to Special Education Placement

Conversations (transition meetings) with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.

- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created about new school, teacher, classroom, administrative staff, etc.
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.
- 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.
- Community route to and from school trained by the Orientation and Mobility Specialist.
- 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.

### From Special Education Placement to Regular Classroom Placement

- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student) is strongly recommended.



- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, simple sentences and not too fast; video presentations use visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.
- 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.

### **To/From Community Program - Including Grove School (Education Community Partnership Programs - ECPP)**

- 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 student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.,
  - Descriptive video needed for students who are Blind/Low Vision
  - Closed captioning needed for students who are Deaf/Hard of Hearing.
- 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/entry door/classroom 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.

### Secondary to Post-Secondary

- Students who are blind/visually impaired require a campus/entry door/classroom 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.

### 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 well before the transition period occurs. The Transition Coordinator team can provide support.

### School to Work-In Preparation for Potential On-Site Work Education Next Year

- 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; public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation. (transit training)

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 for Students with Autism

[autismontario.com/programs-services/under-18/family-supports/transition-adulthood](https://autismontario.com/programs-services/under-18/family-supports/transition-adulthood)

[edugains.ca/resourcesSpecEd/SchoolLeader/ASD/TransitiontoPostsecondaryPathwaysforStudentswithASD\\_TranslatingResearchintoPractice.pdf](https://edugains.ca/resourcesSpecEd/SchoolLeader/ASD/TransitiontoPostsecondaryPathwaysforStudentswithASD_TranslatingResearchintoPractice.pdf)

- Supporting Transition Planning for Students with Developmental Disabilities

[chs.ca/transition-planning](https://chs.ca/transition-planning)

[voicefordeafkids.com/](http://voicefordeafkids.com/)

- Supporting Transition Planning for Students with Learning Disabilities

[http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156\\_PPTwithNotes.pdf](http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156_PPTwithNotes.pdf)

[cse.google.com/cse?cx=008635593979376682327%3Afkliszscxci&q=educator%20support%20guide&oq=educator%20support%20guide&gs\\_l=partner-generic.3...8097.13833.0.14223.0.0.0.0.0.0.0.0.0.0.0.csems%2Cnrl%3D10...0....1.34.partner-generic..0.0.0](https://cse.google.com/cse?cx=008635593979376682327%3Afkliszscxci&q=educator%20support%20guide&oq=educator%20support%20guide&gs_l=partner-generic.3...8097.13833.0.14223.0.0.0.0.0.0.0.0.0.0.0.csems%2Cnrl%3D10...0....1.34.partner-generic..0.0.0)

## Video Resources

8. **LD@school webinar, Transition Planning and Pathways for Students Transitioning to Post-Secondary**  
[ldatschool.ca/transition-planning/](http://ldatschool.ca/transition-planning/)
9. **LDAO Transition Planning Resource Guide for Students with Learning Disabilities**  
[access.resources.ldao.ca/main/documents/TransitionPlanningResourceGuide4.pdf](http://access.resources.ldao.ca/main/documents/TransitionPlanningResourceGuide4.pdf)
10. **Resource Guide for Students with Disabilities: Transition to Post-Secondary Education**  
[transitionresourceguide.ca/](http://transitionresourceguide.ca/)
11. **Post-Secondary Transition Planning for Students with LDs written by Cindy Perras**  
[ldatschool.ca/post-secondary-transition-planning/](http://ldatschool.ca/post-secondary-transition-planning/)
12. **Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind presented by Ryan Machete**  
[ldatschool.ca/transition-planning/](http://ldatschool.ca/transition-planning/)
13. **How Grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to Grade 9**  
[ldatschool.ca/our-self-advocacy-pamphlet-journey/](http://ldatschool.ca/our-self-advocacy-pamphlet-journey/)
14. **Creating Pathways to Success which supports career/transition planning from K - Grade 12**  
[edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf](http://edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)
15. **Student with LDs Success Story**  
[ldatschool.ca/success-story-danya/](http://ldatschool.ca/success-story-danya/)
  - Supporting Transition Planning for Students with Physical Disabilities

**16. Easter Seals Ontario - Transitions**

[services.easterseals.org/family-information-resources/transition-planning/](https://services.easterseals.org/family-information-resources/transition-planning/)

**17. Connect with your Mental Health Team**

[ddsb.ca/en/family-and-community-support/resources/Videos/Connect-with-your-Mental-Health-Team-video.mp4?wmode=transparent#DDSBWellBeing](https://ddsb.ca/en/family-and-community-support/resources/Videos/Connect-with-your-Mental-Health-Team-video.mp4?wmode=transparent#DDSBWellBeing)

# THE REPORT CARD-IEP CONNECTION

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APPENDIX A

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

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

### Understanding the IEP-Report Card Connection:

When term progress is reported for your child, both the IEP and report card contain valuable information.

#### The IEP outlines:

- Accommodations in place.
- Strategies being used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- **May** include modifications with annual goals and specific expectations per term for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP. Some students may also have an Alternative Report Card which provides evaluation based on the alternative expectations from the IEP.

### Understanding Accommodations:

Accommodations are strategies and tools that support the student's success.

<b>Language</b>	<input type="checkbox"/> NA
Reading	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	

The curriculum itself is not being changed or modified and so the IEP box on the Provincial Report Card is **not checked**.

#### Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

#### Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

## Assessment Accommodation Examples:

- Reduction in number of tasks.
- Extended time limits.
- More frequent breaks.
- Oral responses.
- Inclusive technology-eg. Computer device to record ideas and answers.

## Instructional Accommodation Examples:

- Graphic organizers.
- Non-verbal signals.
- Reinforcement incentives.
- Concrete/hands-on materials.

## Understanding Modifications:

On your child's Provincial Report Card, the IEP box **will be** checked if modifications are provided. Ontario curriculum can be modified for some students when needed.

<b>Language</b>	<input type="checkbox"/> NA			
Reading				
<input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP				

## This modification can be:

- Same grade level but a reduced number of expectations;
  - Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
  - Focus is on fundamental skills from a previous grade level for knowledge building at the student's ability level.
- Students may have modifications in one or more subjects.

## You will see:

- IEP box will be checked.
- 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."*
- Provided for every subject that has been modified.

## Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum. This could include specific goals to support:

- Communication skills and use of communication tools.
- Specialized skills related to hearing or vision needs.
- Fine or gross motor skills.
- Alternative curriculum from other resources outside of the Ontario curriculum.





# THE REPORT CARD - IEP CONNECTION

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

*DDSB is committed to human rights and equity and to providing learning environments that are welcoming, safe, respectful, inclusive, equitable, accessible and free from discrimination.*

*There are many paths to success. We strive to help every student meet their full potential, while fostering the highest level of independence, inclusion, integration and participation possible for each student within all course options.*

## Understanding Accommodations & Modifications at the Secondary level:

When a student enters high school, the accommodations vs modifications may 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 (1.0) or partial (0.5) credit value.

Some students may also access non-credit or 'K courses' which are based on alternative curriculum that focuses on life skills and independence.





### Understanding the IEP~Report Card Connection:

When semester progress is reported for your child, both the IEP and report card contain valuable information.

#### The IEP outlines:

- Accommodations in place.
- Strategies used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- May include modifications with annual goals and specific expectations per course for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP.

Some students may also have an Alternative Report Card which gives evaluation based on the alternative expectations from the IEP.

### Understanding Accommodations:

Accommodations are strategies and tools that support the student's success.

Language	<input type="checkbox"/> NA
Reading	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	

The curriculum itself is not being changed or modified and so the IEP box on the Provincial Report Card is **not checked**.

#### Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

#### Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

#### Instructional Accommodation Examples:

- Graphic organizers.
- Non-verbal signals.
- Reinforcement incentives.
- Concrete/hands-on materials.

#### Assessment Accommodation Examples:

- Reduction in number of tasks.
- Extended time limits.
- More frequent breaks.
- Oral responses.
- Inclusive technology-eg. Computer device to record ideas and answers.



### Understanding Modifications:

On your child's Provincial Report Card, the IEP box **will be** checked if modifications are provided.

Language	<input type="checkbox"/> NA
Reading	
<input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP	

Ontario curriculum can be modified for some students when needed.

This modification can be:

- Same grade level but a reduced number of expectations;
  - Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
  - Focus is on fundamental skills from a previous grade level for knowledge building at the student's ability level.
- Students may have modifications in one or more subjects.

You will see:

- IEP box will be checked.
- 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"*.
- Provided for every course that has been modified.

### Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum.

This could include specific goals to support:

- Communication skills and use of communication tools.
- Specialized skills related to hearing or vision needs.
- Fine or gross motor skills.
- Alternative curriculum from other resources .



# Leading Inclusive Programming

## Inclusive Student Services (ISS)

### Special Education Resource Teacher (SERT) eBulletin

If you have any questions or topic suggestions for the **Leading Inclusive Programming e-Bulletin**, please contact your Instructional Facilitator or Michelle Crawford-Eade, ISS System Lead [michelle.crawfordeade@ddsb.ca](mailto:michelle.crawfordeade@ddsb.ca).



## Information Share

### Understanding the Complexity of Special Education Program Placement Decisions

The DDSB is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services that are responsive to individual identities (including intersecting identities), strengths and needs. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

Students are at the centre of all planning. Our ongoing commitment is to provide the structures and supports each student needs to nurture their growth and development in programs which respect dignity, maximize participation, and foster integration and independence as defined for each student based on their individual strengths and needs.

We work with parent(s)/guardian(s) and district staff to determine the placement that best addresses barriers and meets the student's individual needs (whether that is in a regular classroom, or for some students, in a special education class) and to provide appropriate accommodations, where required. This is in keeping with DDSB's roles and responsibilities under the Ontario Human Rights Code, the Education Act, and DDSB policies and procedures (including the [Human Rights, Anti-Discrimination and Anti-Racism Policy](#), the [Human Rights Inclusive Design and Accommodation Procedure](#) and related procedures).Reference: [DDSB Inclusive Student Services Special Education Plan 2023-2024](#)

The vast majority of our students with special education strengths and needs will access regular class placements. This placement may also include individualized accommodations. The placement also involves a number of key supports and strategies often referred to as 'Indirect Support' and can include but are not limited to:

- Learning planned on a foundation of universal design for learning (UDL);
- Differentiation in environmental, teaching and assessment strategies;
- Focused small support groups for specific skill building;
- Targeted and small group instruction and intervention within classes
- Specific tools and resources introduced to address individual learning needs, support, and skill building;
- Leveraging of technology to provide instruction, rehearsal, engagement and support; and
- Programming support from Special Education Resource Teacher(s), Inclusive Student Services (ISS) team members, and, with consent, collaboration with involved community agencies and other expertise.

Many students in regular class placements receive support from classroom support staff roles (ASL Interpreter, Educational Assistant, or Intervenor). The professionals in these roles are integral to students' programming within schools and provide valuable well-being, safety, self-care and learning support. These roles are not referenced as part of a student's placement through Individual Placement and Review Committee (IPRC) decisions which are, in accordance with applicable legislation, linked to special education qualified teachers.

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee consider placement in a regular class with appropriate special education services, such as the "Indirect support" referenced above. If, after considering all pertinent information presented, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parent or guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

For most students, regular class placement with Indirect Support and appropriate accommodations is the most inclusive setting and must be considered as the first potential option for placement.

### **Special Education (Self Contained Class) Program**

A small number of our approximately 12 400 students with Individual Education Plans (IEPs), will access programming through a formalized placement in a special education program. Each special education placement has very specific outcomes designed to provide very specific programming for the student.

Each year, the Inclusive Student Services (ISS) team collaborates with the school team to determine the best placement for each student based on their individual strengths and needs.

An annual process at a district level considers individual student needs into the overall planning of programs (locations and classes). This significant system decision-making process is complex, comprehensive, and includes a number of factors and variables. School teams and families may not be aware of the depth and breadth of information being considered during the process.

Before making special education class placement decisions, the team also considers the student's age, what has previously been put in place to support the student, human rights accommodations, social skills, communication skills, mental health needs, and other relevant and individualized factors.

The majority of students accessing learning through Special Education Class will do so through a special education placement with integration within mainstream class(es). Integration is important in fostering independence, well-being and learning. Integration can take many forms and must always be in support of student programming and pathway planning.

Few students will access learning through a Special Education "Self Contained" placement. This placement indicates that a student is accessing their entire program through the special education class placement.

### **Messaging Matters**

How we all move through the stages of the placement process and language matters. Students do not 'qualify' for a placement and do not get 'turned down' for a placement, but rather the decision process is complex and involves a number of important considerations for each student to find an appropriate placement. If a student is not being offered placement at this time, focus should be placed on maximizing the current placement and continuing to implement individualized programming with any necessary accommodations to best meet their needs within the placement.

In the Durham DSB, we place a strong emphasis on the inclusion of our students with special education strengths and needs, upholding human rights and the rights of the child, and 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".

**Implementation January, 2024**

Schools are important guardians of protected information for learning, well-being, and for some students, health related documentation. Individual student documentation is collected and shared aligned with legislative privacy requirements such as [MFIPPA](#) and [PHIPA](#) (e.g., individual health information) and Ministry of Education guidelines (e.g., [Ontario Student Record Guidelines](#)).

It is important that where information is shared by a student and/or their guardians to support programming that the receipt and consent related to the document is recorded and forms part of the student's record.

**Inclusion of a 3<sup>rd</sup> Party Document in a Student's OSR**

To ensure consistency of process, a consistent [DDSB template](#) (SERT Binder link) is being implemented. When you are in receipt of a third party report (e.g., community-based practitioner Psycho-Educational Assessment, statement of diagnosis, private Speech report) a copy of the [3<sup>rd</sup> Party Report Form](#) (Google Drive link) should be completed, with signature(s) and included as a cover page to the report being included in the documents section of the student's OSR.

The form is not needed for reports written by DDSB team members who are regulated health professionals. Consent for sharing is part of the informed consent processes between student/guardian and professional; record of consent is held within Inclusive Student Services records.

**Removal of a 3<sup>rd</sup> Party Document in a Student's OSR**

Occasionally, students or families will request removal of a document from the OSR for which prior consent has been obtained for inclusion. Should this occur, the 3<sup>rd</sup> Party Report consent form should be used to make annotation of request and date of removal from the OSR. The form should then be retained in the OSR and the report shredded or returned to student/guardians.

**Important Dates****Upcoming Request Submission Deadlines**

- START Allocation Requests - January 12th (at noon)
- EA Allocation - January 17th (at noon).
- Special Education Lunchroom Supervisor - January 19th
- Special Education Class Requests - February 2, 2024 (at noon)

## **SEA Chromebook Virtual Information Sessions for Parent/Guardian - January 23rd 2 - 30 minute sessions @ 6:00 pm and 6:30 pm**

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These virtual sessions will provide DDSB parents/guardians an overview of some of the tools available to support their children's learning on DDSB SEA Chromebooks. Please share this [SEA Chromebook Virtual Information Night](#) flier with families of students who have SEA Chromebooks. The flier includes a link to a Google Form to register.

### **Transition to High School Information Nights**

There are quite a few upcoming information sessions for students, parents/caregivers supporting the transition from Elementary to Secondary. The session on Thursday, **February 1, 2024** will be facilitated by both Student Success and Inclusive Student Services.

### **IPRC Review and Best Practices SERT Training Sessions**

Sessions are available **Jan 17th, 2024 at 9:30am** (Virtual) and **February 1st, 2024** (AM and PM half day in-person). If you have not yet participated in a session, please sign-up on MyPD.



## **Professional Learning**

### **SERT Learning Community Break out sessions**

Here are links to recorded sessions and/or slides from the break out sessions intended for our SERT learning community December 12, that were instead held virtually.

[Grade 8-9 Transitions](#) (slides)

[Chromebook Accessibility Tools](#) (slides)

[Supporting Secondary Students in the Mainstream](#) (slides)

[New to SERT](#) (slides) [New to SERT](#) (video)

[Structured Learning and Visual Supports for Student Success](#) (slides)

[Structured Learning and Visual Supports for Student Success](#) (video)

### **Mental Health and Well-Being Training Opportunities**

#### **Emotion Focused School Based Support Skills Training**

A practical skill building workshop series that aims to provide tools for tuning into and supporting students' emotions and challenging behaviours in order to promote connection, deepen relationships and promote optimal learning. Participants will learn about validation



### **Supporting Student Mental Health Community of Practice (COP)**

Join monthly sessions to learn strategies and be introduced to resources related to supporting student mental health and well-being. Examples of resources shared in these sessions include: [Everyday Mental Health Resource \(Secondary\)](#) and [Everyday Mental Health Resource \(Elementary\)](#). You can [register for the COP on myPD](#).

Delivery of the Mental Health Literacy Learning Modules for Grades 7 & 8 is expected to begin January 2024. Take some time to watch this short [Introduction Video](#) if you are unfamiliar with these new modules. If you or your colleagues responsible for teaching intermediate health have any questions, please do not hesitate to reach out to Steffanie Pelleboer, Mental Health lead.

### **Annual IPRC Reviews (Effective Date of Placement Next School Year)**

In preparation for IPRC Reviews this year, please ensure that school staff have connected with Parent(s)/Guardian(s) about interest, and learning strengths and needs as part of the IPRC process. Ensure that this date is documented on the consultation log on the IEP. This date will be referenced in the Letter of Invitation.

SERTS please review the [Parent/Guardian Guide to Special Education IPRC](#) (pdf) which is shared with Parent(s)/Guardian(s) in the Letter of Invitation.

Begin to gather information about Parent/Guardian preference for meeting times and their preferred platform (in-person, teleconference, or Microsoft Teams). Refer to [Google Forms Accessibility Guide](#) for tips on creating accessible forms.

Review [Preparing for IPRC Annual Reviews Checklists](#) for an overview of the IPRC Process and Workflow using PowerSchool Student Programming (PSP).

### **TEACHTOWN 2023-2024 Winter/Spring Session**

We are excited for the opportunity to offer our TeachTown Afterschool program once again. We are currently looking for individuals (SERTS, Teachers or Educational Assistants) to facilitate our program. We are currently going to be offering a maximum of 5 spots per school and are looking for one or two facilitators who are willing to run the program virtually for the selected students in their school.

We will be offering both the TeachTown Basics curriculum as well as the TeachTown Social Skills Curriculum beginning in **February, 2024 for 13 weeks**. Both these programs can be administered in-person or virtually, using a Chromebook laptop/ or computer to access lessons during non-instructional hours (i.e. over lunch or afterschool). For more information please read the [TeachTown Program Descriptions](#).



The time commitment for running TeachTown programs is: a 2 hour virtual training to learn how to use the program, along with program implementation running sessions 1 time a week for approximately 2--3 days/ week at 30-60 minutes per session.

Facilitation will be compensated at the board's approved continuing education hourly rate.

Thank-you for your consideration in assisting with this initiative!

If you are interested in becoming a facilitator for the afterschool program kindly indicate your interest by filling out the [TeachTown After School Program Facilitator Interest for 2023-2024 Winter/Spring Session Survey](#) no later than **Friday January 19<sup>th</sup> , 2024**. Please pass along to interested school staff.

### **STAR (Strategies for Teaching Based on Autism Research) 2 day In Person Training**

Dates: January 18 & January 25, 2024 9:00am-3:00pm  
DDSB Education Center Room 2G. MyPD Section #32422

### **LINKS (Linking Assessment and Instruction for Independence) In person Workshop**

January 24th, 2024 9:00-3:00  
DDSB Education Center Room 2G. MyPD Section #39855

### **Special Education Program Class Considerations Deck**

Please find linked the deck from the presentation this week. Link to [Special Education Program Class Considerations Deck](#)

## **Resources**

### **Campbell Children's School has a New Name**

The Campbell School has transitioned to their new school name, Grandview School. They also have a new [Grandview School website](#). The old website will be shut down by the end of the month. The Switch It Up lending library is now called [Resources for Schools](#).

### **Inclusive Student Services Impact Update**

The Inclusive Student Services Impact Update, is a series of highlights of ISS programs, service, and resources, and has launched for the 2023-2024 school year. The **ISS Impact Update** is intended as an information tool for key information on a variety of topics throughout the school year as well as to provide direct, quoted impacted statements from students, families, and staff. **Please print and post to share with staff.**



Previous Impact Updates can be viewed visiting the [Impact Update Folder](#)



## Updates

### **Q Global Credits**

Purchasing Q Global credits is now available. The Q Global ordering system has changed and each school is being assigned a new customer account number. For this account number or any support with ordering, please email Carolyn Wilson, Inclusive Technology Facilitator. [carolyn.wilson@ddsb.ca](mailto:carolyn.wilson@ddsb.ca) New instructions for ordering are in the [SERT Binder](#).

### **Psychological Services Service Update: Gifted Screening Assessments**

Thank you to all who supported the preliminary stages of the screening assessments to determine eligibility for the Gifted Education program. Over 1500 students across the district from Grades 3 to 10 participated in the CCAT-7 assessments this year. Resulting from those CCAT-7 assessments, there are 160 WISC V assessments that the Psychological Services team will be individually administering to students between the end of January and the end of February, with all results being reported by March 1<sup>st</sup> 2024 to meet district staffing timeline commitments. To this end, during this time your school may experience a brief disruption in regular service. We will still respond to urgent matters and continue to consult, per our service plans; however, staff will likely not be able to keep their typical weekly schedule during the month of February in order to accommodate these assessments.

Further, there are some schools across the district where there are a number of WISC V assessments that need to be conducted. Staff from Psychological Services who may not be the regular team member assigned to your school may be reaching out to book space. We understand that space is at a premium in many buildings this year; it is of the utmost importance that these assessments be conducted in a space that is quiet, confidential, and as free from distraction as possible. We thank you for your patience and for your collaboration in getting these assessments completed.

### **Parent Engagement E-Newsletter**

The DDSB [Parent Engagement department E-Newsletter](#) from DDSB Parents Involvement Committee (PIC) has been shared through DDSB social media accounts. The newsletter, and references SEA Chromebook Information Night flier are attached for your reference. The E-Newsletter includes a breadth of information for families including, but not limited to:

- **Multi-Language Learner Supports**
- **Tips to Support Your Kids Through Exams**

- **Parent/Guardian SEA Chromebook Virtual Information Sessions**

- Tuesday, January 23, 2023 Two 30 minute sessions at 8:00 pm and 8:30 pm  
These virtual sessions will provide DDSB parents/ guardians an overview of some of the tools available to support their children's learning on DDSB SEA Chromebooks. Please share the SEA Chromebook Virtual Information Night flier (attached) with families of students who have SEA Chromebooks.



## PowerSchool STUDENT PROGRAMMING (PSP)

### **PSP Down Time**

Please be advised that on Sunday, January 14th, the following documents in PowerSchool Student Programming (PSP) will be **view only** and **not editable**: Letter of Invitation, Statement of Decision, and the Request for Special Transportation.

### **Letter of Invitation - Important Note**

The Letter of Invitation for the 2024/25 school year will be created by the system for all students with a finalized 2023/24 Statement of Decision.

### **IPRC Documents and Requests for Special Transportation - Annual Reviews**

Please pause on creating documents for the Next School Year until January 15th, at which time the system will be updated to include the 2024/25 school year, enhancements to the IPRC documents and the Request for Special Transportation. Enhancements, workflow and helpful reports will be demonstrated during the IPRC Training Sessions January 17th and February 1st (in MyPD Course #39846).

### **Special Education Class Requests**

The Special Education Class Request document will be re-released with the 2024/25 school year available January 15th. Please read [PSP - Special Education Class Request](#) documentation for detailed instructions on submitting this request. SERTS create the documents, and Principals/Vice-Principals submit.

If you need to report an issue or have any questions about PSP, please **submit an incident** using the [IT Service Desk](#). When creating an incident, please select the category of Software and subcategory of "Student Programming."

## Appendix I



## 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

**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

**PowerSchool PSP** - Special Education data base for tracking Special Education processes and completing forms

**PPM 140** - Policy Program Memorandum, #140

**SEA** - Specialized Equipment Allocation

**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 educators with broad principles for planning instruction and designing learning environments for a diverse group of students



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 3, 2024**SUBJECT:** 2023-2024 Teaching and Learning Plan Update **PAGE:** 1 of 11

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Georgette Davis, Superintendent of Equitable Education  
Erin Elmhurst, Superintendent of Equitable Education  
Mohamed Hamid, Superintendent of Equitable Education  
Margaret Lazarus, Superintendent of Equitable Education  
Stephen Nevills, Superintendent of Equitable Education

**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the implementation of the *2023-2024 DDSB Math Achievement Action Plan* (Appendix A) and *2023-2024 Teaching and Learning Plan* (Appendix B), which integrate Literacy and Numeracy initiatives into a cohesive strategy.

**2.0 Background**

On February 28, 2022, the Ontario Human Rights Commission released *the Right to Read* [report](#), which advocates for systemic changes acknowledging literacy as a fundamental human right. This report has significantly influenced literacy instruction across Ontario, enhancing existing structures at the Durham District School Board (DDSB) and accelerating initiatives to support all students, especially those with reading disabilities. It highlighted the importance of evidence-based reading instruction, focusing on phonemic awareness, phonics, fluency, vocabulary, and reading comprehension to ensure that all students become thriving, literate learners who have equitable access to individual success.

In response to these findings, in June 2023, the Ministry updated the Language/English curricula for Grades 1-9 and introduced Policy/Program Memorandum (PPM) [168](#). The policy mandates annual early reading screenings from the second year of Kindergarten through to Grade 2. Ontario's publicly funded schools require a minimum of 150 minutes of dedicated reading instruction per five-day cycle for Grades 1-3.

Concurrently, to enhance math achievement, the Ministry's efforts prompted the DDSB to create the *Math Achievement Action Plan* for the 2023-2024 school year. Based on the Ministry's *Taking Action in Mathematics* framework (Appendix C), this plan focuses on strengthening math education through collaborative partnerships and evidence-based strategies. With the support of the *Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum* (Appendix D), the DDSB equips educators with the tools and resources needed to enhance students' understanding of mathematical concepts and improve proficiency.

The *DDSB Math Achievement Action Plan* has been integral to the Board's teaching and learning strategy, adhering to provincial standards, and incorporating High Impact Instructional Practices (HIIP) in math instruction. It plays a crucial role in fostering inclusive learning environments where all students can thrive. Through ongoing collaboration and the implementation of evidence-based practices, the DDSB is committed to enhancing student outcomes in both literacy and mathematics. This holistic approach underscores the DDSB's dedication to providing equitable and effective educational opportunities, mirroring the key message of the *Right to Read* report, and ensuring every student reaches their full potential.

### 3.0 **Analysis**

The *2023-2024 Teaching and Learning Action Plan* merges the DDSB Math Achievement Plan with key literacy initiatives to maintain consistency and foster an integrated approach across the District. This strategy is focused on enhancing learning environments and teaching practices to be responsive to all learners ensuring literacy and numeracy as fundamental rights that enable students to succeed. Through strategic District-wide actions, the plan aims to equip educators with the necessary tools and knowledge, promote ongoing professional development, and introduce innovative teaching methods. These efforts are designed to improve student achievement and well-being, by providing meaningful responsive learning experiences.

The *2023-2024 Teaching and Learning Action Plan* has three key areas of focus:

- 1) Intentional use of assessment to develop a human-centered understanding of the learner that informs learning opportunities which are relevant and responsive to students.
- 2) Engage in ongoing professional learning around Math content knowledge and evidence-based literacy that informs instruction.
- 3) Ensure the delivery of the Mathematics and Language/English curricula is student-centered and aligned with effective pedagogical practice.

### 3.1 **Key Terms**

The following terms are used throughout the report:

- 3.1.1 **Education Perfect:** A digital tool used to support student learning in mathematics by providing interactive lessons, assessments, and real-time data on student performance. It allows educators to tailor their instruction to meet individual student needs.
- 3.1.2 **MathUp Classroom:** An instructional platform designed for Grades 1-6 that enhances math education through balanced instructional approaches. It integrates both digital and traditional methodologies to enrich math learning environments.
- 3.1.3 **Structured Literacy:** An approach to teaching reading that emphasizes systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is effective for all students and particularly for students with reading difficulties, including, but not limited to dyslexia.



- 3.1.4 **High Impact Instructional Practices (HIIP):** Evidence-based teaching strategies that have been proven to significantly enhance student learning outcomes. These practices include techniques like formative assessment, feedback, and collaborative learning.
- 3.1.5 **Acadience:** Early literacy and reading universal screening tool designed to identify students who are at risk in order to provide timely instructional support and prevent the occurrence of later reading difficulties.
- 3.1.6 **Lexia:** Digital and in-person intervention tool that provides personalized learning in reading. Educators can monitor student progress, find out what they need help with, and adjust their teaching accordingly. It helps students improve their foundational literacy skills through engaging, adaptive lessons.
- 3.1.7 **Rewards Reading Intervention Program:** A reading intervention program aimed at improving the decoding, fluency, and comprehension skills of students in Grades 4-12 through explicit, systematic instruction.
- 3.1.8 **Universal Design for Learning (UDL):** A framework for teaching that involves designing educational environments and lessons that are accessible and effective for all students, regardless of their learning needs or abilities.
- 3.1.9 **Policy/Program Memorandum (PPM) 168:** A directive from the Ontario Ministry of Education mandating annual early reading screenings from the second year of Kindergarten through Grade 2 in publicly funded schools. It requires a minimum of 150 minutes of dedicated reading instruction per five-day cycle for Grades 1-3.
- 3.1.10 **Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum:** A comprehensive resource developed by the Durham District School Board to aid educators in understanding and implementing effective math teaching practices aligned with provincial standards.
- 3.1.11 **Phonemic Awareness:** The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words, which is a critical skill for learning to read.
- 3.1.12 **Phonics:** A method of teaching reading that emphasizes the relationship between letters and sounds, helping students decode written language.
- 3.1.13 **Priority Schools:** Schools identified by the Ministry of Education as requiring additional support and resources due to factors such as low student achievement on EQAO assessments and other factors impacting student success.
- 3.1.14 **Structured Literacy Launch Pad:** A DDSB-created resource website for Kindergarten to Grade 8 educators, offering professional learning on structured literacy and resources to support the implementation of the updated Language curriculum.

### 3.2 Timeline

The Key Actions below occurred during the 2023-2024 school year.

The following three charts detail the actions staff have implemented for each focus area and the impact on teaching practices and student outcomes.

**3.2.1 Focus Area:** Intentional use of assessment to develop a human-centered understanding of the learner that informs learning opportunities which are relevant and responsive to students.

#### Rationale

It is essential to understand learning strengths and areas for improvement for all students, to ensure they are successful. This year, staff focused on using key assessments to inform targeted instruction in literacy and numeracy. By analyzing the data, staff can tailor teaching to meet student needs, and enhance their engagement and skill development. This approach allows educators to set clear, personalized learning goals.

Curriculum Area	Key Actions	Evidence of Impact
Math	<ul style="list-style-type: none"> <li>• Provided training on Education Perfect Digital Math Tool for responsive instruction.</li> <li>• Integrated MathUP Classroom, an instructional platform designed to enhance Grades 1–6 math education through balanced instructional approaches, into daily teaching methods. This integration includes digital and traditional methodologies to enrich math learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• 864 educators trained in Education Perfect, and 22,559 students enrolled and using the tool.</li> <li>• The analysis within Ministry-identified priority schools shows significant improvements in student attitudes towards mathematics. Specifically, among Grade 3 students, there was a 36.3% increase in enjoyment of math, and for Grade 6 students, there was a 37.1% increase, according to the 2024 "Math Action Plan" survey compared to the 2022-2023 EQAO results.</li> </ul>

Curriculum Area	Key Actions	Evidence of Impact
Literacy	<p><b>New Assessment Tools</b></p> <ul style="list-style-type: none"> <li>Ongoing training on the use of literacy screeners and assessment to inform instruction.</li> <li>Screening/assessment tools are available on the Structured Literacy Launch Pad along with professional learning on effective usage.</li> <li>Introduced Acadience universal screener training for central staff and K-2 educators for Fall 2024.</li> </ul> <p><b>New Intervention Tools</b></p> <ul style="list-style-type: none"> <li>Piloted Lexia, a classroom intervention tool that engages students in online and in-person learning responsive to their individual learning needs, in 30 elementary schools.</li> <li>Provided Rewards Reading Intervention Program training in 28 schools for Grades 4-12.</li> </ul>	<ul style="list-style-type: none"> <li>All Kindergarten to Grade 3 educators use foundational literacy screeners/assessments to guide whole class, small group, and individual Literacy instruction.</li> <li>Grades 4-8 educators are beginning to use foundational literacy screeners/assessments to guide Literacy instruction.</li> <li>Educator surveys showed 95% of educators observed increased student confidence in reading; 100% noted improvements in students' foundational literacy skills.</li> <li>One school team trained on Acadience in every Family of Schools.</li> <li>250 primary educators have been trained in administering Acadience Universal Screener.</li> <li>932 students from grades 1-8 accessed Lexia with 85% experiencing growth in foundational literacy skills.</li> <li>Implemented an after-school tutoring program for 250 students.</li> </ul>

**3.2.2 Focus Area:** Engage in ongoing professional learning around Math content knowledge and evidence-based literacy that informs instruction.

### Rationale

Recognizing the impact educators' practices have on student achievement, we have intentionally concentrated on enhancing educators' understanding of math content, evidence-based literacy practices, and high-impact instructional strategies. This focus aims to equip teachers with the necessary skills and knowledge to effectively tailor their teaching practices to improve student learning outcomes.

Curriculum Area	Key Actions	Evidence of Impact
Literacy	Professional Learning on the Implementation of Structured Literacy <ul style="list-style-type: none"> <li>Continuous professional learning for all educators in structured literacy and the updated Language and English curriculum.</li> <li>Targeted learning sessions for secondary educators to address foundational literacy needs.</li> <li>Literacy teams conducted five cycles of structured literacy interventions for all DDSB elementary schools, each lasting 4-6 weeks.</li> <li>Conducted bi-monthly learning sessions for school leaders and Literacy Leads on effective literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>1300 educators participated in Structured Literacy training inclusive of classroom teachers, Early Childhood Educators and Special Education Resource teachers.</li> <li>All 113 elementary schools have Literacy Leads who are trained in Structured Literacy and support school-based professional learning.</li> <li>97% of educators reported increased confidence and capacity in implementing evidence-based literacy practices after 4–6-week support cycles.</li> </ul>

Curriculum Area	Key Actions	Evidence of Impact
Math	<ul style="list-style-type: none"> <li>Initiated targeted professional development opportunities that focus on collaborative analysis techniques for examining student learning data in mathematics.</li> <li>Provided scheduled release time from March until June for educators in 21 elementary Ministry-identified priority schools. This time was specifically allocated to allow educators to monitor and analyze student progress, facilitating timely adjustments to instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Ministry-identified priority schools engaged in at least one collaborative analysis of student learning session.</li> <li>This strategic allocation resulted in a 100% increase in the frequency of instructional adjustments based on real-time data in Ministry-identified priority schools. Feedback from educators indicated that this focused period contributed to a more adaptive learning environment, with increased student engagement and achievement in math.</li> </ul>

**3.2.3 Focus Area:** Ensure the delivery of the Mathematics and Language/English curricula is student-centered and aligned with thriving pedagogical practice.

### Rationale

It is essential that all students experience quality learning opportunities that are research-based and identity-affirming. This approach fosters a supportive learning environment where students feel valued and understood. This can significantly enhance their engagement and achievement, as it encourages them to connect more deeply with the content while promoting a sense of belonging and respect for their diverse backgrounds.

Curriculum Area	Key Actions	Evidence of Impact
Literacy and Numeracy	<p>Supporting capacity building of school leaders</p> <ul style="list-style-type: none"> <li>Central staff supported school teams in collaborative analysis of student work to customize instruction and interventions.</li> <li>Established the Curriculum Advancement Action Team (CAAT) to review and recommend resources for school learning plans.</li> <li>School leaders engaged in monthly professional learning sessions at Families of Schools meetings.</li> <li>A six-session Teaching and Learning series on Literacy and Numeracy was offered to school leaders.</li> </ul>	<p>Literacy</p> <ul style="list-style-type: none"> <li>Protected Literacy blocks with daily phonics routines in all K-3 classrooms.</li> <li>Literacy minutes – Grades 1-6, 120 minutes, Grades 7-8, minimum of 80 minutes daily (30 minutes daily of foundational literacy skill development).</li> <li>Secondary schools are planning strategic literacy supports for the 2024-2025 school year inclusive of a Foundations of Literacy credit bearing course.</li> </ul>
Math	<ul style="list-style-type: none"> <li>Coordinated regular collaborative check-ins with leaders of "Math Priority Schools" to discuss progress and actionable steps in school planning.</li> </ul>	<ul style="list-style-type: none"> <li>Protected Math blocks of at least 60 minutes per day at the elementary level.</li> <li>Educators use <i>Mathematics grades 1 - 12: A DDSB Companion Guide to the Ontario Curriculum</i> to guide lesson design and pedagogical practices.</li> <li>Math coaches planned and implemented activities tailored to each school's math goals.</li> <li>Educators are using the High Impact Instructional Practices (HIIP) as part of math learning environments.</li> </ul>

#### 4.0 **Financial Implications**

For the 2023-2024 school year, the Ministry allocated additional funding to enhance literacy instruction. These funds have supported the implementation of *Effective Literacy Instruction* and the rollout of the updated *Literacy Curriculum for Grades 1-8* and the *de-streamed English Curriculum for Grade 9*. The funding supported the following areas:

- Licenses for Reading Interventions
  - Lexia licences and educator training
  - Rewards Intervention Resource and educator training
- Education Staff to Support Reading Interventions
  - Hiring of 12 Literacy Coaches and 9 Speech and Language Pathologists to support literacy instruction and interventions
- Early Reading Enhancement through Reading Screening Tools
  - Acadience licenses, mentor and educator training
- Staff to Support the Transition to High School via De-streaming
  - Hiring of 29 De-streaming Coaches and 8 Kindergarten to Grade 6 Support Teachers

Additionally, the costs associated with the *Durham District School Board (DDSB) Math Achievement Action Plan* were covered under the 2023-2024 Priorities and Partnership Funding (PPF).

#### 5.0 **Evidence of impact**

The information within the above charts highlights key impacts over the 2023-2024 school year.

- 5.1 Over the past year, significant advancements have been made through targeted educator professional development, the rollout of innovative tools and resources, and the promotion of collaborative learning opportunities. This work has improved the quality of teaching and learning and the experience and achievement of students.
- 5.2 Moving into the 2024-2025 school year, we will further enhance these initiatives, expand our professional learning opportunities, and reinforce our commitment to the creation of learning communities where every student has the opportunity to achieve. Key actions will include:
- 1) Continue professional development in structured literacy and Language curriculum for all educators, focusing on progress monitoring and interventions.
  - 2) Expand structured literacy training to Educational Assistants (EAs) and Early Childhood Educators (ECEs).
  - 3) Maintain structured literacy training for Librarians and Special Education Resource Teachers.

- 4) Implement the mandatory Acadience Universal Screener from Kindergarten to Grade 2, with optional use for Grades 3-6, using data to guide evidence-based instruction.
- 5) Enhance training and usage of Lexia as a digital and in-person classroom-based intervention tool.
- 6) Establish 22 Ministry funded Reading Specialist positions in K-3 to bolster intervention support in schools.
- 7) Provide foundational literacy learning opportunities for students at the secondary level who require additional reading support to achieve success.
- 8) Continue to prioritize collaborative analysis of student work to tailor responsive instruction in both literacy and numeracy.
- 9) Maintain and enhance training and support for using Education Perfect to improve Math instruction and student achievement.
- 10) Develop additional Math learning opportunities in various formats for ease of educator access and use.
- 11) Math coaches will co-plan and co-teach alongside educators using High-Impact Instructional Practices (HIIP).
- 12) In consultation with the Curriculum Advancement Action Team (CAAT), co-develop a targeted strategy to support Ministry-identified priority schools.

The *2023-2024 Teaching and Learning Action Plan* has successfully established a strong framework for enhancing the learning environment and promoting effective teaching practices throughout the DDSB. By integrating the *DDSB Math Achievement Plan* with key literacy initiatives, the District has provided a cohesive approach that highlights the essential role of literacy and numeracy as fundamental human rights.

## **6.0 Communication Plan**

The *DDSB Math Achievement Action Plan* was integral in the development of the *2023-2024 Teaching and Learning Action Plan* that was released to the system in January 2024.

*The Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum* was distributed system wide.

## **7.0 Conclusion and/or Recommendations**

This report is provided to Trustees for information.



**8.0 Appendices**

Appendix A – 2023-2024 DDSB Math Achievement Action Plan

Appendix B – 2023-2024 Teaching and Learning Action Plan

Appendix C – Taking Action in Mathematics

Appendix D – Mathematics Grade 1 to 12: A DDSB Companion Guide to the Ontario Curriculum

Report reviewed and submitted by:



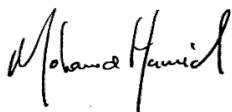
Camille Williams-Taylor, Director of Education and Secretary to the Board



Georgette Davis, Superintendent of Equitable Education



Erin Elmhurst, Superintendent of Equitable Education



Mohamed Hamid, Superintendent of Equitable Education



Margaret Lazarus, Superintendent of Equitable Education



Stephen Nevills, Superintendent of Equitable Education

## Teaching and Learning Vision

Creating thriving learning ecosystems that prioritize student identity, Indigenous rights and Human Rights in order to create the conditions for all students to thrive, achieving their fullest potential.



Priority Area	All Schools	Priority Schools
<p><b>Priority Action #1</b></p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of proven strategies that support academic math achievement</p> <p><b>School Board Area of Need</b></p> <p>Curriculum Alignment: Ensuring the math curriculum is aligned with best practices and implemented consistently across all classrooms.</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</b></p> <p>Establish a Teaching and Learning Student - Centered Curriculum Advancement Committee to regularly review curriculum making recommendations for enhancement that support innovative pedagogical approaches and resources inclusive of the "Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum".</p> <p><b>KPI:</b></p> <p>The percentage of recommendations put forward by the Advancement Committee implemented with reported success.</p> <p><b>School Level Strategy</b></p> <p><b>Other</b></p> <p>Protected schedule blocks of at least 60 minutes of daily math instruction.</p> <p><b>KPI:</b></p> <p>Percentage of classroom schedules with protected daily math blocks</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</b></p> <p>Leverage coaching support to collaborate with School Improvement Teams in utilizing the 'Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum' and recommendations from the Advancement Committee to inform the development and implementation of the School Learning Plan.</p> <p><b>KPI:</b></p> <p>The percentage of recommendations put forward by the Advancement Committee implemented with reported success.</p> <p><b>School Level Strategy</b></p> <p><b>Other</b></p> <p>Protected schedule blocks of at least 60 minutes of daily math instruction, as well as extended opportunities for building automaticity and mathematical fluency</p> <p><b>KPI:</b></p> <p>Number of classroom schedules with protected math blocks and extensions for practice beyond the blocks.</p>

Priority Area	All Schools	Priority Schools
	<p><b>Classroom Level Strategy</b></p> <p><b>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</b></p> <p>Utilization of “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” to guide lesson design and pedagogical practices to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p><b>KPI:</b></p> <p>Number of classrooms who have identified the “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” as a foundational resource to guide lesson design and pedagogical practices and are using the High Impact Instructional Practices (HIIP) as part of math learning environments.</p>	<p><b>Classroom Level Strategy</b></p> <p><b>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</b></p> <p>Activate coaching support to come alongside educators in using the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum” to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p><b>KPI:</b></p> <p>The percentage of educators who experienced growth in understanding and implementation of the HIIPs.</p>

Priority Area	All Schools	Priority Schools
<p><b>Priority Action #2</b></p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p> <p><b>School Board Area of Need</b></p> <p>Continuous Learning: Providing educators with access to resources that help them stay up-to-date with the latest research and best practices in mathematics education. This includes opportunities for educators to collaborate with peers and engage in reflective practices to improve their math teaching skills to impact student achievement and well-being positively.</p>	<p><b>Board Level Strategy</b></p> <p><b>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</b></p> <p>Strengthen central professional learning resources to allow for multiple entry points for educator learning and pedagogical shifts.</p> <p><b>KPI:</b></p> <p>Number of new/updated resources available on the central teaching and learning site.</p> <p><b>School Level Strategy</b></p> <p><b>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</b></p> <p>School Teams engage in ongoing collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p> <p><b>KPI:</b></p> <p>Number of opportunities per term/semester educators engage in collaborative analysis of student learning.</p>	<p><b>Board Level Strategy</b></p> <p><b>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</b></p> <p>Offer subsidized Math AQ at multiple Priority School locations across the District</p> <p><b>KPI:</b></p> <p>Percentage of educators in priority schools with math qualifications</p> <p><b>School Level Strategy</b></p> <p><b>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</b></p> <p>Dedicated Math, Destreaming, and Classroom support Coaches in priority schools supporting collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p> <p><b>KPI:</b></p> <p>Increase in educator efficacy as a result of engagement in collaborative student learning analysis.</p>

Priority Area	All Schools	Priority Schools
	<p><b>Classroom Level Strategy</b></p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Educators access and utilize Board created and curated resources to support professional learning and improve student achievement and well-being.</p> <p><b>KPI:</b></p> <p>The number of hits on the central teaching and learning professional development site per term</p>	<p><b>Classroom Level Strategy</b></p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Activate coaching support to come alongside educators to synthesize and apply Board created and curated resources, to construct an environment where students are excited to learn mathematics and develop into confident math learners.</p> <p><b>KPI:</b></p> <p>Increased educator confidence in math content knowledge and community building.</p>

Priority Area	All Schools	Priority Schools
<p><b>Priority Action #3</b></p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive</p> <p><b>School Board Area of Need</b></p> <p>Knowing the Math Learner: Gain a deeper human-centered understanding of the math learner through relationship building and the strategic collection and analysis of conversations, observations, products to determine student learning strengths and areas of growth.</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</b></p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p><b>KPI:</b></p> <p>Number of educators trained on Education Perfect.</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</b></p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p><b>KPI:</b></p> <p>Number of educators trained and using Education Perfect.</p>
	<p><b>School Level Strategy</b></p> <p><b>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</b></p> <p>At least once per term/semester, school teams engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to students not being served.</p> <p><b>KPI:</b></p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement.</p>	<p><b>School Level Strategy</b></p> <p><b>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</b></p> <p>Activate coaching support to come alongside school teams to engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to student not being served.</p> <p><b>KPI:</b></p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement and reduce the number of students not being served.</p>

Priority Area	All Schools	Priority Schools
	<p><b>Classroom Level Strategy</b></p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Educators use the information gathered through the collaborative analysis of student learning to shift pedagogical practices and structures that are gap closing within classroom practice.</p> <p><b>KPI:</b></p> <p>Percentage of educators who report an increase in student achievement as a result of gap closing structures.</p>	<p><b>Classroom Level Strategy</b></p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Activating coach support in working with educators to synthesize and use the information gathered through the collaborative analysis of student learning to shift pedagogical practices/interventions, to be relevant and responsive to the mathematical learner.</p> <p><b>KPI:</b></p> <p>Percentage of students not being served that demonstrate improvement.</p>



2023 - 2024

# Teaching and Learning Action Plan



Learning literacy and numeracy isn't just a basic right; it's intricately connected to human dignity. Gaining reading skills and mastering math isn't just about accessing information; it's a gateway to a world of ideas. Developing these crucial skills not only empowers individuals to make informed decisions, think critically, and communicate effectively but also grants them agency, fostering self-respect, dignity, and self-efficacy.

Viewing literacy and numeracy as fundamental rights goes beyond mere educational necessity; it becomes a moral and ethical duty to build an inclusive and equitable society. In such a society, everyone can thrive, utilizing their unique talents to navigate the complexities of the world. Upholding Indigenous and human rights and creating vibrant learning environments through Universal Design for Learning and anti-oppressive practices, educators craft enriching experiences, allowing students to bring their complete selves into the learning process and contribute meaningfully to their community's well-being.

As educators, we embark on an exciting journey together to empower students with the transformative capacity of literacy and numeracy. By understanding the diverse backgrounds of our students, we can effectively meet their individual needs, ensuring that every student has the opportunity to reach their full potential. Collectively, we lay the foundation for a more empowered future, where literacy and numeracy create a path for universal success.

## Focus Area

# Humanizing the Learning Environment

Intentional use of **assessment** to develop a **human-centered** understanding of the learner that informs learning opportunities which are **relevant and responsive** to students.

Teaching and Learning Key Action	School-Based Performance Indicator
<p><b>Board Action</b> Provide tools that can be used by educators to understand current student learning strengths, next steps and provide targeted support.</p> <p><b>School Action</b> School teams engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to students not being served.</p> <p><b>Classroom Action</b> Educators use information gathered through collaborative analysis of student learning to shift pedagogical practices and interventions in service of improving student achievement and well-being.</p>	<ul style="list-style-type: none"> <li>• Increase in student achievement as a result of responsive interventions.</li> <li>• Student success systems are developed and used regularly to support the improvement of student achievement.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Educators use digital math tools, prioritizing Education Perfect to support assessment and instruction.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Educators use literacy assessments to inform phonics/word work routines             <ul style="list-style-type: none"> <li>• <a href="#">Screeners on the Literacy Launch Pad</a></li> <li>• Acadience screening tool (Phased implementation)</li> <li>• Lexia intervention resource (Phased implementation)</li> </ul> </li> <li>• Educators use regular progress monitoring to measure development of foundational literacy skills</li> </ul>

## Focus Area

# Innovative Human Centered Professional Learning

Engage in **ongoing professional learning** around **Math content knowledge and evidence-based literacy that informs instruction.**

Teaching and Learning Key Action	School-Based Performance Indicator
<p><b>Board Action</b> Provide multiple entry points for system learning and for pedagogical shifts by developing central professional learning resources and building the knowledge and skills of school-based content specialists.</p> <p><b>School Action</b> School teams engage in ongoing collaborative professional learning to inform instruction and monitor student progress and improvement.</p> <p><b>Classroom Action</b> Educators apply new specialized content knowledge gained and use board-curated resources to shift pedagogical practices and interventions in service of improving student achievement and well-being.</p>	<ul style="list-style-type: none"> <li>Multiple opportunities are provided for educators to engage in ongoing learning to guide effective instruction.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Educators express increased confidence in using Board-curated math resources that are responsive to student strengths and next steps in learning.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Educators express increased confidence with implementing phonics routine/ word work that is responsive to student strengths and next steps in learning.</li> </ul>

## Focus Area

# Thriving Pedagogical Practice

Ensure the delivery of the Mathematics and Language/English curricula is student-centered and aligned with thriving pedagogical practice.

Teaching and Learning Key Action	School-Based Performance Indicator
<p><b>Board Action</b> Establish a Teaching and Learning Curriculum Advancement Action Team (CAAT) to regularly review curriculum implementation and make recommendations. Central Teaching and Learning Teams and the Curriculum Advancement Action Team will support school leaders by:</p> <ul style="list-style-type: none"> <li>• Reviewing and creating resources and implementing innovative and responsive pedagogical approaches</li> <li>• Developing conditions that allow for professional learning, co-planning and co-teaching opportunities.</li> </ul> <p><b>School Action</b> School teams use the resources and system-level Teaching and Learning supports to facilitate shifts in pedagogical practices (inclusive of dedicated Math and Literacy instructional time).</p> <p><b>Classroom Action</b> Classroom educators will purposefully and meaningfully apply new professional learning to inform lesson design and thriving pedagogical practices.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Protected Math block of at least 60 minutes per day at the elementary level.</li> <li>• Cross-curricular integration of Mathematics at the secondary level.</li> <li>• Educators use <a href="#">“Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum”</a> to guide lesson design and pedagogical practices.</li> <li>• Educators are using the High Impact Instructional Practices (HIIP) as part of math learning environments.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Protected literacy blocks; Grades 1-6, 120 minute, Grades 7-8, minimum of 80 minutes daily (30 min daily of Strand B).</li> <li>• 10 - 20 min (depending on grade) word work/phonics are established routines in all classrooms daily; inclusive of Grade 9 English.</li> </ul>

# Taking action in mathematics | Look-fors by provincial action

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023–24 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

A mathematics community of excellence: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

**PRIORITY ACTION:** Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

- How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum?
- How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands?

**Board**

- Prioritize understanding of the curriculum and the continuum of learning across grades
- Align resources, including staffing, with mathematics priorities
- Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans
- Leverage digital math resources to support curriculum-linked practice at home

**PRIORITY ACTION:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching

- What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development?
- How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?

**Board**

- Utilize student achievement data and student work to establish focus areas for mathematics professional learning
- Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement
- Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing

**PRIORITY ACTION:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

- How is student assessment data and prior mathematics knowledge used to guide interventions and planning?
- How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions?
- How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?

**Board**

- Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus
- Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks
- Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students
- Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy



<div><b>School</b></div> <div><ul style="list-style-type: none"><li>● Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the <a href="#">Curriculum and Resources website</a> regularly to ensure alignment)</li><li>● Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands</li><li>● Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills</li></ul></div>	<div><b>School</b></div> <div><ul style="list-style-type: none"><li>● Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning</li><li>● Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</li><li>● Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)</li></ul></div>	<div><b>School</b></div> <div><ul style="list-style-type: none"><li>● Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement</li><li>● Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning</li><li>● Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)</li><li>● Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</li></ul></div>
<div><b>Classroom</b></div> <div><ul style="list-style-type: none"><li>● Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., <a href="#">High-Impact Instructional Practices</a>)</li><li>● Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums</li><li>● Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the <a href="#">Curriculum and Resources website</a>, exit cards to inform lesson planning in response to student needs)</li></ul></div>	<div><b>Classroom</b></div> <div><ul style="list-style-type: none"><li>● Access resources (e.g., teacher supports on the <a href="#">Curriculum and Resources website</a>), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</li><li>● Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)</li></ul></div>	<div><b>Classroom</b></div> <div><ul style="list-style-type: none"><li>● Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)</li><li>● Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the <a href="#">Curriculum and Resources website</a>, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</li><li>● Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics</li><li>● Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy</li></ul></div>

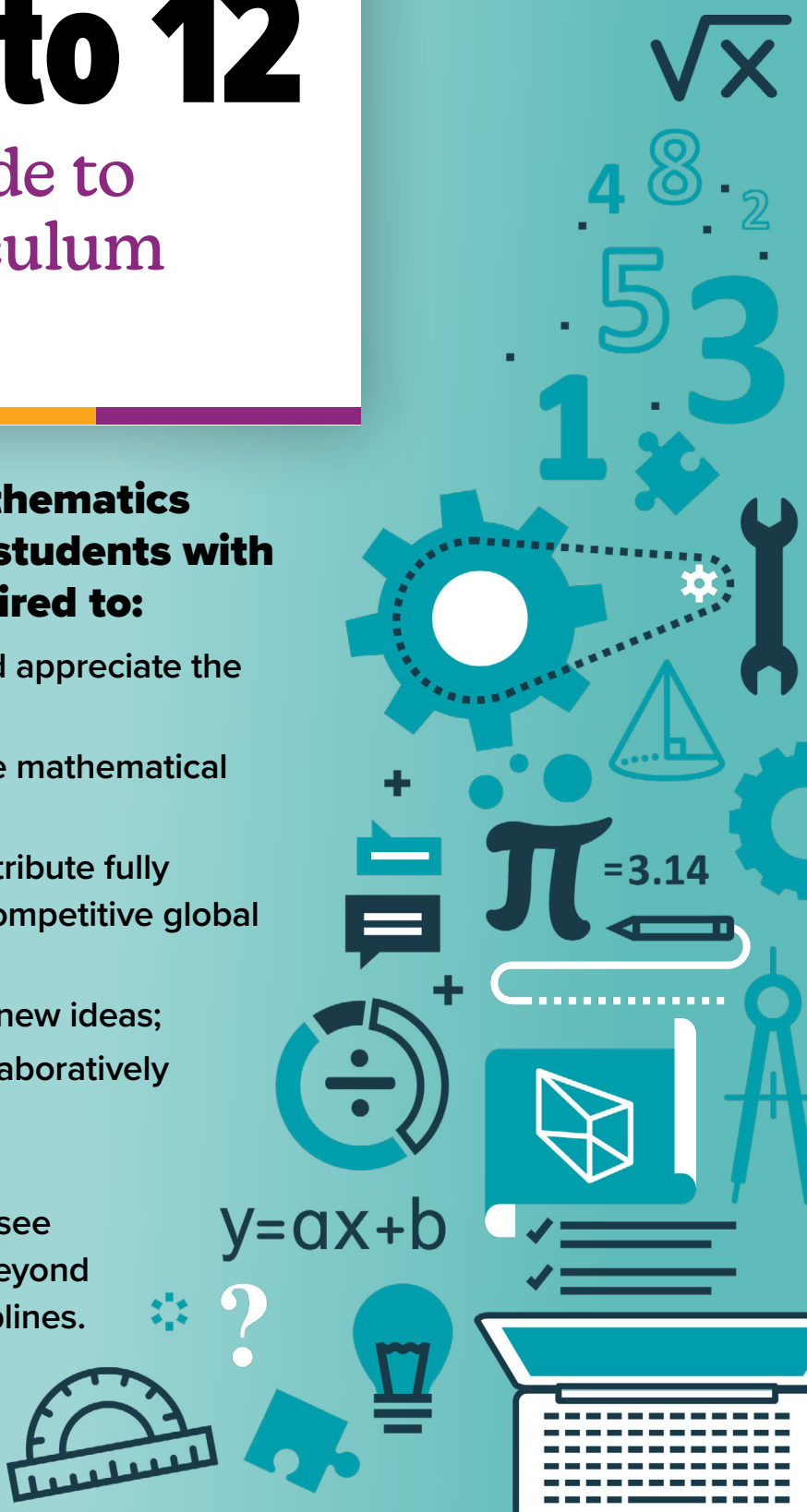
# Mathematics Grades 1 to 12

## A Companion Guide to the Ontario Curriculum

PUBLISHED 2023

**The goal of the Ontario mathematics curriculum is to provide all students with the foundational skills required to:**

- Understand the importance of and appreciate the beauty of mathematics;
- Recognize and appreciate multiple mathematical perspectives;
- Make informed decisions and contribute fully to their own lives and to today's competitive global community;
- Adapt to changes and synthesize new ideas;
- Work both independently and collaboratively to creatively approach challenges;
- Communicate effectively;
- Think critically and creatively and see connections to other disciplines beyond mathematics, such as STEM disciplines.





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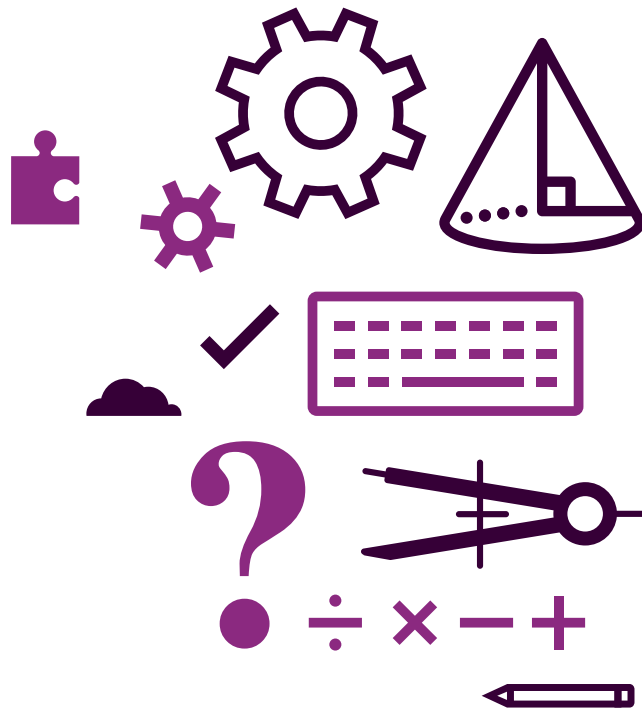
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## DDSB's Human Rights, Anti-Discrimination, and Anti-Racism Policy

The DDSB's policy outlines our individual and shared responsibilities to protect students' rights at school and to prevent discrimination in all aspects of teaching and learning, based on these prohibited grounds of discrimination:

- Age
- Ancestry
- Citizenship
- Colour
- Creed/religion
- Disability
- Ethnic origin
- Family status
- Gender expression
- Gender identity
- Marital status
- Place of origin
- Race
- Sex/pregnancy
- Sexual orientation
- Socioeconomic status



“Educators create the conditions for authentic mathematics experiences by connecting mathematics learning to students’ communities and lives; by respecting and harnessing students’ prior knowledge, experiences, strengths, and interests; and by acknowledging and actively reducing and eliminating the systemic barriers that some students face. Mathematics learning that is student-centered allows students to find relevance and meaning in what they are learning, to make real-life connections to the curriculum.”<sup>1</sup>

**Within the teaching and learning of mathematics, how am I upholding my duty bearer responsibilities to:**

- Promote and protect rights, centre dignity, and do no harm?
- Identify and address discrimination/discriminatory barriers?
- Respond to and address barriers?
- Learn and build capacity to understand how human rights applies to all of my work?
- Correct discrimination when it happens?

# Teaching and Learning Vision

Creating thriving learning ecosystems that prioritize student identity, Indigenous rights and Human Rights in order to create the conditions for all students to thrive, achieving their fullest potential.



## Innovative Human Centered Professional Learning

- Commitment to support schools with Human centered learning prioritizing both student achievement and well-being through a critical thinking approach
- Coaching/Mentoring supported by interdepartmental Family of School Teams



## Humanizing the Learning Environment

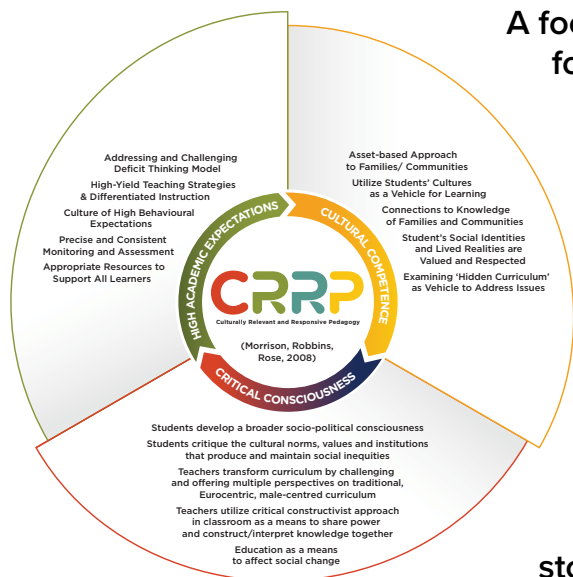
- Anti-Oppressive Pedagogy and practices
- Universal Design for Learning
  - Destreaming
  - Student Success



## Thriving Pedagogical Practices

- Literacy
- Numeracy

# Culturally Responsive and Relevant Pedagogy (CRRP) in the Mathematics Classroom



A focus on critical consciousness in mathematics fosters student engagement. When students see how the math that they are doing is relevant to their lives and when they are encouraged to be curious and to inquire, they feel invested in the process and outcomes.

The 'hidden curriculum' of mathematics has taught students that math was largely constructed and derived from European ways of thinking, being, and knowing. This view of mathematics requires a shift that will provide students with opportunities to learn about the figures of math that have been missing from the story. Teaching about the diverse mathematical

figures past and present from different global and identity-based contexts enables students to see themselves as mathematicians, but also to learn about the multiple uses for math and the ways that it exists in all aspects of the world around them.



## HIGH ACADEMIC EXPECTATIONS

“When educators develop pedagogical practices that are differentiated, culturally relevant, and responsive, and hold high and appropriate expectations of students, they maximize the opportunity for all students to learn, and they create the conditions necessary to ensure that students have a positive identity as a mathematics learner and can succeed in mathematics and in all other subjects.”<sup>1</sup>

**Some examples of holding high expectations may include:**

- Recognizing, addressing and challenging deficit thinking
- Appropriate resources to support all learners
- Differentiated instruction



**For further information about CRRP in Mathematics, please view: [DDSB Culturally Responsive and Relevant Pedagogy in the Mathematics Classroom](#)**



## CULTURAL COMPETENCIES

“All students bring to school their mathematical experiences learned in various contexts. Schools should take advantage of these various experiences so that mathematics classrooms become places of diverse and inclusive learning that value multiple ways of knowing and doing. These places will allow all students to become flexible and adaptive learners in an ever-changing world.”<sup>1</sup>

“Knowledge of English language learners’ mathematical strengths, interests, and identities, including their social and cultural backgrounds is important. These “funds of knowledge” are historically and culturally developed skills and assets.”<sup>1</sup>

**Some examples may include:**

- Communicating with an asset-based approach to families/communities
- Leveraging students' prior knowledge as vehicle for learning
- Co-constructing of criteria which value students' social identities and lived experiences



## CRITICAL CONSCIOUSNESS

“The Ontario mathematics curriculum provides opportunities for all students to investigate and experience mathematical situations they might find outside of the classroom and develop an appreciation for the beauty and wide-reaching nature and importance of mathematics.” In fact, in every field of pursuit, the analytical, problem solving, critical-thinking, and creative thinking skills that students develop through the study of mathematics are evident.<sup>1</sup>

“For example, they can apply the problem-solving skills they use in mathematics to their study of the science and social studies curricula... they can look for... applications of mathematical modeling and how it can be used to answer important questions related to global health and the environment or to help solve critical social issues that are relevant to their lives and experiences.”<sup>1</sup>

**Some examples of critical consciousness may include:**

- Developing a broader socio-political consciousness
- Land based learning
- Constructivist teaching as a means of sharing power and constructing/interpreting knowledge together
- Providing opportunities as a means to affect social change
- Exposure to the contributions of mathematicians globally, historically, and present day

# CLASSROOM CONSIDERATIONS

## 1. Going deep with mathematics

- How do I support students in closely examining the math concept?

## 2. Leveraging multiple mathematical competencies

- How do I identify and support mathematical contributions from students with different strengths and levels of confidence?
- Am I using a combination of different types of questions?

## 3. Affirming mathematics learners' identities

- How do I structure my interactions with students to promote persistence with complex math problems?
- How do I discourage my students from linking speed with math “smartness”?
- How can I decenter myself and help students to work more collaboratively and to be more resourceful?

## 4. Challenging spaces of marginality

- How do I connect my students' knowledge (inside and outside of school) with the main math concept of this lesson?
- How do I make sure that all students have opportunities to demonstrate their mathematics knowledge during the lesson?

## 5. Drawing on multiple resources of knowledge (math culture, language, family, community)

- How do I make connections with students' previous math knowledge?
- How do I get to know my students' backgrounds and experiences to support math learning in my classroom?
- How do I affirm some of my students' multilingual abilities to help them learn math?
- How am I considering neurodiversity and applying neuroaffirmative practices?
- How can I learn from family and community members to support my students' mathematical confidence and learning?

*The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices,*  
by Julia Aguirre, Karen Mayfield-Ingram, Danny Martin



For further information about CRRP in Mathematics, please visit: [PD 'PepTalks—In Mathematics' found on the DDSB Professional Learning Hub](#)

## Transferable Skills in Mathematics

### 1. Critical Thinking and Problem Solving

- Understand and solve problems flexibly, accurately, and efficiently
- Understand and visualize a situation and make connections to real-life situations
- Communicate and justify solutions

### 2. Innovation, Creativity, and Entrepreneurship

- Solve problems with curiosity, creativity, and a willingness to take risks
- Pose questions, make and test conjectures
- Consider problems from different perspectives to generate new learning and apply it to novel situations

### 3. Self-Directed Learning

- Reflect on thinking and emotions, foster perseverance, resourcefulness, resilience, and a sense of self
- Initiate new learning, monitor thinking and emotions when solving problems and apply strategies to overcome challenges
- See mathematics as useful, interesting, and doable, and confidently look for ways to apply their learning

### 4. Collaboration

- Engage with others productively, respectfully, and critically in order to better understand ideas and problems, generate solutions, and refine their thinking

### 5. Communication

- Use the tools and language of mathematics to describe their thinking and to understand the world
- Use mathematical vocabulary, symbols, conventions, and representations to make meaning, express a point of view, and make convincing and compelling arguments

### 6. Global Citizenship and Sustainability

- Recognize and affirm multiple ways of knowing, doing, and learning, and value different perspectives
- See how mathematics is used in all walks of life and how engaged citizens can use it as a tool to raise awareness and generate solutions for real-life issues

### 7. Digital Literacy

- Become discerning users of technology by selecting when and how to use appropriate tools to understand and model real-life situations, predict outcomes, and solve problems, and assess and evaluate the reasonableness of results



# Cultivating Genius

## Consider:

Do you perform and show the same skills you teach to students? For example, do you routinely check the reasonableness of your answers when you ask students to use this skill?

What creative and innovative ways can you teach skills without lectures or worksheets?

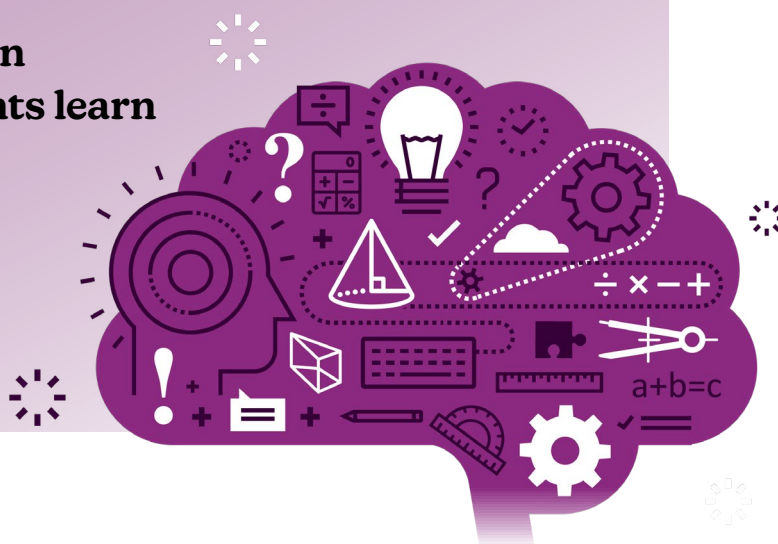
Are students engaged, fulfilled, and thriving in the learning environment? How do you know?

How will you foster an environment that sparks curiosity in mathematics?

How do you provide ‘mirrors’ in learning mathematics so students see themselves in the learning?

How do you provide ‘windows’ in learning mathematics so students learn about others in the learning?

*Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Gholdy Muhammad



For further information about Cultivating Genius, An Equity Framework for Culturally and Historically Responsive Literacy, please visit: [The Professional Learning Hub, Student Achievement & Curriculum On-Demand Book Club](#)



## Joy of Mathematics

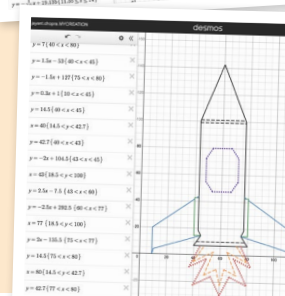
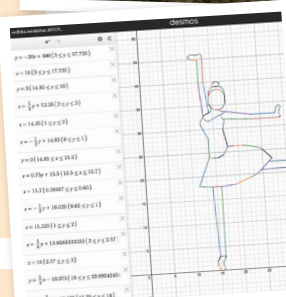
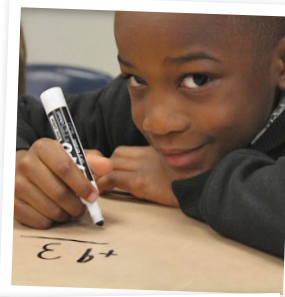
Mathematics is integral to every aspect of daily life—social, economic, cultural, and environmental. It is part of the story of human history. It is conceptualized and practiced in many different ways across diverse local and global cultural contexts. It is part of diverse knowledge systems composed of culturally situated thinking and practices. When students recognize themselves in what is taught and how it is taught, they begin to view themselves as competent and confident mathematics learners who belong to the larger mathematics community.<sup>1</sup>

It is our responsibility to create learning communities where students feel safe; because, it is only then that they can experience joy. To create a joyful mathematics experience for students we must ask ourselves:

**Does our mathematics instruction connect to the world around us?**

**Do our lessons allow for students to recognize themselves in what and how it is taught and to incorporate their own knowledge and lived experiences?**

**Are we providing rich, relevant and meaningful learning opportunities for students to thrive and strategically using technology at the point of instruction to enhance learning experiences?**



For further information about Joy of Mathematics, please view:

[Elementary curriculum document](#)

[Secondary curriculum document for Grade 9 MTH1W](#)

[Secondary curriculum document for Grades 9 and 10](#)

[Secondary curriculum document for Grades 11 and 12](#)



## High-Impact Instructional Practices

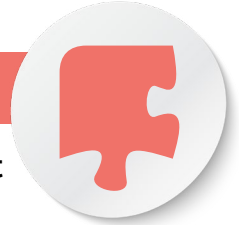
Teachers understand the importance of knowing the identities and strengths of all students and of choosing the instructional approaches that will best support student learning. The approaches that teachers employ vary according to the learning experiences, outcomes, and the diverse strengths, abilities, and learning needs of the students. Teachers should choose from and use a variety of accessible, equitable, and [high-impact instructional practices](#).

The thoughtful use of these high-impact instructional practices—including knowing when to use them and how they might be combined to best support the achievement of specific math goals—is an essential component of effective math instruction. Researchers have found that the following practices consistently have a high impact on teaching and learning mathematics:



For further information about High Impact Instructional Practices in Mathematics, please view:  
[High-Impact Instructional Practices in Mathematics Resource and Supports](#)

## Gathering Evidence of Learning

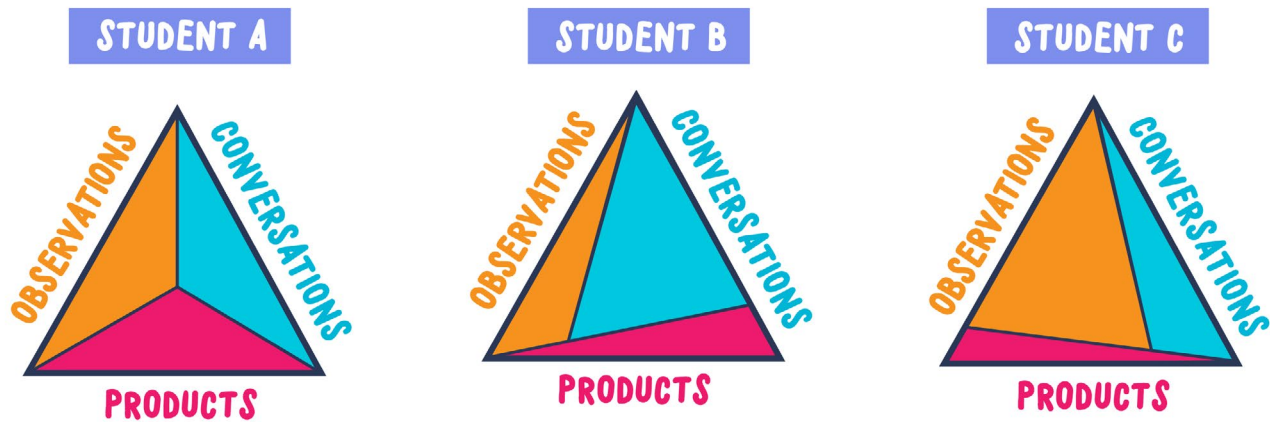


Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observations, student-teacher conversations, and student products. Teachers can gather information about learning by:

- Designing tasks that provide students with a variety of ways to demonstrate their learning
- Observing students as they perform tasks
- Posing questions to help students make their thinking explicit
- Engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking

Teachers then use the information gathered to adjust instruction and provide feedback.<sup>2</sup>

### DIFFERENTIATING TRIANGULATION



*Adapted from Triangulation, Fair Does Not Mean Equal by Aleda Klassen.*

#### Consider:

- How will I document student thinking when it is evidenced in a variety of ways?
- What am I choosing to document?
- How am I being flexible and encouraging students to show their thinking in the way that best suits their learning?
- Why this task, for this child, at this time and in this way?



For further information about Gathering Evidence of Learning, please view:  
[Growing Success, Assessment, Evaluation and Reporting in Ontario Schools](#)

# The Achievement Chart For Mathematics

## Consider:

- How am I designing tasks to encourage students to demonstrate the range of their learning?
- How am I engaging students in developing the skills of Thinking, Application and Communication?

## KNOWLEDGE AND UNDERSTANDING

Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

### Categories

#### Knowledge of content

(e.g., math facts, computational strategies, terminology, mathematical models, money values).

#### Understanding of content

(e.g., concepts, theories, procedures, principles, mathematical processes)

## THINKING

The use of critical and creative thinking skills and/or processes.

### Categories

#### Use of planning skills

(e.g., interpreting and expressing problems, identifying unknown(s), making conjectures and estimates, identifying steps to take, considering the use of models and representations, selecting strategies and tools)

#### Use of processing skills

(e.g., carrying out plans: collecting data, questioning, testing, revising, modeling, solving, inferring, forming conclusions; looking back at solutions: reflecting, evaluating reasonableness, reasoning, justifying, proving)

#### Use of critical/creative thinking processes

(e.g., making and testing conjectures, posing and solving problems, critiquing solutions, providing mathematical reasoning)

## COMMUNICATION

The conveying of meaning through various forms.

### Categories

**Expression and organization of ideas and information**  
(e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., pictorial, graphic, numeric, algebraic forms; gestures and other non-verbal forms; models)

**Communication for different audiences**  
(e.g., peers, adults) and purposes (e.g., to generate ideas, present data, justify a solution) in oral, visual, and/or written forms

**Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms**  
(e.g., terms, symbols)

## APPLICATION

The use of knowledge and skills to make connections within and between various contexts.

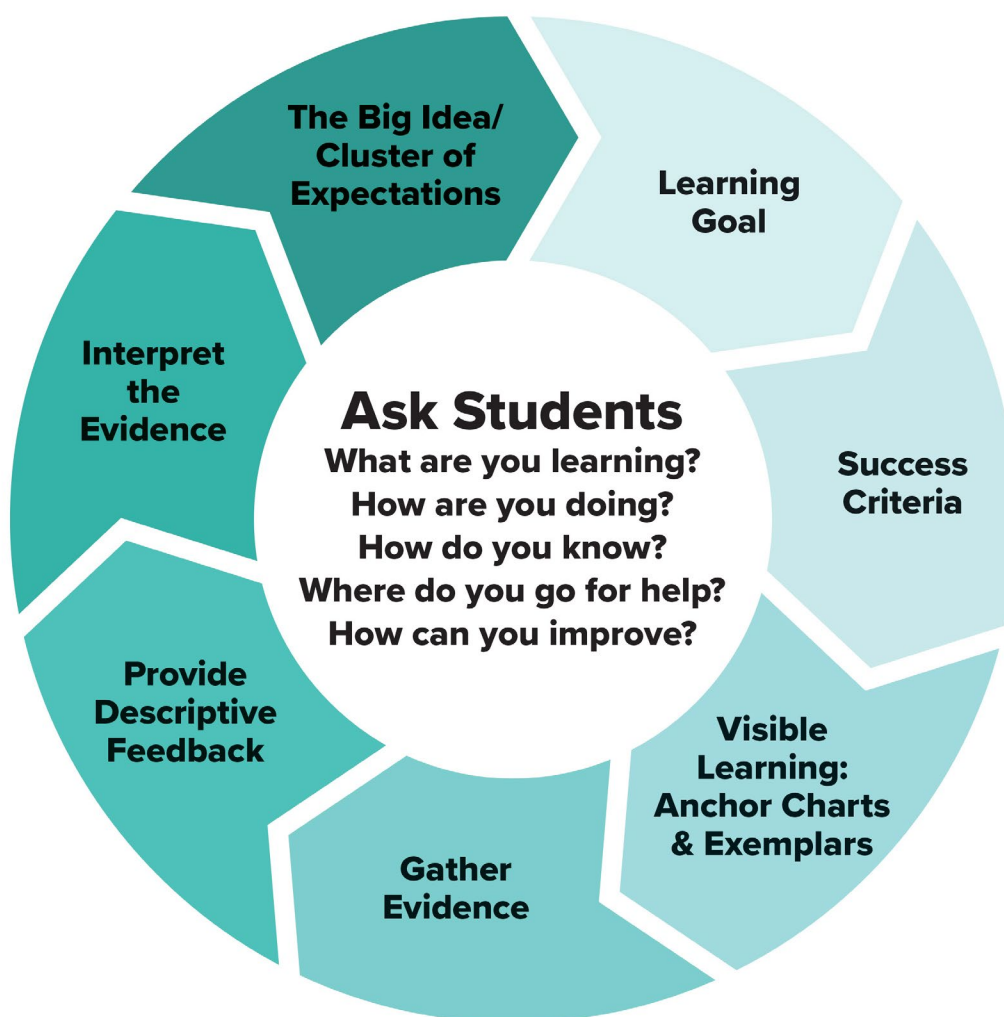
### Categories

**Application of knowledge and skills**  
(e.g., representations and computational strategies) in familiar contexts

**Transfer of knowledge and skills**  
(e.g., representations and computational strategies) to new contexts

**Making connections within and between various contexts**  
(e.g., connections to everyday and real-life situations; connections involving an understanding of the relationships between different measurements; connections among concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections among mathematics and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects)

## The Assessment Loop in Mathematics



### **The Big Idea/Cluster of Expectations (Why are students doing it?)**

- What expectations could be clustered based on higher order thinking?
- What are the big ideas that will be used as the basis for student learning?
- What resources can support the clustering of expectations?
- What prior knowledge, understanding, and skills do your students bring to the new learning?

### **Learning Goal**

- What are students going to do?
- What curriculum expectations are covered in the learning goal?
- What do students need to know to be successful?
- What should they be able to do?



### **Success Criteria**

- How are students going to demonstrate that they are working toward the learning goal?
- How are the learning goals and components of the Achievement Chart (Knowledge, Communication, Thinking and Application) incorporated into the success criteria?
- How does the success criteria offer student choice and provide opportunities to show learning in multiple ways (conversations, observations, products)?
- Do students understand what is expected, and how do you know?

### **Visible Learning Anchor Charts, Manipulatives, and Exemplars**

- How do the anchor charts, manipulatives, or exemplars support your success criteria and student learning?
- How does your learning environment support mathematics learning?

### **Gather Evidence of Learning**

- Do students feel like they have received sufficient time and support to demonstrate their learning? How do you know? How are you monitoring student success and providing guided intervention as needed?
- What will help you know that your students are “getting it”?
- What data sources have you considered (conversations, observations, products)?

### **Provide Descriptive Feedback**

- What questions can we pose that will help move student thinking forward?
- How is your descriptive feedback connected to the learning goals and success criteria?
- What opportunities exist for students to peer and self-assess?
- How are students applying the feedback given?
- How are you monitoring the effectiveness of descriptive feedback?
- How are you varying the modes of feedback to support different learning styles?

### **Interpret the Evidence**

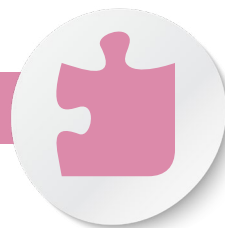
- Who needs more time and support with these ideas?
- How are you monitoring student success and providing guided intervention as needed?
- What will help you know that your students are consolidating their learning?

## Balanced Mathematics in Action

### Consider:

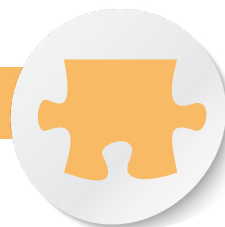
- How might student voice and student choice inform your instructional approach?
- Why this learning, for this child, at this time and in this way?

### Flexible Groupings



Teachers regularly make decisions about using [Flexible Groupings](#) in the classroom. The intentional combination of large-group, small-group, partnered, and independent working arrangements, in response to student and class learning needs, can foster a rich mathematical learning environment. Creating flexible groupings in a mathematics class enables students to work independently of the teacher but with the support of their peers, and it strengthens collaboration and communication skills.

### Direct Instruction



#### Teachers could be:

- Modeling a think-aloud
- Inviting students to activate prior learning and experiences
- Providing explicit instruction on a concept, skill, tool, or representation
- Facilitating accountable math talk
- Consolidating student learning by highlighting and naming key mathematical ideas connected to the learning goal

#### Students could be:

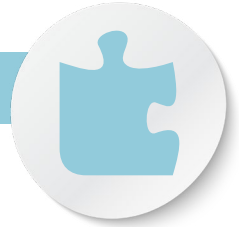
- Attending to teacher modeling of a strategy, concept skill, or representation
- Asking questions to clarify learning
- Making connections to strategies shared by the teacher and classmates
- Exploring tools, representations, and strategies to extend their learning

#### What others might see:

- Teacher and whole class, teacher and small group or student to student interactions
- Teacher recording anecdotal notes as assessment (for, as and of learning)
- Students are engaged in math discussions with peers using specific math vocabulary
- Reflection, discussion and sharing occur at the end of the lesson to bring closure and clarification to the key mathematical ideas through consolidation



## Small-Group Instruction



### Teachers could be:

- Addressing specific student learning needs with purposefully planned learning experiences and questions
- Developing math content knowledge by modeling mathematical language, use of tools and manipulatives, problem solving, thinking 'self-talk', social emotional learning, and math processes
- Facilitating discussion through prompting questions and accountable talk
- Providing differentiated descriptive feedback connected to the lesson learning goal and success criteria

### Students could be:

- Developing conceptual understanding through the learning experience
- Engaging in accountable talk related to the mathematical concepts of the lesson
- Selecting and using tools to work through a problem or task together with the teacher and other students at the table
- Acting upon descriptive feedback and setting goals for their learning
- Asking questions to clarify understanding

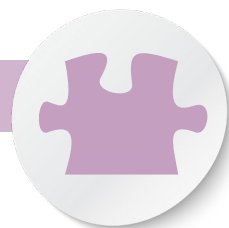
### What others might see:

- Teacher working with small groups in flexible groupings
- Students using tools and talking about their math thinking with immediate descriptive feedback from the teacher
- Teacher recording anecdotal notes as assessment (for, as and of learning)
- Rest of the class engaged in independent, differentiated, deliberate practice activities including working at centres in small groups to explore concepts, make connections and practice skills



For further information about High-Impact Instructional Practices in Mathematics, please view: [High-Impact Instructional Practices in Mathematics resource](#)

## Deliberate Practice



### Teachers could be:

- Facilitating, observing and asking key questions as students work
- Monitoring the students as they demonstrate their understanding, practice a skill, or consolidate learning in a developmentally appropriate manner through independent application
- Providing descriptive feedback
- Prompting students to reflect on their learning

### Students could be:

- Developing conceptual understanding through the learning experience
- Engaging in accountable talk related to the mathematical concepts of the lesson
- Using tools and manipulatives to work through a problem together with the teacher and the other students at the table
- Selecting and using manipulatives and representations to demonstrate understanding of a concept or skill
- Asking questions to clarify their thinking
- Making connections between skills, concepts, and processes

### What others might see:

- Teacher working with small groups in flexible groupings
- Students using tools and talking about their math thinking with immediate descriptive feedback from the teacher
- Teacher recording anecdotal notes as assessment (for, as and of learning)
- Rest of the class engaged in independent deliberate practice activities including working at centres in small groups to explore concepts, make connections and practice skills

## Teaching About Problem Solving, Problem Solving Tasks and Experiences

By learning to solve problems and by learning through problem solving, students are given, and create, numerous opportunities to connect mathematical ideas and to develop conceptual understanding. Problem solving forms the basis of effective mathematics programs that place all students' experiences and queries at the centre. Thus, problem solving should be the mainstay of mathematical instruction. It is considered an essential process through which all students are able to achieve the expectations in mathematics and is an integral part of the Ontario mathematics curriculum.<sup>1</sup>

### Problem Solving Tasks and Experiences May Occur Simultaneously with *Teaching About Problem Solving*



- Is the problem being carefully selected and differentiated?
- Are prior knowledge and experiences being built upon?
- Have students ideas been incorporated?
- Is there learning being consolidated?
- Are students provided with opportunities to reason, communicate, represent, connect, and justify their thinking?
- Are key concepts being highlighted?
- Does the problem involve multiple entry points and involve multiple solutions and/or strategies?
- When teaching about problem solving, am I explicitly engaging students in the process of mathematical modeling?
- As an educator, am I explicitly teaching and highlighting problem solving strategies?

### Teaching About Problem Solving May Occur Simultaneously with *Problem Solving Tasks and Experiences*



- Are students engaging in self-talk (metacognition) when solving a problem?
- As an educator, am I valuing struggle as part of a student's understanding that difficulties, misconceptions and errors are part of learning?
- Is there a focus on representations to model the problem solving situation?
- How am I helping students make connections between different types of problems, including comparing and contrasting problems to help students see the structure of various different problems?
- How am I using think-alouds and purposeful math conversations to make the math processes visible to all students?

**Consider:**

- How am I using open, 3-part problems to engage a range of learners and differentiate the learning?
- How am I using consolidation to make the math explicit to all students?
- Am I leveraging my students' math knowledge inside and outside of school to pose engaging problems for them to explore the mathematics?

## Tools and Representations

The use of tools and representations supports a conceptual understanding of mathematics at all grade levels. Chosen carefully, tools and representations provide a way for students to think through problems and then communicate their thinking. Tools and representations explicitly and visually represent math ideas that are abstract.<sup>3</sup>

**As students progress with their learning, tools and representations should:**

- be introduced to model situations in new ways
- be connected to other tools and representations
- include those that will be appropriate for future problems (e.g., those that will work with larger numbers or that can be transferred to other situations)

*\*See strand pages for examples of specific manipulatives useful in each content area.*

## Problem Solving Strategies

Problem-solving strategies are methods that can be used to solve problems of various types. Teachers can support all students as they develop their use of these strategies by engaging with solving various kinds of problems—instructional problems, routine problems, and non-routine problems. As students develop this repertoire over time, they become more confident in posing their own questions, more mature in their problem-solving skills, and more flexible in using appropriate strategies when faced with new problem-solving situations.<sup>1</sup>

<p><b>Use manipulatives to make a model</b></p>	<p>Example: There are 6 groups totaling 24 kids. How many kids are there per group?</p> <p>3 kids per group <math>3 \times 6 = 18</math> too low                      5 kids per group <math>5 \times 6 = 30</math> too high                      4 kids per group <math>4 \times 6 = 24</math> just right!</p> <p><b>Guess and check your answer</b></p>	<p><b>Draw a picture</b></p>	<p>I know that 5 multiplied by 3 equals 15.  <math>5 \times 3 = 15</math>                      Therefore, 3 multiplied by 5 also equals 15.  <math>3 \times 5 = 15</math></p> <p><b>Use logical reasoning</b></p>
<p>If the sum is 39, what could the addends be?</p> <p><math>10 + \square = 39</math></p> <p><b>Work backwards</b></p>	<p><b>Find a pattern</b></p>	<p>If we all shake hands with each other... that's six hand shakes!</p> <p><b>Act it out/visualize it</b></p>	<p><b>Choose an operation</b></p>
<p><b>Solve a similar problem</b></p>	<p>- red shirt - blue pants                      - blue shirt - green pants                      - green shirt - red pants</p> <p>Combinations:                      - red shirt/blue pants                      - red shirt/green pants                      - red shirt/red pants                      - blue shirt/?</p> <p><b>Make an organized list</b></p>	<p><b>Draw a graph, table or chart</b></p>	<p><b>Problem Solving Strategies posters</b></p>

**Consider:**

- How does developing students' ability to use a range of tools, representations and strategies support equitable access to the math?
- How am I ensuring that I understand the use of a variety of tools in order to offer options to students?
- How is the use of tools and representations being valued by all students in the classroom?

## Self-Talk in Mathematics

### Planning Self-Talk:

This self-talk helps us to organize our thinking. It helps us to think about what we need to do and when we need to do it.



### Math Strategy Self-Talk:

This self-talk focuses on the mathematical procedures we are using in our thinking.



### Self-Editing/ Monitoring Talk:

This self-talk checks the strategies we are using. It tells us whether we are on the right track and if things are making sense. It may also tell us to change our ideas and try a different approach.



### Connections Self-Talk:

This self-talk helps us to think about other times when we have experienced a similar problem or used a specific strategy, whether in mathematics or in our personal lives. It helps us to link math ideas to other ideas and experiences.



### Struggle Self-Talk:

This self-talk is what we express when we feel confused or unable to do a specific task. It alerts us that we need to begin to think positively about our work and figure out what to do to complete the task.



### Focus Self-Talk:

This self-talk keeps us on track. It reminds us that we need to concentrate on the task, or the small part of the task, that we are completing and not get distracted.



### Encouragement, or Growth-Mindset, Self-Talk:

This self-talk helps us to persevere and keep going when we face challenges. It reminds us that we have good math skills and knowledge, and that we should not give up.



*Adapted from Teaching Math with Meaning by Cathy Marks Krpan.*

### Consider:

- How and when will I model self-talk for student?
- How will I provide opportunities for students to use and reflect on their self-talk?
- How will I use explicit self-talk to make thinking visible to all learners?

## Mathematical Conversations



Effective math classrooms provide multiple opportunities for students to engage in meaningful math talk. Conversations about math build understanding as students listen and respond to their classmates' expression of mathematical ideas. Using the 5 Talk moves is a great way to support mathematical conversation.<sup>3</sup>

### Consider:

- Who is doing the talking? Whose voices are missing?
- How am I structuring the learning to engage more varied voices?
- How are students engaging in math conversations without the teacher voice?

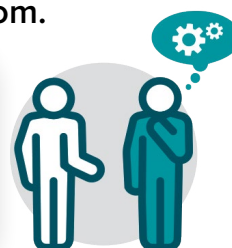
## 5 Talk Moves for Students

Talk moves to support mathematical thinking and learning in the classroom.

### 1. RE-STATING

Re-stating someone else's reasoning.

Helps listeners follow the speaker's reasoning and gives everyone more time to process and reflect on the ideas presented.



### 2. RE-VOICING

Paraphrasing some or all of what someone else has said, and asking them if the interpretation is correct.

Helps to bring clarity to the statement for both speaker and listeners.



### 3. APPLYING OWN REASONING

Asking a class or group to apply their own thinking to someone's communication of their reasoning.

Helps with 'thinking about thinking' (metacognition) strategies for everyone by highlighting the original speaker's thinking.



### 4. WAIT TIME

Allowing for a few moments of silence (at least 10 seconds) before a responder is chosen as well as after a question has been asked.

Gives everyone time to organize their thoughts, and more time for everyone to contribute to the discussion, from more points of view.



### 5. ADDING ON AND PROMPTING FOR PARTICIPATION

Inviting others to join in discussion.

Adds to the collaborative approach to problem-solving, and contributes to active engagement to everyone.

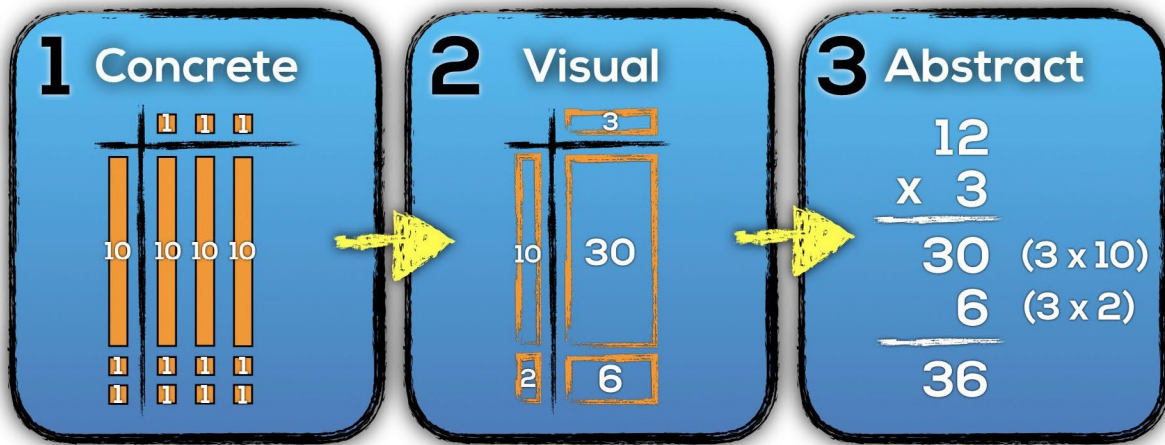




## Manipulatives to Support Learning

Manipulatives are essential tools for all students to deepen their understanding of mathematical concepts. As everyone learns mathematical concepts, they progress through the process of moving from concrete to abstract demonstrations of understanding.

### Concreteness Fading



Taken from *Making Math Moments with the Concreteness Fading Model*,  
[www.makemathmoments.com](http://www.makemathmoments.com)

This process of conceptual understanding is essential for mathematical understanding and is part of the learning process, regardless of the students' grade level. In meeting students where they are in their learning, they may request to use manipulatives for some topics and not others. Additionally, as students engage in thinking and problem solving activities, students should be encouraged to use manipulatives to support their problem solving skills.

When we as educators create environments that are inclusive for everyone, it helps provide all students with the best opportunities to demonstrate their understanding in various ways, according to their way of knowing. This helps to reduce discriminatory and systemic barriers and improves access for all students.



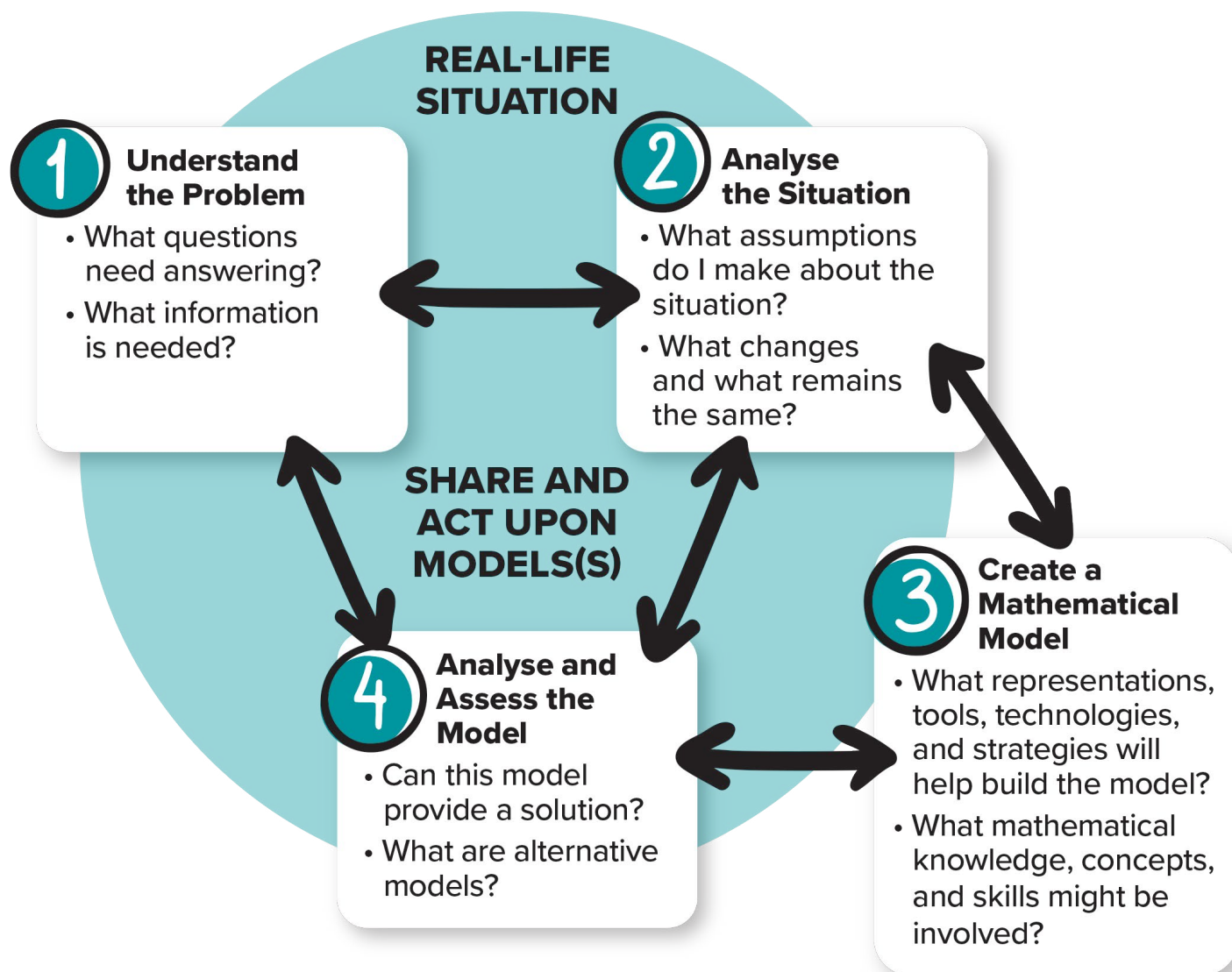
For further information about Manipulatives in Mathematics, please visit:

EduGAINS, [edugains.ca](http://edugains.ca)

Mathigon, [mathigon.org](http://mathigon.org)

## Mathematical Modeling

**Mathematical modeling** is an integrated process that is applied in various contexts, allowing students to extend and apply what they have learned in other strands. Students' demonstration of the process of mathematical modeling, as they apply knowledge, concepts, and skills learned in other strands, is assessed and evaluated.



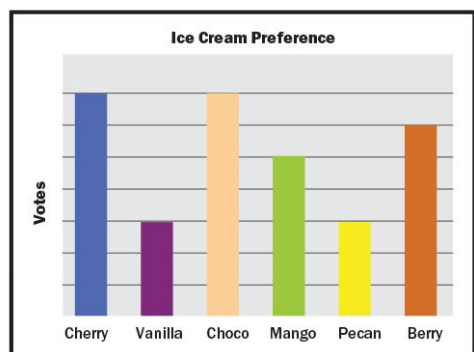
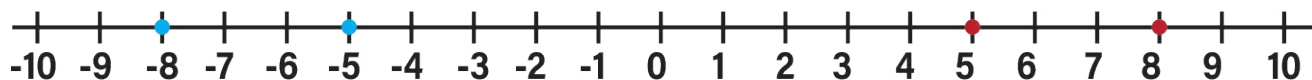
### Consider:

- How are the problems being offered to students relevant to their lived experiences?
- How am I engaging students in inquiry through problem solving?
- How am I offering students an opportunity to ask questions about math and the real world and make connections to other learning?

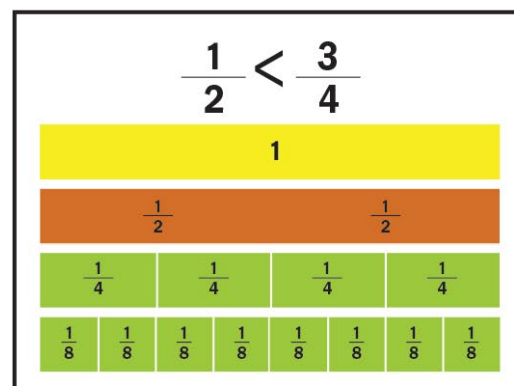


# Mathematical Model

A math model is a representation of a problem, situation, or system using mathematical concepts. For example, a number line is a model to show the order and magnitude of numbers.



Time (s)	Height (m)
0	7
2	10
4	5
6	0
7	0
8	3



*Taken from OAME webinar, Mathematical Modeling.*

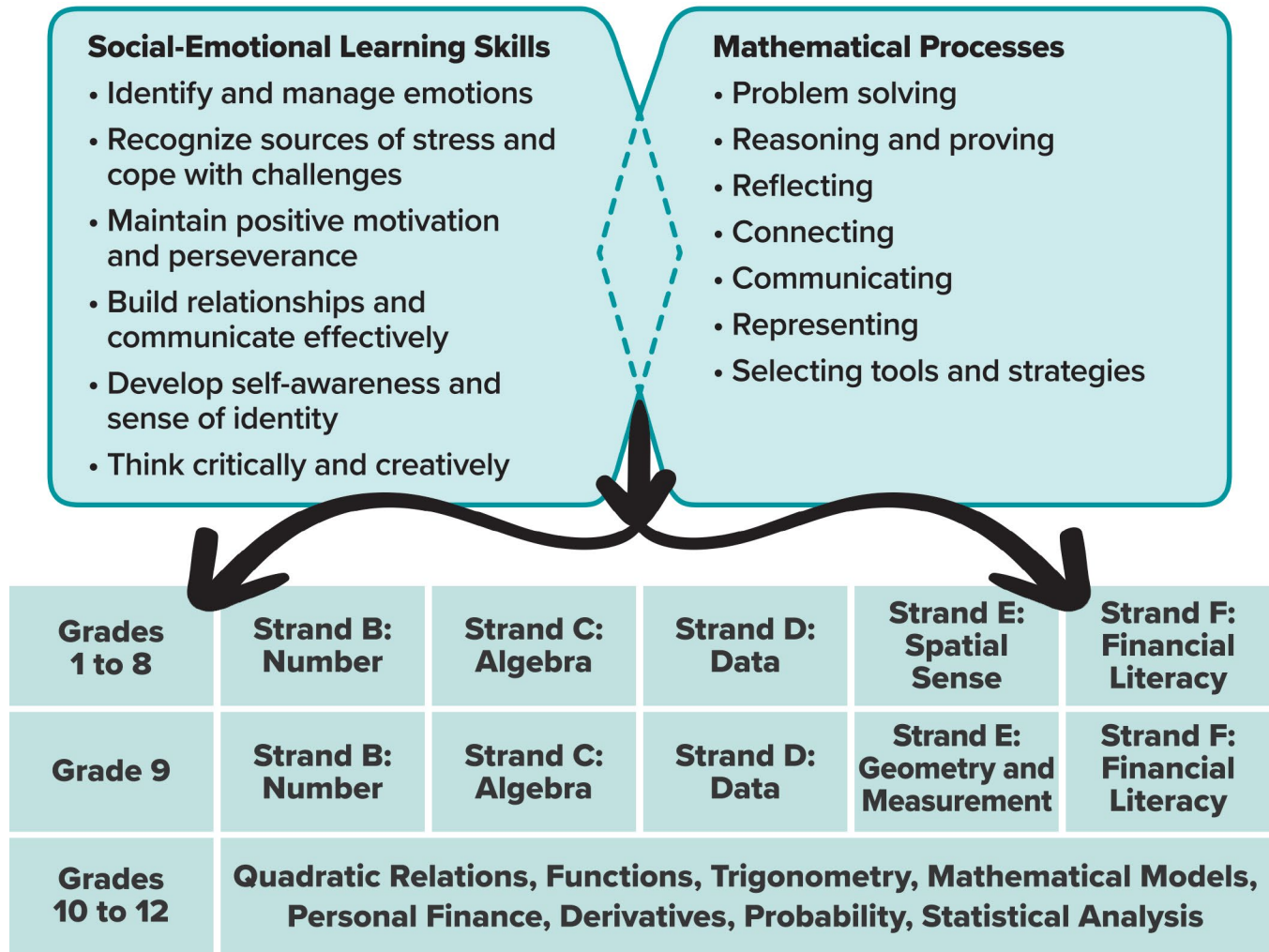
## Characteristics of a Mathematical Modeling problem:

- Presents students with an ill-defined situation to mathematize a real-life, “messy” problem
- Requires students to work through all four components of the process, revisiting thinking and decisions made along the way
- Requires students to understand the problem by answering questions and gathering information
- Requires students to analyse the situation and consider all assumptions and possibilities
- Requires students to create a mathematical model using various tools and representations
- Requires students to analyse and assess the model to ensure the model provides solutions and possible alternatives
- Allows students to take ownership of some of the decisions along the way, ensuring students use research when deciding which sub-questions to explore and which to ignore
- Targets expectations from various strands and subjects
- All Mathematical Modeling problems should have multiple entry points and solutions

OAME has provided a number of sample tasks for Mathematical Modeling by grade level.<sup>4</sup>

## Social Emotional Learning and the Mathematical Process

There is strong evidence that developing social-emotional learning skills at school contributes to all students' overall health and well-being and to successful academic performance. It also supports positive mental health, as well as students' ability to learn, build resilience, and thrive. The development of social-emotional learning skills throughout their school years will support all students in becoming healthier and more successful in their daily lives and as contributing members of society.<sup>1</sup>



### Consider:

- How am I making sure that my practice is intentionally anti-oppressive and anti-discriminatory?
- As an educator, how am I building a community of math learners?
- How am I building positive math identities in my students?
- How am I purposefully supporting students with Social Emotional Learning and the math processes throughout the year by co-constructing our understanding of what these skills mean and look like?
- How am I consistently applying duty bearer responsibilities to socio-emotional learning and assessment in mathematics?

## Social Emotional Learning, Mathematical Identity, and Anti-Discrimination

The overall expectation is that students will be able to apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. The reality, however, is that there are students for whom lived experiences and systemic barriers have negatively affected opportunities to develop and apply social-emotional learning skills. Teachers will need to adopt a “fix the inequity/injustice” rather than “fix the child” mindset and seek to identify, prevent, address, or minimize barriers for the students so that they can thrive.

School mathematics is both a gateway and a gatekeeper, for various opportunities in and out of school. Teachers will have to do some self-examination to ensure they learn and understand the various mathematical identities of the students in the class to effectively meet the social-emotional needs of all students and facilitate that learning. Understanding that mathematical identity is defined as the “dispositions and deeply held beliefs that students develop about their ability to participate and perform effectively in mathematical contexts and to use mathematics in powerful ways across the contexts of their lives”, the correlation between mathematical identity and social-emotional learning is evident and the need for equitable practices becomes clear.

Anti-oppressive, anti-discriminatory, and human rights and equity oriented approaches to teaching mathematics include teachers’ need to first recognize what factors have contributed to their own mathematical identities and how they can negatively impact their students. Secondly, recognize the crucial role teachers have in deciding which students will or will not have access to these opportunities. Finally, learning how to develop the mathematical identities of the students in their classrooms while recognizing and honouring the rich mathematical knowledge and experiences students bring with them into the classroom.

### Reflective Questions:

- What mathematics am I teaching?
- For Whom?
- For what purposes?
- Do all students see themselves within the mathematics I am teaching?
- How might the personal biases I hold impact expectations for student learning and achievement?
- How can I address these biases by upholding duty bearer responsibilities and intentionally using anti-discriminatory approaches?
- What factors other than grades should we consider when suggesting future pathways?

*The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices,*  
by Julia Aguirre, Karen Mayfield-Ingram, Danny Martin

## Number

Understanding how numbers work is foundational to many aspects of mathematics. Recognizing and understanding number properties is foundational to developing an understanding of branches of mathematics such as arithmetic and algebra. In the Number strand, as students progress through Grades 1 to 8, they learn about different types of numbers and how those numbers behave when various operations are applied to them.



A vital aspect of number work in elementary grades is to build what is often called number sense, where students develop the ability to flexibly relate numbers and relate computations. Students who have developed number sense regularly use number relationships to make sense of calculations and to assess the reasonableness of numbers used to describe situations, for example, in the media.<sup>1</sup>

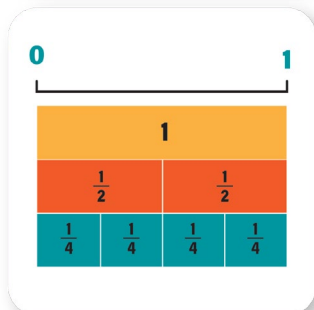
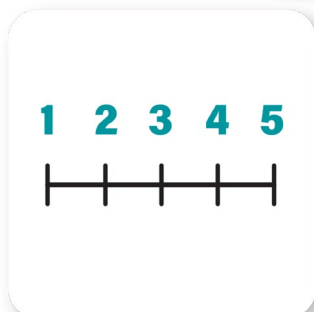
Moving into secondary school, students will continue to make connections among various number systems, the cultural development of number concepts, and real-life applications. They will extend their learning about positive fractions, positive decimal numbers, and integers to work with negative fractions and negative decimal numbers.<sup>1</sup> Students also extend their knowledge and skills from this strand to rate of change, trigonometry, and functions, all that will build on understanding from ratios, rates, proportions, and more.

## Manipulatives

Manipulatives are an important tool for supporting the development of conceptual understanding. It is important to consider: Why this tool, for this learner, at this stage of their development? Not all manipulatives are appropriate at all stages of the learning. For more information, see *Making Math Meaningful* by Marian Small.

Some suggested manipulatives for exploring number concepts:

- Number line
- Linking Cubes
- Hundreds chart
- Fraction Towers or Strips
- Counters
- Pattern Blocks
- Base 10
- Calculator
- Place Value mats
- Relational Rods



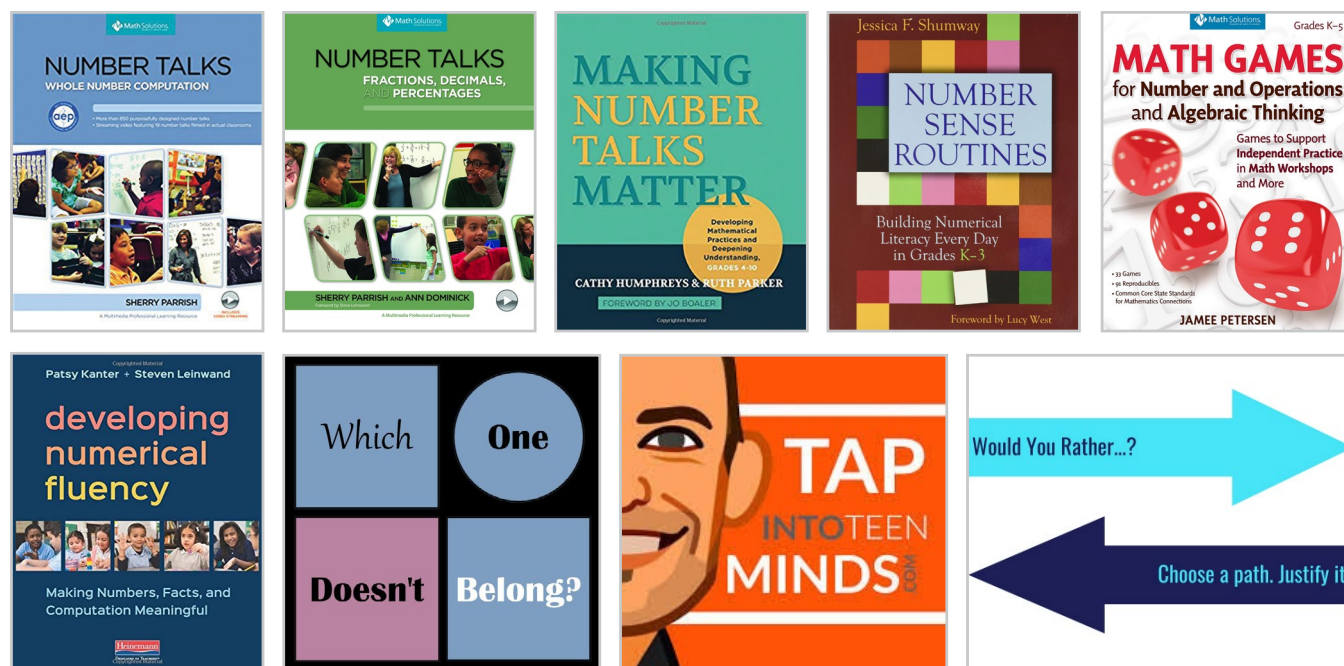
## Number Routines

**Why are Number Routines Important?** Number routines are a way to build a child's procedural fluency, flexibility and automaticity in math. Routines provide a feeling of belonging, ownership and predictability, which makes the classroom a place to take risks, try new things and be successful (*Number Sense Routines*, page 13). Understanding how numbers work is foundational to all aspects of mathematics, and having a daily focus on number can support the diverse learners in every classroom.

**What is a Number Routine?** A number routine is a quick 5-10 minute daily math activity to activate student's math thinking with number sense concepts. They can be done as a whole group or in a small group to meet the needs of all learners.

**How to do a Number Talk?** A Number routine can be done as a “minds on” or to re-teach, enrich a concept, and/or reinforce number concepts. There are a variety of resources that can be used to support Number Routines.

### Resources to Support Number Routines



### Consider:

- How am I honouring student math strategies shared from their learning at home, and student voice during conversations about math fundamentals?
- How am I recognizing the complex thinking about math that students bring to our conversations?
- How am I amplifying student voice and thinking in conversations about math?
- Whose voice is missing during conversations?



## Algebra

In this strand, students develop algebraic reasoning through working with patterns, variables, expressions, equations, inequalities, coding, and the process of mathematical modeling.<sup>1</sup>

As students progress through the grades, they study a variety of patterns, including those found in real life. Students learn to identify regularities in numeric and non-numeric patterns and classify them based on the characteristics of those regularities. They create and translate patterns using various representations. Students determine pattern rules for various patterns in order to extend them, make near and far predictions, and determine their missing elements. They develop recursive and functional thinking as well as additive and multiplicative thinking as they work with linear patterns, and use this thinking to develop the general terms of the patterns to solve for unknown values. Understanding patterns and determining the relationship between two variables has many connections to science and is foundational to further mathematics. In the primary grades, students focus on understanding which quantities remain the same and which can change in everyday contexts, and on how to establish equality between numerical expressions. In the junior and intermediate grades, students work with variables in algebraic expressions, equations, and inequalities in various contexts.<sup>1</sup>

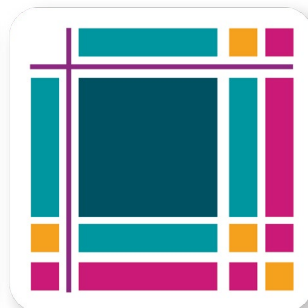
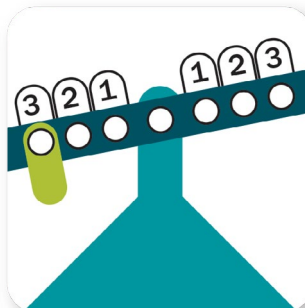
As students progress through the algebra strand in secondary school, students will extend and apply coding skills to dynamically represent situations, analyse mathematics concepts, and solve problems in various contexts. Students will be introduced to various representations of linear and non-linear relations that they will study in more depth in future mathematics courses. Students develop an understanding of constant rate of change and initial values of linear relations, and solve related real-life problems.<sup>1</sup>

### Manipulatives

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Some suggested manipulatives for exploring algebra concepts:

- Balance
- Counters
- Attribute blocks
- Pattern blocks
- Sorting materials
- Linking cubes
- Algebra tiles
- Relational rods



## Data

The related topics of statistics and probability, which are addressed in this strand, are highly relevant to real life. The public is bombarded with data through advertising, opinion polls, politics, population trends, and scientific discoveries, to name just a few. Thus, one of the key focuses in this strand is to support students in developing critical thinking skills throughout their development of data literacy, so that they can analyse, synthesize, understand, generate, and use data, both as consumers and producers.<sup>1</sup>

As students progress through the grades, they develop an understanding of qualitative data and both discrete and continuous quantitative data, and use that understanding to select appropriate ways to organize and display data. Students learn the fundamentals of statistics and develop the skills to visualize and critically analyse data, including identifying any possible biases within the interpretation of data. Starting in the junior grades, students make intentional choices in creating infographics in order to represent key information about a set of data for a particular audience and to engage in the critical interpretation of data. In addition, students learn how to use data to make compelling arguments about questions of interest.<sup>1</sup>

As students enter secondary mathematics, they have the opportunity to extend their data literacy skills to examine the collection, representation, and use of data, as well as the implications, from reviewing the data in various contexts. Students consolidate and extend their understanding of data involving one and two variables and its connections to real life.<sup>1</sup> Students will continue to build on these skills as they begin to use additional mathematical tools to represent data and begin to investigate and represent probability.

## Manipulatives

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Some suggested manipulatives for exploring data concepts:

- Concrete graphing materials
- Coins
- Number cubes
- Grid paper
- Spinners
- Playing cards
- Spreadsheet software
- Two-sided counters

### Consider:

- How am I helping students build their awareness of bias in data?
- Am I selecting culturally relevant and developmentally appropriate topics for inquiry and data analysis?
- What opportunities am I giving all students to build critical consciousness in these data conversations?
- Whose voice might be missing from the data set? Why?
- How might I determine other perspectives on this issue to inform my thinking?



## Spatial Sense/Geometry and Measurement

This strand combines the areas of geometry and measurement in order to emphasize the relationship between the two areas and to highlight the role of spatial reasoning in underpinning the development of both. Study in this strand provides students with the language and tools to analyse, compare, describe, and navigate the world around them. It is a gateway to professions in other STEM (science, technology, engineering, and mathematics) disciplines, and builds foundational skills needed for construction, architecture, engineering, research, and design.<sup>1</sup>

In this strand, students analyse the properties of shapes—the elements that define a shape and make it unique—and use these properties to define, compare, and construct shapes and objects, as well as to explore relationships among properties. Students begin with an intuition about their surroundings and the objects in them, and learn to visualize objects from different perspectives. Over time, students develop an increasingly sophisticated understanding of size, shape, location, movement, and change, in both two and three dimensions. They understand and choose appropriate units to estimate, measure, and compare attributes, and they use appropriate tools to make measurements. They apply their understanding of the relationships between shapes and measurement to develop formulas to calculate length, area, volume, and more.<sup>1</sup>

In secondary school, students make connections among various geometric properties and their real-life applications. Students analyse and create designs to extend their understanding of geometric relationships to include circle and triangle properties. Students solve problems using different units within and between various measurement systems, examine the relationships between the volume of cones and cylinders and of pyramids and prisms, and solve problems that involve the application of perimeter, area, surface area, and volume.<sup>1</sup>

### Manipulatives

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Some suggested manipulatives for exploring spatial sense, geometry, and measurement concepts:

- Pattern blocks
- Linking cubes
- Tangrams
- Base ten blocks
- Rulers
- Geoboards
- 3D solids
- Protractors

#### Consider:

- How am I ensuring that all of my students are building their spatial sense in order to ensure that they are building skills for future successes?
- How am I ensuring that the problems students explore are relevant to their lived experiences?





## Financial Literacy

“Financial literacy is more than just knowing about money and financial matters and having the skills to work with this knowledge. Students develop the confidence and capacity to successfully apply the necessary knowledge, concepts, and skills in a range of relevant real-life contexts and for a range of purposes. They also develop the ability to make informed decisions as consumers and citizens while taking into account the ethical, societal, environmental, and personal aspects of those decisions.”<sup>1</sup>

In Grades 1 to 3, students demonstrate an understanding of the value and use of money by recognizing Canadian coins and bills, representing various amounts, and calculating change in simple transactions. In Grades 4 to 8, students extend their learning to the knowledge, concepts, and skills required to make informed financial decisions relevant to their lived experiences and plan simple sample budgets. Students begin to develop consumer and civic awareness in the junior and intermediate grades.<sup>1</sup>

In this strand, for Grade 9, students analyse financial situations to explain how mathematics can be used to understand such situations and inform financial decisions. They extend their financial literacy knowledge to answer questions related to appreciation and depreciation and explain how budgets can be modified based on changes in circumstances. Students compare the effects of different interest rates, down payments, and other factors associated with purchasing goods and services. Students use their learning from other strands to solve financial problems of interest.<sup>1</sup>

### Manipulatives

Manipulatives are an important tool for supporting the development of conceptual understanding. It is important to consider: Why this tool, for this learner, at this stage of their development? Not all manipulatives are appropriate at all stages of the learning. For more information, see *Making Math Meaningful* by Marian Small.

Some suggested manipulatives for exploring financial literacy concepts:

- Canadian coins
- Hundreds chart
- Number lines
- Calculators
- Spreadsheet
- Base 10
- Applications

#### Consider:

- How might my own beliefs, privilege, lived experience and bias impact how I present this content?
- How will I consider and respond to the range of equity issues related to the diverse circumstances and lived experiences of students and their families?
- What opportunities am I giving all students to build critical consciousness in financial literacy conversations?



## Innovation, Technology Tools, and Resources

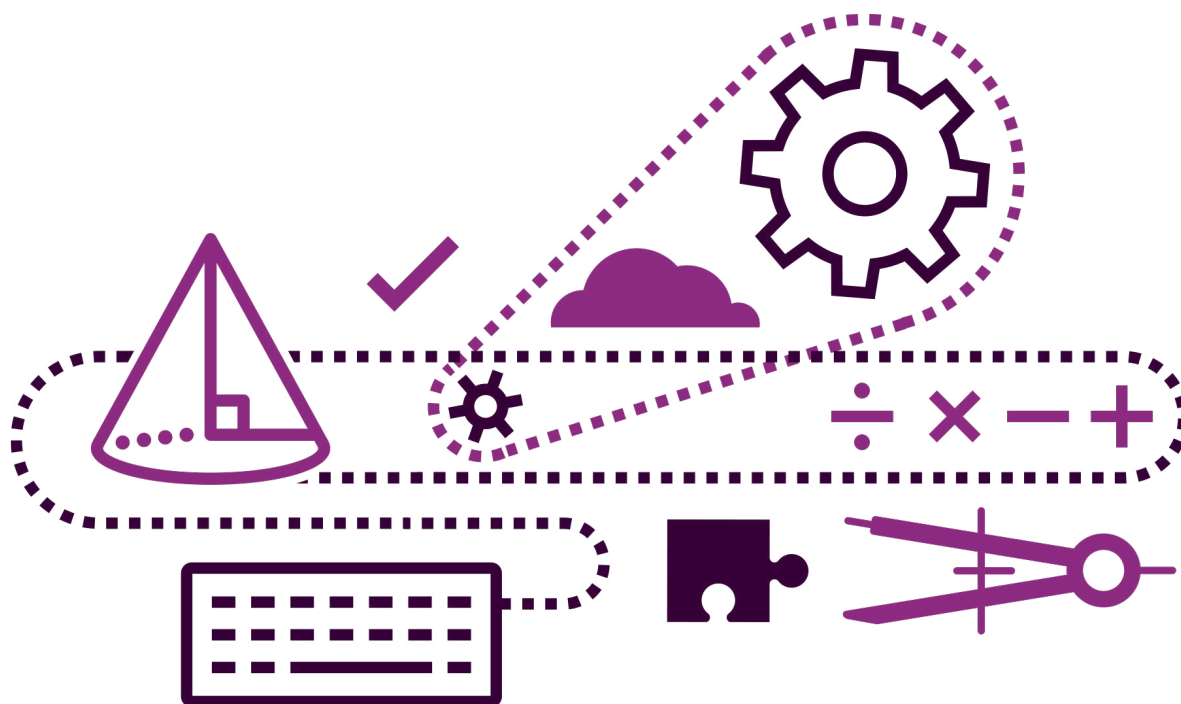
The mathematics curriculum was developed with the understanding that the strategic use of technology is part of a balanced mathematics program. Technology can extend and enrich teachers' instructional strategies to support all students' learning in mathematics. Technology, when used in a thoughtful manner, can support and foster the development of mathematical reasoning, problem solving, and communication.<sup>1</sup>

### Consider:

- How am I considering access to technology in my planning and teaching?
- If I don't use a range of technology in my program am I disadvantaging students?
- How can technology support math teaching and learning?

When selecting a digital tool or resource it is important to ensure that it has been approved for use through our DDSB Technology Approval Process (TAP) tool. Some examples of TAP approved math resources include:

- Knowledgehook
- Gizmos
- Desmos
- Braining Camp



## Resources and Links

### The Ontario Mathematics Curriculum:

Elementary Mathematics, Grades 1-8 (2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>

MTH1W, Grade 9, Mathematics (2021)

<https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w>

Grade 9 and 10 Mathematics (2005)

<https://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>

Grade 11 and 12 Mathematics (2007)

<http://edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

<sup>1</sup> The Ontario Curriculum, Grade 1-8, Mathematics Curriculum context, 2020

[https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/dab22a67-d9e8-4c42-a2a7-8c98cf1bbbb1/Math\\_Curriculum%20Context\\_AODA.pdf](https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/dab22a67-d9e8-4c42-a2a7-8c98cf1bbbb1/Math_Curriculum%20Context_AODA.pdf)

<sup>1</sup> Elementary Mathematics, Grades 1-8 (2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>

<sup>1</sup> MTH1W, Grade 9, Mathematics (2021)

<https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w>

<sup>2</sup> Growing Success, Assessment, Evaluation and Reporting in Ontario Schools

<https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/introduction>

<sup>3</sup> 5 Talk Moves for Students, Adapted from Chapin, O'Connor & Anderson, 2003  
*Classroom Discussions: Using Math Talk to Help Students Learn. Math Solutions Publications, 2003*

<sup>4</sup> Ontario Association of Mathematics Education (OAME) Mathematical Modeling Webinar:

<https://ontariomath.support/index.php?pg=view&lang=EN&id=29>

<sup>5</sup> <https://docs.google.com/document/d/1c2vkj3NiCJxAQKSShCtPfDbMbOBEgleyXvT6NdZ3rdE/edit?usp=sharing>

### Hyperlinks:

Culturally Relevant and Responsive Pedagogy Infographic (Morrison, Robbins, Rose, 2008)

[https://drive.google.com/file/d/1IOT0PHZPIRZ9SIXP5eCeqma1R8fo\\_ww5/view](https://drive.google.com/file/d/1IOT0PHZPIRZ9SIXP5eCeqma1R8fo_ww5/view)

Culturally Relevant and Responsive Pedagogy in Mathematics PD “Pep Talks—In Mathematics” found on the DDSB Professional Learning Hub

<https://professionallearning.ddsb.ca/d2l/le/lessons/7312/units/6914>

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy by Gholdy Muhammad On-Demand Book Club, Found on the DDSB Professional Learning Hub

<https://professionallearning.ddsb.ca/d2l/home/9589>

High Impact Instructional Practices in Mathematics, Resources and Support  
<https://www.dcp.edu.gov.on.ca/en/learning/high-impact-instructional-practices-in-mathematics-resource-and-supports>

Making Math Moments with the Concreteness Fading Model  
[www.makemathmoments.com](http://www.makemathmoments.com)

Manipulatives in Mathematics:

EduGAINS: <http://www.edugains.ca/newsite/HOME/index.html>

Mathigon: <https://mathigon.org/>

Coding:

Code: <https://code.org/>

Jump Math: <https://jumpmath.org/ca/>

Micro-Bit: <https://microbit.org/>

Ontario Association of Mathematics Education (OAME): <https://oame.on.ca/main/index.php>

Scratch: <https://scratch.mit.edu/>

### **Additional Resources:**

Cultivating Genius: An equity framework for culturally and historically responsive literacy by Gholdy Muhammad (2020)  
<https://shop.scholastic.com/teachers-ecommerce/teacher/books/cultivating-genius-an-equity-framework-9781338594898.html>

Teaching Math with Meaning by Cathy Marks Krpan  
<https://www.pearsoncanadaschool.com/index.cfm?locator=PS33G7>

The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices, by Julia Aguirre, Karen Mayfield-Ingram, Danny Martin  
<https://www.nctm.org/Store/Products/The-Impact-of-Identity-in-K-8-Mathematics--Rethinking--Equity-Based-Practices/>

Making Math Meaningful by Marian Small  
<https://www.chapters.indigo.ca/en-ca/books/making-math-meaningful-to-canadian/9780176582555-item.html>

DDSB Human Rights, Anti-Discrimination and Anti-Racism Policy  
[https://durhamschboard.service-now.com/sys\\_attachment.do?sys\\_id=952271e647631d50297bf768536d43da&view=true](https://durhamschboard.service-now.com/sys_attachment.do?sys_id=952271e647631d50297bf768536d43da&view=true)

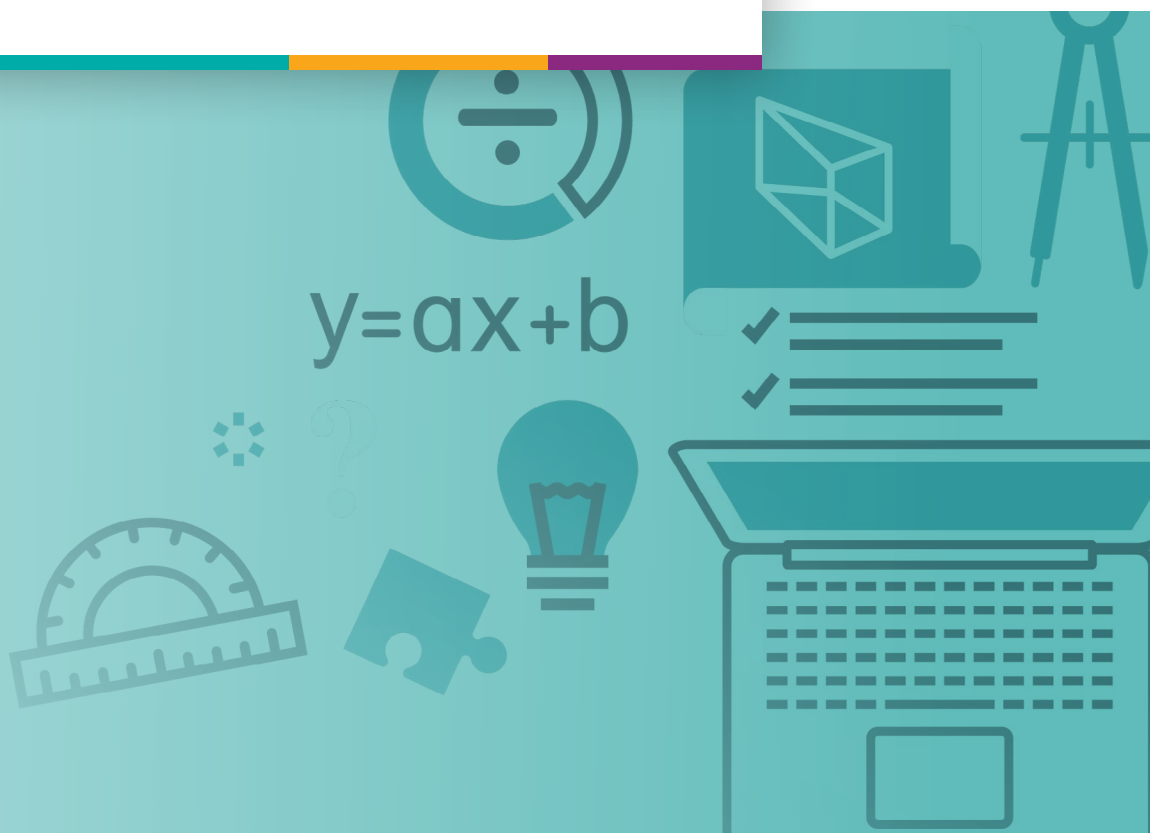
DDSB Indigenous Education Policy  
[https://durhamschboard.service-now.com/sys\\_attachment.do?sys\\_id=ec61e93cdb073c909b95146139961935&view=true](https://durhamschboard.service-now.com/sys_attachment.do?sys_id=ec61e93cdb073c909b95146139961935&view=true)

Ontario Human Rights 17 Grounds of Discrimination  
<https://www.ohrc.on.ca/pt/node/2873#:~:text=Section%2017%20states%20that%20a,the%20exercise%20of%20the%20right.>

# Mathematics Grades 1 to 12

A Companion Guide to  
the Ontario Curriculum **DRAFT**

PUBLISHED 2023





**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Standing Committee**DATE:** June 3, 2024**SUBJECT:** Quarterly Construction and Major Projects Report**PAGE:** 1 of 8

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services and Treasurer of the Board  
Lisa Bianca, Head of Facilities Services  
Lindsay Wells, Senior Manager of Development and Inclusive Design  
Mike Kennedy, Manager of Major Projects  
Ambrosio Dimagiba, Manager of Design and Construction

**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of June 3, 2024. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

**2.0 Background**

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

**2.1 Capital Projects**

The Board has received Ministry of Education approval for eight new school builds and one major addition:

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaver River PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton.
- July 2020: DDSB received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS (now Unnamed Coughlan PS), and an addition to Mary Street PS in Oshawa to replace the existing portapac.
- October 2020: DDSB received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS, at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.

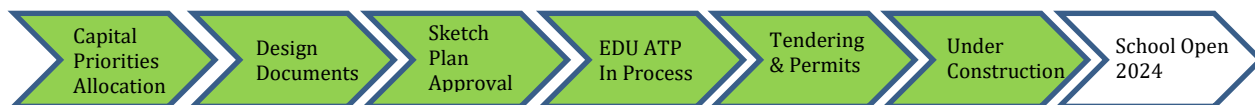


- May 2022: DDSB received Ministry of Education approval to build a new elementary school, Unnamed Pickering Seaton PS, at Burkholder Drive and Azalea Avenue in Pickering and a new secondary school, Unnamed North Oshawa SS, at Windfields Farm Drive East and Bridle Road South in Oshawa.
- March 2024: DDSB received confirmation from the Ministry of Education that three Capital Priorities business case submissions had been approved. Two elementary schools in West Whitby, and one elementary school in North Oshawa are now being planned for construction.

### 3.0 Analysis

#### 3.1 **Approved Capital Priorities Projects**

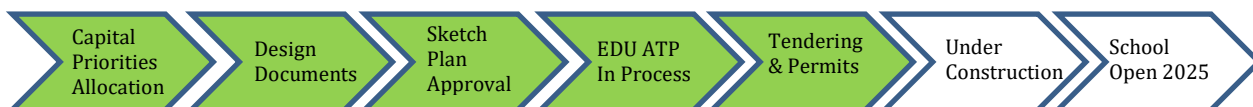
##### Beaver River PS



Project Type: Rebuild Elementary School Including Child Care Centre and Early ON Hub  
 Occupancy Date: September 2024  
 Architect: Moffet & Duncan Architects Inc.  
 Contractor: Pre-Eng Contracting Ltd.

Construction of the new facility continues with site servicing approaching 97% complete and progressing. Building envelope work nearing completion, mechanical and electrical work approaching 90% completion. Interior works commenced, drop ceilings approaching 30% completion, flooring installation at 40% completion and painting at 80%. Project completion is scheduled for September 2024.

##### Unnamed Coughlan PS (Stannardville Drive/Hurst Drive)



Project Type: New Elementary School, Including Child Care Centre  
 Occupancy Date: September 2025 (Rescheduled from September 2024)  
 Architect: Cellucci + Pace  
 Contractor: To be determined

The School Board has received Ministry of Education Approval to Proceed (ATP) to tender. Tender was released in early May and staff are waiting for the results. Municipal approvals are in process, Site Plan Agreement submission 2 has been submitted and Building Permit was submitted in May. Project completion is currently scheduled for September 2025.

### Mary Street PS Oshawa – Addition



Project Type: Replacement of Existing Portapac with a New Addition  
 Occupancy Date: September 2024  
 Architect: Moffet & Duncan Architects Inc.  
 Contractor: J.J. McGuire Construction Limited

Project construction continues to progress with the building envelope weather tight. Mechanical ductwork and electrical rough-ins are approaching 80-85% complete and electrical wiring has commenced and is approaching 30% while interior wall framing and boarding has reached 90%. Project completion is targeted for September 2024.

### Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)



Project Type: New Elementary School, Including Child CareCentre  
 Occupancy Date: September 2024  
 Architect: Snyder Architects Inc.  
 Contractor: Everstrong Construction Ltd.

Construction of the new facility continues to progress with roof installation at 99% complete and site services 95% complete. Windows and brick veneer are 50% complete while mechanical and electrical rough-in work continues to progress to 80% and 75%, respectively. Permanent power to the facility will be energized this month and interior work has commenced with flooring and ceiling work underway. Project completion is scheduled for September 2024.

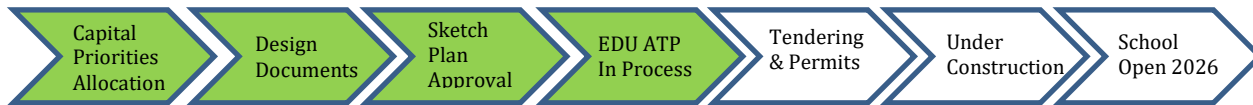
### Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)



Project Type: New Secondary School  
 Occupancy Date: September 2026  
 Architect: Hossack Architects & Associates Inc.  
 Contractor: To be determined

The School Board has received Ministry of Education ATP to tender. Tender was released in early May. Municipal approvals are in process with minor variance approval in process along with building and conditional permit applications completed. Project completion is currently scheduled for September of 2026.

### Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)



Project Type: New Elementary School, Including Child Care Centre  
 Occupancy Date: September 2026  
 Architect: Snyder Architects Inc.  
 Contractor: To be determined

ATP to tender has been submitted to the Ministry of Education for review and approval. Tender was released in early May. Municipal approvals are in process with the second site plan agreement submission completed, and the building permit application submitted in May. Project completion is scheduled for September 2026 with a possible earlier completion date once approvals are received.

### Newly Announced Capital Priorities Allocations

Unnamed West Whitby PS including Child Care Centre (Maskell Crescent and Coronation Road)

Unnamed West Whitby PS (Cisco Drive and Limoges Street)

Unnamed North Oshawa PS (Symington Avenue and Steeplechase Street)

### **3.2 Child Care Projects**

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Child Care Renovation and Minor Addition Projects	Vaughan Willard PS	Construction is progressing with exterior masonry in progress - addition projected for completion late July 2024. The interior work is complete excluding minor deficiencies.
3 Room Child Care Building Addition Projects	Seneca Trail PS	Building permit issued. Construction in progress, footings and foundations nearing completion with occupancy projected end of 2024.
	Scott Central PS	Construction is complete; currently working through resolving deficiencies.
	Sunderland PS	The ATP to tender package was submitted to EDU and is currently under review.

### 3.3 Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office/Guidance Renovations	Pringle Creek PS	Project awarded. Construction targeted for summer 2024.
	G.L. Roberts CVI	Project is under construction.
	Anderson CVI	Guidance project is approaching completion.
	Anderson CVI	Main Office project is awarded. Construction to commence December 2024.
Change Room Renovation	Dunbarton HS	Project is tendering.
Art/Science/Music Renovations	Vaughan Willard PS	Vaughan Willard PS is on hold due to overlap in scope area with the planned childcare renovation. Project will be tendered in mid-2024.
Outdoor Classroom / Courtyard Refresh	Eastdale CVI	Courtyard project is awarded. Construction to commence June 2024.
Interior Modifications – Teaching Space - Classroom Refresh	Valley Farm PS	Phase 2 is complete.
	Hillsdale PS	Project is complete.
	Dunbarton HS	Project is tendering (Practical Learning Program (PLP) Fit-out/reprogramming).
	Village Union PS	Project is awarded. Construction is in progress.
Asphalt Replacement	Brock HS	Project is in design (PLP Fit-out).
	G.L. Roberts CVI	Project is in design development. Construction timeline is under review.
	R.H. Cornish PS Henry St HS Fallingbrook PS Harmony Heights PS Hillsdale PS	Projects are awarded, and construction is to commence summer 2024.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
	Rosebank PS Gordon B. Attersley PS	Projects are tendering.
Roofing Projects	Kedron PS Joseph Gould PS Meadowcrest PS Biidaasige Mandamin PS Pickering HS  Glen Street PS	Projects are awarded. Construction to commence summer 2024.      Project is under investigation.
Masonry/Wall Cladding Restoration	Bayview Heights PS	Project is awarded. Scope expanded to include east elevation cladding replacement (all granex cladding will now be replaced).
Masonry Restoration Projects	Beau Valley PS  Henry Street PS	Project is awarded. Construction to commence summer 2024.  Project is under investigation.
Window Replacements	Pringle Creek PS  William Dunbar PS  Valley View PS Brock HS Port Perry HS	Project is complete.  Project is generally complete with minor work remaining.  Projects are awarded. Construction to commence summer 2024.
Learning Commons Finish Refresh Projects	Coronation PS  Greenbank PS  Gandatsetiagon PS	Project is designed and prepared for tendering. Tender schedule to be determined.  Project is complete.  Project is awarded. Construction to commence summer 2024.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Interior Modifications - Washroom Upgrade Projects	Port Perry HS	Project is awarded. Construction is underway.
	Ajax HS Stephen Saywell PS	Projects in design development
Boiler Replacement Projects	Altona Forest PS C.E. Broughton PS Dr. C.F. Cannon PS	Projects are awarded. Construction to commence May/June 2024.
	J. Clarke Richardson CVI	Project is under investigation.
Dust Collector Replacement Projects	Pickering HS	Project was awarded. Procurement of equipment is underway.
	Dunbarton HS	Project is tendering.

### 3.4 Ventilation Improvement Projects and Air Conditioning

The following is a status report updating the progress of ventilation improvement projects from Capital Funding. The funding is provided annually to the DDSB.

Included below are the projects that provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non-Air Conditioned – Partial Building	O'Neill CVI Valley View PS	Projects are tendering.
	Waverly PS	Project is awarded. Construction to commence summer 2024.
	Frenchman's Bay PS Anderson CVI	Projects are under construction.
	Pringle Creek PS	Project is awarded. Procurement of equipment is in progress.
Partial Air Conditioning/Cooling Centres	Valley View PS Ormiston PS Cartwright PS Dr. C.F. Cannon PS	Projects are tendering.

This initiative will continue into the 2024-2025 fiscal year with additional sites being added to address under-ventilated learning spaces to improve ventilation across the District.

The escalation of construction costs remains a challenge throughout the industry and has resulted in significant increases to tender pricing in some sectors. Staff continue to develop projects that utilize available funding to achieve the greatest impact and benefit to the District while delaying or redesigning those projects that tender significantly over budget. Contractor viability in this volatile market has been a concern as some contractors have been unable to meet their financial obligations to their trades. In these situations, staff have worked to reassign in-progress projects to maintain project schedule and payment to trades.

#### **4.0 Financial Implications**

The Ministry of Education approved Capital Priorities Funds in the amount of \$204.1 million and the funds are being used to construct new schools and major additions. Annual Capital Funds in the amount of \$83,476,237 are being used for the completion of the major projects listed in the report.

#### **5.0 Evidence of Impact**

At the conclusion of the projects there will be a total of 5,413 new pupil places, 190 replacement pupil places at Mary Street PS and a total of 500 new child care places.

#### **6.0 Communication Plan**

The Quarterly Construction and Major Projects Report is posted on the DDSB's website: [Construction and Property Updates](#)

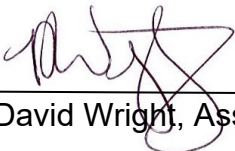
#### **7.0 Conclusion**

This report is provided to Trustees for information.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services and Treasurer of the Board