DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING STANDING COMMITTEE PUBLIC SESSION

Monday, May 3, 2021

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE:	Monday, May 3, 2021
TIME:	7:00 p.m.
LOCATION:	Virtual
ATTACHMENTS:	Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, May 3, 2021
7:00 p.m.

10.   <u>Committee Reports</u>

11.   <u>Correspondence</u>

12.   <u>Other Business</u>

13.   <u>Adjournment</u>

DDSB
Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	**DATE:**	May 3, 2021
SUBJECT:	School Year Calendars 2021-2022	**PAGE:**	1 of 4
ORIGIN:	Norah Marsh, Director of Education and Secretary to the Board		
	Jim Markovski, Associate Director, Equitable Education		
	Paul Brown, Operations Officer		

1.0 Purpose

The purpose of this report is to seek approval for the 2021-2022 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton Public School, Winchester Public School)
- Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School)

2.0 Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*

3.0 Background

For 2021-2022, Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry for approval on or before May 28, 2021. This submission date has been revised from the previous submission dates in order to provide additional time for planning for the 2021-2022 school year.

According to Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development/activity (PA) days that are devoted to specific provincial education priorities. In addition, school boards may designate up to four days as board-designated PA days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

In the Ministry of Education Memo dated March 1, 2021, school boards have also been recommended to schedule 3 PA days prior to the start of student instruction in September.

4.0 <u>**Analysis**</u>

Proposed School Year Calendars 2021-2022 (See Appendices)

Elementary Regular

- One PA Day prior to the Labour Day weekend
- Two PA Days after the Labour Day weekend
- Students being classes on Thursday, September 9, 2021

Elementary Modified

- One PA Day prior to the first day of classes
- Students begin classes on Tuesday, August 10, 2021
- Two PA Days after the Labour Day weekend

Secondary Regular

- One PA Day prior to the Labour Day weekend
- Two PA Days after the Labour Day weekend
- Students being classes on Thursday, September 9, 2021

Secondary Modified

- One PA Day prior to the first day of classes
- Two PA Days after the Labour Day weekend
- Students being classes on Monday, August 30, 2021

All proposed School Year Calendars for 2021-2022 meet the requirements of 187 instructional days, 4 school-designated PA Days, and 3 provincial priority days.

Placement of PA Days

Type of PA Day	Elementary Regular	Secondary Regular	Elementary Modified	Secondary Modified
Provincial PA Day	Sep 3, 2021	Sep 3, 2021	Aug 9, 2021	Aug 27, 2021
Provincial PA Day	Sep 7, 2021	Sep 7, 2021	Sep 7, 2021	Sep 7, 2021
Provincial PA Day	Sep 8, 2021	Sep 8, 2021	Sep 8, 2021	Sep 8, 2021
Board Designated PA Day	Nov 12, 2021	Nov 12, 2021	Nov 12, 2021	Nov 12, 2021
Board Designated PA Day	Jan 21, 2022	Feb 18, 2022	Jan 21, 2022	Feb 18,2022
Board Designated PA Day	Jun 3, 3022	Jun 29, 2022	Jun 3, 2022	Jun 29,2022
Board Designated PA Day	Jun 30, 2022	Jun 30,2022	Jun 30, 2022	Jun 30, 2022

Regular School Calendar – September 3, 2021, September 7, 2021 and September 8, 2021 as PA Day

We are proposing three professional activity days on September 3, 7 and 8, with the official start of school for students in the Regular Calendar on Thursday, September 9, 2021. We know how much uncertainty the education community has dealt with during this past year as a result of the pandemic. By establishing these dates, we are endeavouring to ensure that our school opening plans unfold smoothly and are responsive to any ongoing public health concerns. Well-being is so important for students, families and staff. Although the proposed calendar deviates slightly from previous years, we believe that it will support a smooth start-up, respect holy days, and ensure we are facilitating the time families need to enjoy landmark occasions.

Start of the Elementary Modified School Year

The Elementary Modified School Year will start the week of August 9, 2021 so that all schools in the District end the school year on June 30, 2022.

Placement of the Midterm Break for the Modified Secondary Calendar

There is support from the administration, staff, and School Community Council (SCC) of all three modified secondary schools (Brock High School, Henry Street High School and Maxwell Heights Secondary School) to place the midterm break from November 1 to November 5, 2021.

5.0 Financial Implications

The DDSB works in partnership with the Durham Catholic District School Board (DCDSB) to align PA Days to minimize transportation costs where possible.

6.0 Evidence of impact

The school year calendar, developed through a comprehensive and collaborative process, will maximize the efficacy of the 2021-2022 school year for all stakeholders.

7.0 Communication Plan

Following Board approval, the 2021-2022 school year calendars are submitted electronically to the Ministry of Education through the Ontario School Year Calendar website. Upon approval by the Ministry, the calendars are disseminated to the schools and the system for use in planning and preparation.

8.0 Conclusion and/or Recommendations

It is recommended that the proposed School Year Calendars be approved (Appendices A -D). This information will be forwarded to the Ministry of Education for all four school year calendars. This will ensure that the Durham District School Board is compliant with the respective deadlines as outlined in Regulation 304.

9.0 <u>Appendices</u>

Appendix A: Proposed Regular School Year Calendar for Elementary Schools
Appendix B: Proposed Regular School Year Calendar for Secondary Schools
Appendix C: Proposed Modified School Year Calendar for C.E. Broughton Public School and Winchester Public School
Appendix D: Proposed Modified School Year Calendar for Brock High School, Henry Street High School and Maxwell Heights Secondary School

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

Jim Markovski, Associate Director, Equitable Education

Appendix A

Month	Number of Professional Activity Days	Number of Instructional Days	1st Week M	T	W	T	F	2nd Week M	T	W	T	F	3rd Week M	T	W	T	F	4th Week M	T	W	T	F	5th Week M	T	W	T	F
August		0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September	3	16			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
							P*	H	P*	P*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	
October		20					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							2	3	4	5	1	2	H	3	4	5	1	2	3	4	5	1	2	3	4	5	1
November	1	21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2	3	4	5	1	2			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
					3	4	5	1	2	3	4	5	1	2	3	4	5	B	B	B	B	B	H	H	B	B	B
January	1	20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	P	5	1	2	3	4	5				
February		19		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
				1	2	M	4	5	1	2	3	4	5	1	2	3	4	H	5	1	2	3	4				
March		18		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
				5	1	2	3	4	5	1	2	3	B	B	B	B	B	4	5	1	2	3	4	5	1	2	
April		19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							3	4	5	1	2	3	4	5	1	2	H	H	3	4	5	1	2	3	4	5	1
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	H	2	3	4	5	1	2			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					3	4	P	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	
Total	7	187																									

Appendix B

DURHAM DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2021-22
First Day of Classes – Thursday, September 9, 2021
Legend: B – Board Designated Holiday   H – Statutory School Holiday   P – Professional Activity Day   P* -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September	3	16			1	2	3 P*	6 H	7 P*	8 P*	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October		20					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November	1	21	1	2	3	4	5	8	9	10	11	12 P	15	16	17	18	19	22	23	24	25	26	29	30			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January		21	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26 E	27 E	28 E	31 E				
February	1	18		1 E	2	3 S2	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28				
March		18		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April		19					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20 E	21 E	22 E	23 E	24 E	27	28	29 P	30 P	
Total	7	187																									

Appendix C

DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2021-22

First Day of Classes – Tuesday, August 10, 2021

Legend: **B** – Board Designated Holiday   **H** – Statutory School Holiday   **P** – Professional Activity Day   **P*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			H					P*																			
September	2	19			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
								H	P*	P*																	
October		11					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
													H	B	B	B	B	B	B	B	B	B					
November	1	21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
												P															
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																		B	B	B	B	B	B	B	B	B	B
January	1	20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																	P	M									
February		19		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
																		H									
March		13		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
								B	B	B	B	B	B	B	B	B	B										
April		19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																	H	H									
May		16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
													B	B	B	B	B	H									
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
							P																			P	
Total	7	187																									

Appendix D

DURHAM DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2021-22
First Day of Classes – Monday, August 30, 2021

Legend: **B** – Board Designated Holiday   **H** – Statutory School Holiday   **P** – Professional Activity Day   **P*** -- Prov Priority Day

Month	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	2	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P*	30	31			
September	2	19			1	2	3	6 H	7 P*	8 P*	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October		20					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November	1	16	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12 P	15	16	17	18	19	22	23	24	25	26	29	30			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January		21	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25 E	26 E	27 E	28 E	31				
February	1	18		1 E	2	3 S2	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28				
March		18		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April		19					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21 E	22 E	23 E	24 E	27 E	28	29 P	30 P	
Total	7	187																									

DDSB
Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** May 3, 2021

SUBJECT: Inclusive Student Services:
             Special Education Programs 2021-2022   **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
           Andrea McAuley, Superintendent of Education

1. **Purpose**

   The purpose of this report is to provide Trustees with information about Special Education Program Planning for the 2021-2022 school year.

2. **Ignite Learning Strategic Priority/Operational Goals**

   Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*
   - Supporting the strengths and needs of learners through the provision of a range of programs and placement options.

   Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*
   - Fostering inclusive learning environments to support learners with special education strengths and needs inclusive of programming in intensive, smaller class settings.

   Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*
   - Providing a diverse range of programs and services to meet the needs of all learners with a focus on supporting proportional outcomes for all students.

3. **Background**

   3.1 Special Education Class Programs

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

   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. Together, it is our privilege to be part of the success for all students in their "Many Paths to Success".

   Students' needs can be met through a variety of programs, placements and class types within the Durham District School Board. The majority of students with special education strengths and needs

access programming through Regular Class placement. We also provide a range of Special Education Programs which may include integration (e.g. School Support Program) or through self-contained placement (e.g. Transition to Work Program).

An overview of the DDSB Special Education Programs is found in our "Many Paths to Success" brochure which is augmented by individual program brochures. These documents are publicly available on the DDSB website:

https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Many-Paths-to-Success.pdf

All Durham District School Board-Special Education Program Model (Small Class Placements) are focused on:

- Equity and inclusion
- Multiple pathways to meet student specific needs
- Successful Outcomes for all students in the program
- Classroom/school community program distribution –programs located close to students' home/communities
- Student well-being, connections and success
- Fostering independence

3.2 DDSB Special Education Program Overview - Current Year Student Data

In January 2021, the commencement of the 2021-2022 school year planning:

- 15, 297 students are engaged with one or more active services
- 12,676 students have an Individual Education Plan (IEPs) supporting individualized programming
- 2,387 students are accessing learning through placement in a Special Education Program/class

4. Analysis

4.1 2021-2022 School Year Planning Process

A municipality-based analysis of placement/program projections has been completed and the analysis forms the information summarized in this report.

Projections, and staffing requests, are based on 2021-2022 student needs in the context of programming needs of current DDSB students through the next three years (September 2021-June 2024); notes reflecting considerations for September 2022 are embedded. The analysis included provides specific consideration for student needs across key transition points (elementary to secondary and secondary to postsecondary/adult pathways).

Resources such as the *DDSB Accommodation Plan 2020-2024 Trends, Issues and Future Opportunities* were also used in the analysis and formulation of recommendations.

Local Factors

- The DDSB Student Technology Program created a change to the frequency of technology being embedded in learning. The pandemic, and the need for in-person and virtual learning options, has advanced the integration of technology in learning across elementary and secondary panels which has resulted in increased accessibility. Coupled with the increased awareness of the importance of well-being, growth of embedding principles of universal design will result in fewer students requiring an alternative program to have their accommodation needs met.
- The impact of COVID and school closures has families & caregivers seeking placement extensions, requesting that post age twenty-one students remain in programs longer. Background information is provided for Trustees in Appendix A related to this transition for students.
- Increased number of students with Developmental Disabilities or similar needs (e.g., those requiring full 'wrap around' care including provision of health supports).
- Local 'magnet' partners are expanding their services for families/caregivers of students with complex needs. Providing new home communities/builds with accessibility features at a lower cost than it would to renovate and retrofit a home for accessibility.
- Continued commitment to locate Developmental Programs within our DDSB air-conditioned sites to support students with significant health support needs and accommodation for staff as they provide care which often involves lifts and transfers.
- Increased number of students with learning profiles suitable to life skills (functional literacy, functional numeracy and employability skills-based programs such as the Practical Learning Program.

4.2 2021-2022 DDSB Special Education Programs

The overall number of special education classes in the Durham District School Board will increase for the 2021-2022. Changes include:

- Increase in Developmental Program (1 elementary class)
- Increase in Practical Learning Programs (3 elementary, 6 secondary)
- Decrease in School Support Programs (-2 elementary classes)
- Decrease in Self-Regulation Program (-1 elementary class)

A summary of programs is found in Appendix B.

Staff continue to monitor enrolment and student programming needs. This has been built into the model with which includes possible responsive changes as the 2021-2022 planning continues to evolve.

5. <u>Financial Implications</u>

The financial implications of increasing the number of Special Education Programs are built into draft budget planning for the 2021-2022 school year.

5.1 Teachers

Student Support Funding is being used to fund the increase to teaching staff for the Special Education Programs, with exception of the Gifted Program, for the 2021-2022 school year.

5.2 Educational Assistants

No additional Educational Assistant (EA) FTE is required. EA Support for the proposed additional programs will be drawn from the total system FTE allocation. Although the current EA FTE is added as flexible base support, the decision would support efficiencies and protection of the flexible base supports. Students with significant programming support needs will have the opportunity to learn within specialized programs suited to their strengths and needs. Using a model of teacher and support base of 2.0 FTE Educational Assistants rather than individually drawing support to a higher total FTE complement.

5.3 Other Program Support Costs

Program support costs including transportation and the configuration of classrooms are part of the budget considerations. Durham Student Transportation Services (DSTS) and Facilities Services continue to be consulted with regards to recommendations and the decision-making process.

6. Communication Plan

School and District Teams are currently engaged in offering programming to students for the 2021-2022 school year. By engaging and working with parents and guardians at the Identification, Placement and Review Committee (IPRC) meeting, informed transition planning decisions are made to support students.

Teams are drawing on resources such as:

- Identification, Placement and Review Committee (IPRC) Process: Planning Guide for School Teams (2021) – Appendix C
- Transition Planning for Students with Special Education Strengths and Needs (2021) – Appendix D

7. Conclusion and/or Recommendations

This report is provided to Trustees for information.
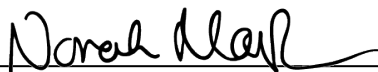
8. Appendices
Appendix A - Students Turning Twenty-One Years of Age

Appendix B -Summary of 2021-2022 Special Education Programs (April 2021)

Appendix C - Identification, Placement and Review Committee (IPRC) Process: Planning Guide for School Teams (2021)

Appendix D - Transition Planning for Students with Special Education Strengths and Needs (2021)

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

Andrea McAuley, Superintendent of Education

Appendix A

Students Turning Twenty-One Years of Age

Students with intellectual or developmental disabilities may continue to access programming until age 21. With a December 31 age criteria for school entry and a September school year start, there is often confusion about student access to programming and transition post-secondary, particularly for students with September to December birth dates.

Foundations are grounded in language both within the Education Act as well as within Regulation 181/98 regarding Special Education Programs.   Reference in the Education Act i to related funding (board receives continuing education funding after student turns 21), the Regulation states that the Committee (IPRC) "may recommend that an exceptional pupil who is 21 years of age or older remain in a secondary day school program. "Ref: O. Reg. 181/98, s. 16 (3).

Students are eligible to be registered in school within the calendar year the student turns 21 years old. Boards in the GTA are consistent with age 21 graduation.

Supporting Student Transitions to Adult/Post-Secondary Pathways

Integrated Transition Planning is critical for supporting individual student pathways and ensuring clarity on timing of this key transition. To ensure transparency, an update was made to the IEP template which includes an anticipated graduation date for all students which will appear on their IEP in Grade Nine.

Participation as a co-lead Board in the Ministry of Education multi-year project, *Access Talent: Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities,* provided funding for a Transition Coordinator. With support through the Transition Coordinator, we were able to analyze the current practices around integrated transition planning at the secondary level for our students with developmental disabilities. One of the most significant action steps as a result, has been to deepen practices to connect families with community supports such as Community Living. We have also been able to build the capacity of teachers and Special Education Heads to better understand steps to effective integrated transition planning. The Transition Coordinator has been an essential component of this ongoing support for families and system capacity building.

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Appendix B

Summary of 2021-2022 Special Education Programs (April 2021)

Special Education (SE) Class Type	Total 2020-21	Elementary 2020-21	Secondary 2020-21	Total 2021-22	Elementary 2021-22	Secondary 2021-22
Deaf/Hard of Hearing Program	1	1	0	1	1	0
Developmental Program	20	12	8	21	13	8
Gifted Program (Elem only)	22	22		26	26	
Practical Learning Program	71	33	38	80	36	44
School Support Program	78	49	29	76	47	29
Self Regulation Class	2	2		1	1	
Structured Learning Program	11	8	3	11	8	3
Transition to Work Program	6		6	6		6
SE Program District Totals	211	127	84	222	132	90

Identification, Placement and Review Committee (IPRC) Process:

Planning Guide for School Teams

2021

Intro/Guidelines and Purpose/Collaborative Planning

The DDSB is committed to the learning of all students and to providing services and learning environments that are respectful, inclusive, equitable and accessible, and free from discrimination under the Ontario Human Rights Code. 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. In partnership with parents/guardians, the DDSB considers the student's individual learning strengths and needs.

The IPRC and Annual Review provide an opportunity to connect and engage with families. Flexible approaches, and consultation with families/caregivers to consider students' individual identities, needs and circumstances that impact well-being and learning, need to be considered in decision making for individual students. Every effort should be made to engage student voice and family/caregiver input during program and service planning including the decision making processes embedded in the commitments of IPRCs.

The Annual Review should be only one of many, regular opportunities to connect with parents/guardians and students about programming.

This resource tool has been designed to support schools with IPRC planning. The DDSB Guide to Special Education IPRC remains the primary resource to help support information for students and families/guardians.

Important Reminders about IPRCs:

- A board shall appoint three or more persons to each committee that it establishes". O. Reg. 181/98, s. 11 (1).
- The Parent/Guardian Guide should be made available to all parents/guardians.
- As soon as possible after a committee engaged in a review under this Part decides that it is satisfied with the identification and placement of a pupil, the chair of the committee shall send a written statement of decision confirming the identification and placement to.

Important Information About Timing:

In order to ensure that Parents/Guardians are provided with sufficient notice of the IPRC meeting, the Notice of the IPRC must be sent by mail or email to the address on record at least 10 days prior to the IPRC meeting. The IPRC Notice Letter must indicate the date and time of the meeting, as well as provide the details of how the meeting can be attended by the family/guardian.

The 10 day timeline is the minimum notice requirement to ensure families have time to make arrangements to participate. However, it is noted that families/guardians may agree to abridge any timelines if they feel it is in their interests to do so. Absent written agreement with the family to abridge timelines, please ensure to send out IPRC Notice Letters at least 10 days prior to any meeting to avoid any notice issues.

IPRC/Annual Review of Identification and/or Placement Planning - Thinking In Tiers

It is recommended that schools begin with the least complex Reviews to allow additional time for those that are more complex later in the timeline.

Focus on the key transition supports and information sharing so that comprehensive planning can be supported. To assist with Transition Planning, a separate document "Transition Planning for Students with Special Education Strengths and Needs – 2021" has been created to support school teams.

1st Tier:

- IPRC Annual Reviews for students who have Accommodations only and Placement is NOT changing for next year.

- Initial IPRCs for students who will have Accommodations only and Placement is Regular Class with Indirect Support.

2nd Tier:

- IPRC Annual Reviews for students who have Accommodations/Modifications/ Alternative Curriculum and Placement is NOT changing for next year.

- Initial IPRCs for students who will have Accommodations/Modifications and Placement is Regular Class with Indirect Support.

3rd Tier:

- IPRC Annual Reviews for students whose placement is **CHANGING** for next year, placement is confirmed by Facilitator and parents/guardians are in agreement with change.

- Priority will be given to students moving into grade 9 to ensure connection with secondary teams.

- Initial IPRCs for students whose placement is **CHANGING** for next year, placement is confirmed by Facilitator and parents/guardians are in agreement with change.

- Previous communication and discussions should already have been had with parent/guardian prior to IPRC.

4th Tier:

- IPRC Annual Reviews for students whose placement is changing for next year, placement is confirmed by Facilitator but parents/guardians may have additional questions/concerns.

- Initial IPRCs that may require further dialogue and discussion to confirm plan for next school year.

- Previous communication and discussions should already have been had with parent/guardian prior to IPRC.

5th Tier:

- Any outstanding IPRCs.

Annual Review of Identification and/or Placement Process:

- Make a copy of the Google Form: Annual Review of Identification and/or Placement Survey; this allows you to collect responses from just your school community (essential for student/family privacy).

- Distribute via email this new Google Form to all parents/guardians of already identified students to collect requests to participate in Annual Reviews of Identification and/or Placement for 2020; include a body paragraph that indicates deadline for responses. Note: Initial IPRCs do not follow this process.

- Extract the information into a Google Sheet and use the details to schedule the Annual Reviews.

- Notify parents/guardians of the date/time for IPRC.

Parent/Guardian may choose not to Participate in Annual IPRC:
Some parents/guardians may choose not to participate in an Annual Review

- "A parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided." O. Reg. 181/98, s. 21 (4).

- If we are not proceeding with a review, we must ensure that the written notice from the family clearly expresses their desire not to proceed.

- While parents/guardians may decide not to participate in the Annual IPRC, it is important that they still feel connected to the school and that they understand the plan in place to support the identification and placement of their child.

- Parents/guardians choosing this option should still be invited to provide input into the strengths/needs listed on the IEP.

- It is also important that the steps taken to arrive at this decision are documented in the consultation log and that the typical school forms are used.

- In circumstances where the family is choosing not to participate, DDSB may still proceed with the review if deem it necessary to do so. In those cases, school should confirm the same in writing to the family.

Initial Identification, Placement and Review Committee (IPRC) Considerations

Documenting Consultation

- Students who will be newly identified through the IPRC process, will require more time and attention to ensure parents/guardians understand the purpose and process.

- Be sure to provide parents/guardians with the Guide to Special Education in advance of the IPRC so they can be prepared with questions and understand what will happen.

- Any conversations prior to the IPRC about the plan or process should be documented.

Case Conference

- A case conference is an important opportunity to bring together family, school team, Inclusive Student Services team, and community agencies or supports to make every effort to understand a child's strengths and needs.

- This can be done in advance of an IPRC, or at any time where the student is struggling as a solutions-focused discussion.

IPRC (Initial or Annual Review) Process

- An initial IPRC is a significant step for families. It is important to walk parents/guardians through the process itself, the legislation that guides it, and the implications an IEP has for supporting their child's education program. Ensure that the parent/guardian receives a copy of the DDSB Guide to Special Education - IPRCs.

- Most of the discussion about strengths and needs should be held in advance of the IPRC meeting, allowing the meeting to be the finalizing of details or any last minute questions.

- Microsoft Teams can be used for any meetings that involve Inclusive Student Services team members, school and families to ensure that privacy and security requirements are met.

- Ensure that parents/guardians have sufficient advance notification of the date/time of the IPRC and are comfortable with the format for the meeting.

- For each IPRC meeting ensure fulsome documentation (IPRC form and IPRC notes). This is important as a record of the discussion and decisions. Documentation is important as record of the IPRC and is important should there be any future questions, concerns or considerations about the decisions made during the IPRC meeting.

Deciding Format for Individual IPRCs

When deciding format for individual IPRCs, it is important to consider:

- Student/Parent/Guardian requirement.
- Timely consideration of health related requirements and protocols.

At the time of publication of this document, alternatives to in-person meetings is preferred for majority of all meetings including IPRCs as we continue to move through the pandemic. It is important to only consider options approved as meeting the privacy and confidentiality requirements grounded in law applicable to communications in which personal, protected information is being discussed such as during IPRCs (e.g., PHIPA – Personal Health Information Protection Act).

Approved Options for IPRCs (2021):

- Microsoft Teams.
- Telephone Conference.
- In-Person Meetings.

Facilitating an IPRC through Virtual Format

Before the IPRC

- Ensure that the information in PowerTPM is up to date for the Review.

- The PowerTPM IPRC form can be shared within Microsoft Teams.

- Have IPRC Summary Sheet ready, you will need to make a copy for each student.

During the IPRC

- Be sure to take the time to introduce all members of the group in attendance and their role. Parents/guardians need to feel this connection, particularly at this time when their experiences at home may be challenging and emotional.

- Explain what will happen in the IPRC (Review) and that it will be as similar as possible to the in-person format, but to ensure security of documents and privacy, MS Teams is necessary as a virtual platform. Be sure to identify who is doing what role (eg notetaker, Chairperson, etc.).

- Complete the IPRC Summary Sheet to document the meeting details. Be sure to record any technical difficulties as well as any important conversation points.

- Printed copies will need to be shared at a later date. A digital signed copy should be shared with both school and family for their records.

After the IPRC

- Power TPM: finalize the IPRC in Power TPM even if parents do not attend IPRC (same day).

- Parents/guardians must be provided with a Statement of Decision; mailing them is the best option and should be done as soon as possible.

WELL-BEING EVERYONE EVERY DAY

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SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

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Transition Planning for Students with Special Education Strengths and Needs

2021

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. Transition planning will continue to include considerations such as physical distancing.

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. There continues to be many unknowns at this time as we navigate the pandemic; what remains constant is a dedication to individualizing 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 creates vulnerability and anxiety. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together.

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

Supporting Transitions for Students

Supporting Transitions for Students with Special Education Needs (Ministry PPM 156)

This memorandum sets out the requirements for district school boards with respect to transition planning for students with special education needs, from Kindergarten to Grade 12.

Key points in PPM 156:

- Transitions occur both within the micro (within the day) and at significant key times such as entry to school, between grades, between programs, school to school, elementary to secondary, secondary to post-secondary and through annual reviews which change student program placement.

- Principals are responsible for ensuring that transition plans are developed, implemented and maintained.

- Transition plans must be developed for all students who have an IEP, whether they are exceptional or not; Transition Plans are a part of the IEP.

- Transition plans must be developed in consultation with the parent(s)/caregiver(s), student (as appropriate), post-secondary institutions (where appropriate), and relevant community agencies or partners (as necessary).

- Transition plans will identify specific goals, support needs, actions to achieve the goals, roles, responsibilities and timelines.

- Ontario Regulation 181/98 states that for exceptional students who are age 14 years or over and who are not identified solely as gifted, the student's IEP must include a transition plan for transition from school to work, further education, and/or community living.

- For students in care/and treatment, custody, and correctional facilities, the document entitled Guidelines for Approval of Educational Programs for pupils in government approved care and/or Treatment Custody and Correctional Facilities (2005-2006) outlines how the facility and the board that is providing the educational program will work together in creating transition plans for students in these facilities. This information was drawn directly from PPM 156. In Summer 2020, these programs were retitled Education Community Partnership Programs (ECPP). In the DDSB, the programs 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.

A Note About Integrated Transition Planning for Students with Intellectual and/or Developmental Disabilities

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

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

Mental Health and Well-Being

The 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 its associated changes in routines, economic status, access to supports and personal vulnerabilities. It will also be influenced by factors associated with the staff and the organization of the school that intends to welcome the student back to school. The student's ability to adjust during the transition period needs to be viewed within a larger context, including the system of the school and the community, and the extent to which all these systems have been negatively impacted by the pandemic and other stressors over a prolonged period of time.

Examples of Mental Health and Well-Being Tiered Systems of Support:

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

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

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

- Ensure staff update the transition plan within the Individual Education Plan (IEP) for students whose transition plan will be amended because of distance learning.

- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, Inclusive Student Services team member(s)).

- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).

- Ensuring for student involvement in the transition process, when appropriate.

- SEA equipment transfers.

- Where school visits are not able to be provided due to physical distancing, a video tour may be used to introduce students to a program space or school setting.
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed Captioning for students who are Deaf/Hard of Hearing.
- Introduction videos of staff:
  - Audio strategies for students who are Blind/Low Vision.
  - Closed Captioning for students who are Deaf/Hard of Hearing.
- Personal Protective Equipment (PPE) requirements.
- Determining the most appropriate transition plan for individual students (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).
- Priming our students ahead of time for the transition that will occur, explore possible mental health concerns.
- For students with very specific, structured programming, ensuring that staff at the receiving school are trained to implement 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 Medical Conditions Requiring Accommodation

- Plan utilizing the advisement of public health and the family/student's medical team.

- Consider routines around disinfecting classroom, equipment, etc.

- Consideration of additional PPE that may be required for staff and students, based on public health recommendations.

- Consider policy around partnerships with community partners such as Occupational Therapists, Physiotherapists and/or Nursing support who may be supporting at school (e.g., with Developmental Programs).

School Teams may Consider Strategies such as:

Transition (e)Binders

Transition (e)binders are a comprehensive tool outlining all the relevant, and specific information about the student, and their programming at school. The sending school/teacher often creates an (e)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).

- Required Specialized Equipment Allocation (SEA).

- Visual Schedule – including photos when possible and examples.

- Work System - including photos when possible and examples.

- Routine for transitions (e.g., "Provide a verbal countdown when transitioning between activities in the classroom...").

- Additional spaces the student may access. (e.g., teacher table, calming corner, etc.)

- Programming (e.g., academic levels, reference to IEP, if applicable).

- Self-Regulation and/or Social Skill Curriculum tools.

- Daily School Entry & Exit Routine.

- Copies of any data collection which the school may use.

- Occupational Therapy (OT)/Physiotherapy (PT) recommendations.

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.). While we navigate in person and virtual environments and health protocols, transition books for students will be a key communication piece as physical visits to the school/classroom will not be possible. Their use cannot be stressed enough as a key transition tool at any time, to reduce anxiety and allow students to know what to expect in their new setting, whether that be within the same school building or if they are changing schools.

School teams are advised to follow 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.

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, 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 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.

Health protocols are to be followed within strategies. For example, if creating a paper based book, allow for 72 hours after creation and packaging for sharing with student, family and/or receiving team.

Planning for Specific Transitions - Entry to School

First time school registration from home - students with accommodation needs

Without community access to school buildings:

- School Transition to Kindergarten (WTK) websites, videos, personal contacts from classroom educators to students (emails, phone calls, postcards); Linking to teams such as Speech Language or Social Work when appropriate (as they usually attend WTK events).

- Educator awareness of students with special and specific needs (e.g. vision, hearing, communication, physical, emotional, medical diagnoses).

- How much information can be gathered ahead of time, Inclusive Student Services (ISS) team members can help reach out to families before and get as much of an understanding as possible, kids likes, strengths, skills (help make environment more welcoming).

- Virtual greetings from Administrators, Special Education Resource Teachers (SERTs), Inclusive Student Services (ISS) team.

- 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.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

- Discussion with the CNIB Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry re: summer/home and community skills training.

- Set up loaner sound field system in class for who are Deaf or Hard of Hearing and train teaching staff on use.

- Connect with 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.

- 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 WTK virtual events/ resources at their receiving school.

- Discuss transportation needs for individual students who may have mobility needs.

- Ensure communication between SLPs/OTs/PTs/Vision Resource Team/Hearing Resource Team for students with those supports through Campbell's Children's School.

- Ensure a list of SEA equipment is included/ discussed.

- Kindergarten communication of learning and IEPs have been shared with receiving schools.

Transition from Infant and Child Development Program – Durham Health Department

- Conversations with Infant and Child Development staff who are currently supporting these children and families regarding student-specific needs and learning style, include ISS teams for mental health support.

- Conversation with families regarding their concerns and goals for their child at school.

- Educator awareness of student's specific needs.

- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP / OT/ PT, Vision and Hearing assessment and reports).

- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.

- Ensure families are aware of 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.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are DHH-FM equipment moved to new classroom, teacher trained on use.

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Inclusive Student Services (ISS) teams to support students/families mental health and well-being.

To/From Provincial Demonstration Schools

Without community access to school buildings:

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools 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.

With limited community access to school buildings:

- If schools are open prior to school starting in September, a school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

Between School Boards

Without community access to school buildings:

- As above.

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces.

- ISS team available to make early connections, explore mental health concerns, provide information if new to the area.

With limited community access to school buildings:

- As above.

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

Class to Class/Grade to Grade

Without community access to school buildings:

- 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.

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Use of transition e-binder for in-school transitions as well – ensure communication of strengths and needs and programming recommendations between sending and receiving teacher takes place.

- Inclusive Student Services (ISS) teams able to reach out ahead of time to make connections, explore any mental health concerns.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

- Students who are DHH - FM equipment moved to new classroom, teacher trained on use.

- SEA equipment moved to new classroom.

- Consider hosting a visit to the new classroom with the new teacher if schools are open before September.

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

Elementary to Secondary – Grade Eight to Grade Nine Transitions

Without community access to school buildings:

- Priming our students ahead of time with video/other information about how secondary experience is different that elementary (e.g., routines, schedules, work completion, exams)

- Encourage student/family/caregiver to drive/walk around the school, explore school website.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Buddy assignment with an older student to 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.

- Virtual meet/greet with key staff including Guidance and Administration.

- SEA equipment moved to new school and set up.

- 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.

With limited community access to school buildings:

- Video/other information about how secondary works (scheduling, exams, work completion) differently than elementary. Visits, tours ahead of September.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visual to show the relevant parts of the new class, routine, work spaces, etc.

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- SEA equipment moved to new school and set up.

- Students who are DHH - FM equipment moved to AR room or semester classrooms, teachers trained on use.

- 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.

Program Placement Changes

From Regular Class Placement to Special Education Placement

Without community access to school buildings:

- Conversations (transition meetings) with previous educators regarding student's needs and learning style, 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 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.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

From Special Education Placement to Regular Classroom Placement

Without community access to school buildings:

- Conversations with previous educators regarding student's needs and learning style, 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 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.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

To/From Community Program - Including Grove School (Education Community Partnership Programs - ECPP)

Without community access to school buildings:

- Ensure consents have been attained for the communication of information between community agencies and DDSB staff.

- Consent for intake should be completed for students coming from a community program to allow ISS staff to support the transition.

- Ensure all relevant team members are informed and involved in the transition planning (e.g. Grove teacher, community agency staff, psychological services staff, etc.)

- Conversations with previous educators regarding student's needs and learning style, ISS supports involved with student.

- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc.
  - 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 and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

Secondary to Post-Secondary

Without community access to school buildings:

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

With limited community access to school buildings:

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

School to Community

For students transitioning to community based programs, school teams are encouraged to communicate with student, family and community program team on a regular basis regarding transition supports and strategies.

School to Work - In Preparation for Potential On-Site Work Education Next Year

Note: Not all existing work placements may be available, and all will need to be vetted for their health and safety measures in place. The Work Education team will be working with community employers on safety measures for students with a foundation of adherence to local health department protocols and expectations.

Without community access to school buildings:

- Students who are blind/visually impaired require a worksite yard and entry door visit with limited people around prior to beginning, for orientation and safety purposes.

- Community route to and from worksite trained by the Orientation and Mobility Specialist.

- Students who are accessing work education experiences typically take public transit to/from the work site; any health and safety measures in place for public transportation will needto be reviewed and rehearsed with support prior to independently taking public transportation.

- Student work placements will need to be explored for health and safety protocols in place at the work site; identify any PPE that may be required, provide rehearsal opportunities prior to work placement to ensure student is prepared to safely put on/remove any PPE and is well versed in proper handwashing techniques.

- Students will also need to understand what social distancing protocols are in place at any work sites and how to follow them (eg. Lines on the floor, signage, etc.).

- Our DDSB work sites (eg. Portable Packaging/ Bolton C. Falby PS shredding) will have updated health and safety protocols in place that will need to be reviewed with staff and student participants.

With limited community access to school buildings:

- Students who are blind/visually impaired require a worksite, yard and entry visit with limited people around prior to beginning, for orientation and safety purposes.

- Community route to and from worksite trained by the Orientation and Mobility Specialist.

- In-class vs. work placement timelines and schedules will need to be adjusted for limited access; currently Mondays are in-class, Tuesdays-Thursdays are at work experience.

- Students will need specific training around health and safety protocols for within their work experience placements (eg. PPE use, handwashing, social distancing, etc.).

- Our DDSB work sites (Portable Packaging/Bolton C. Falby PS shredding) will need explicit schedules of when open and who is accessing; schedules to be shared with Facilities, Health & Safety and school administration to monitor access and ensure deep cleaning.

Additional Resources for Educators

The following links are provided to support educators. This list in not exhaustive in considerations but is meant to highlight the tremendous resources available to support considerations and planning.

1. **Supporting Transition Planning**
   - Supporting Transition Planning for Students with Autism

2. **Supporting Transitions to Adulthood for Individuals with Autism – Autism Ontario**

   autismontario.com/programs-services/under-18/family-supports/transition-adulthood

3. **Transitions to Post Secondary Pathways for Students with Autism – EDUGAINS**

   edugains.ca/resourcesSpecEd/SchoolLeader/ASD/TransitiontoPostsecondaryPathwaysforStudentswithASD_TranslatingResearchintoPractice.pdf
   - Supporting Transition Planning for Students with Developmental Disabilities

4. **Transition Planning for Children with Developmental Disabilities – Surrey Place**

   surreyplace.ca/documents/Resources/Transition%20Planning.pdf
   - Supporting Transition Planning for Students with Hearing Impairments

5. **Canadian Hearing Society – Transitions**

   chs.ca/transition-planning

6. **VOICE for Deaf and Hard of Hearing Children –Educator Resources**

   voicefordeafkids.com/
   - Supporting Transition Planning for Students with Learning Disabilities

7. **Supporting Transitions for Students with Special Needs (Ministry PPM 156)**

edu.gov.on.ca/extra/eng/ppm/ppm156.pdf

8. **Eduator Support Guide for Transition Planning**

edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/SupportGuides/EducatorSupportGuideforTransitionPlanning.pdf

Video Resources

9. **LD@school webinar, Transition Planning and Pathways for Students Transitioning to Post-Secondary**

ldatschool.ca/transition-planning/

10. **LDAO Transition Planning Resource Guide for Students with Learning Disabilities**

access.resources.ldao.ca/main/documents/TransitionPlanningResourceGuide4.pdf

11. **Resource Guide for Students with Disabilities: Transition to Post-Secondary Education**

transitionresourceguide.ca/

12. **Post-Secondary Transition Planning for Students with LDs written by Cindy Perras**

ldatschool.ca/post-secondary-transition-planning/

13. **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/

14. **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/

15. **Creating Pathways to Success which supports career/transition planning from K - Grade 12**

    edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

16. **Student with LDs Success Story**

    ldatschool.ca/success-story-danya/

    • Supporting Transition Planning for Students with Physical Disabilities

17. **Easter Seals Ontario - Transitions**

    services.easterseals.org/family-information-resources/transition-planning/

18. **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

DDSB
Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** May 3, 2021

SUBJECT: Ignite Accessibility Annual Status Report   **PAGE:** 1 of 3

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Heather Mundy, Superintendent of Human Resource Services

1. **Purpose**

The purpose of this report is to provide the Board of Trustees with information on the Durham District School Board Ignite Accessibility Annual Status Report for 2020.

2. **Ignite Learning Strategic Priority/Operational Goals**

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*
- Provide support to ensure equitable outcomes for all
- Embed Universal Design for Learning in all professional training

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*
- Identify and remove architectural and physical barriers
- Provide resources that support inclusion

Leadership – *Identify future leaders, actively develop new leaders and responsively support current leaders.*
- Embed accessibility training in orientation for new hires and regular cycle for all employees

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*
- Provide training on Human Rights

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*
- Provide an annual status report on Multi-Year Ignite Accessibility Plan

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*
- Monitor all library (print and multi-media) and website content for conformity to accessibility standards

3. <u>Background</u>

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

The Accessibility Directorate for the Province of Ontario estimates that 1 in 7, or 15.5% of Ontarians, has a disability. By 2025, this is expected to increase to 20% of Ontarians.

Our legal responsibilities as it relates to accessibility are set forth in the following:

- The Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, 2005
- In meeting our obligations, we also take guidance from the Ontario Human Rights Commission's Policy on accessible education for students with disabilities.

3.1 The Ontario Human Rights Code provides a broad definition for disability.

3.2 The Accessibility for Ontarians with Disabilities Act, 2005 sets standards for accessibility. Education as a public sector organization has requirements under the Integrated Accessibility Standards Regulation.

3.3 The Ontario Human Rights Commission's policy on accessible education for students with disabilities provides information and guidance to educators, students and families on the rights and responsibilities under the Human Rights Code. The OHRC policy provides recommendations to improve education outcomes for students with disabilities.

4. <u>Analysis</u>

The Durham District School Board is committed to the principles and practices of inclusion to foster full community participation and integration.

4.1 The DDSB Ignite Accessibility Multi-Year Plan (2019 – 2021)

The plan was developed in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The plan outlines the intentions of the District to meet its obligations under the Ontarians with Disabilities Act, 2001 (ODA) as well as to implement the recommendations from the Ontario Human Rights Commission's policy on accessible education for students with disabilities.

The plan describes the measures the district will take over the period 2019-2021 to identify, remove and prevent barriers to improve opportunities for people with disabilities. The Integrated Accessibility Standards and the OHRC recommendations are reflected in the plan.

4.2 Ignite Accessibility Annual Status Report

The report provides information on actions taken during 2020 related to the goals outlined in the Ignite Accessibility Multi-Year Plan.

See Appendix A: DDSB Ignite Accessibility Annual Status Report 2020

4.3 Accessibility Working Group

The responsibilities of the Accessibility Working Group include:

- Provide updates and recommendations to Administrative Council and to the Board of Trustees as to the requirements of the Accessibility for Ontarians with Disabilities Act, 2005
- Encourage meaningful communication between and the various stakeholders (senior leadership, department/program leads, employees, community).
- Provide input to stakeholders on embedding accessibility requirements into day to day work and operational plans
- Provide recommendations on updates to DDSB's Multi-Year Accessibility Plan and prepare annual status reports
- Ensure all compliance reporting is completed as required

5. **Financial Implications**

   Adjustments for accessibility and accommodations have been built into the strategic plans and budgets of all departments.

6. **Evidence of impact**

   Evidence of impact is captured in the Ignite Accessibility Annual Status Report. (Appendix A)

7. **Communication Plan**

   The Durham District School Ignite Accessibility Annual Status Report for 2020 will be available on the DDSB website.

8. **Conclusion**

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

9. **Appendices**

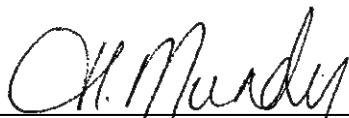   Appendix A – Ignite Accessibility Annual Status Report

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

Heather Mundy, Superintendent of Human Resource Services

DDSB
Ignite Learning

IGNITING ACCESSIBILITY

DURHAM DISTRICT SCHOOL BOARD

ANNUAL STATUS REPORT 2021

Prepared by:
The Accessibility Working Group
Durham District School Board

SUCCESS

Set high expectations and provide support to ensure
all students and staff reach their full potential every year.

LEAD DEPARTMENT: Inclusive Student Services, Curriculum and Early Years

■ **OUTCOMES: Identify immediate and anticipated student needs, and provide support to ensure equitable outcomes for all. *As per AODA & OHRC Recommendation 17.***

▶ **Annual Status Report Update**

- An Early Years Working Group was created to focus on self-regulation, mental health and well-being. Smaller groups met to focus on each of the individual topics with representation from ETFO teachers, ETFO ECEs, administration, community partners and Affinity Networks. Welcome to Kindergarten activities were developed focusing on self-regulation, mental health and well-being.

- All readiness programs were cancelled in 2020 due to the global pandemic. Packages were created for families to take home to engage in "low cost/no cost" activities with their children.

- All Early Years Hubs were closed for indoor activities from March to December 2020. Early Years has offered outdoor and virtual programming throughout this time. In December 2020, the Ministry of Education shut down all programming, including virtual.

- Welcome to Kindergarten continues to be implemented in all schools, with the exception of spring 202.

LEAD DEPARTMENT: Inclusive Student Services, Equity, Curriculum

■ **OUTCOMES: Embed Universal Design of Learning in all professional training.**
As per OHRC Recommendation 19 & 22.

▶ **Annual Status Report Update**

- Training on Virtual Platforms that have enabled and optimized accessibility have been implemented, i.e. Closed Captioning, Boom Mike Headsets for instructors, and offering different platforms to support learning (in-person, online, hybrid, virtual learning hubs).

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will include a requirement to embed UDL and inclusive design principles in professional development/training.

LEAD DEPARTMENT: All

■ **OUTCOMES: Ensure timely accommodations are provided to support student success. *As per OHRC Recommendation 17.***

▶ **Annual Status Report Update**

- All Elementary (grades 7-8) and Secondary students (grade 9-12) have 1:1 technology through the chromebook initiative which also provides access to Google Read and Write.

- Special education technology coaches provide supports to staff so that accommodations are provided to support student success. This process continues to be in place for in-person and virtual learning.

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will set out processes to support timely accommodation.

LEAD DEPARTMENT: All

■ **OUTCOMES: Support Universal Design for Learning(UDL) through initiatives that provide accommodations to support student success. *As per OHRC Recommendation 19.***

▶ **Annual Status Report Update**

- UDL introduced as a component of each professional development session on secondary assessment to model its role in the assessment planning cycle.

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will include a requirement to embed UDL and inclusive design principles in professional development/training.

WELL-BEING

Set high expectations and provide support to ensure
all students and staff reach their full potential every year.

LEAD DEPARTMENT: Facilities Services

■ **OUTCOMES: Identify and remove architectural and physical barriers. *As per AODA.***

▶ **Annual Status Report Update**

- Facility Services continues to ensure accessible spaces. Their work can be categorized as follows:

    1. Accessible Paths of Travel – travel routes between spaces (ramps, lifts, handrails, hands-free/power operation)
    2. Accessible Facilities – travel within spaces (washrooms, offices, classrooms, libraries etc.)
    3. Sensory (signage, audible/visual/tactile indicators)
    4. Accessible Parking (accessible parking stalls, curb depressions, grade requirements)

LEAD DEPARTMENT: Facilities Services

■ **OUTCOMES: Incorporate principles of universal design meeting government accessibility standards in all new buildings. *As per AODA.***

▶ **Annual Status Report Update**

- All new construction incorporates universal design meeting all government accessibility standards.

LEAD DEPARTMENT: All

■ **OUTCOMES: Provide resources that support inclusion and equitable outcomes by building understanding and sharing best practices. *As per AODA and OHRC Recommendation 18 & 19.***

▶ **Annual Status Report Update**

- DDSB Professional Learning Hub provides educators ongoing access to information/ resources/professional learning created to support student success for all learners.

LEAD DEPARTMENT: Inclusive Student Services, Well-Being and Mental Health

■ **OUTCOMES: Monitor and support all staff in responding to disability issues including accommodation requests related to mental health disabilities.**
As per AODA and OHRC Recommendation 18 & 19.

▶ **Annual Status Report Update**

• Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Policy and related new draft Human Rights Accommodation Procedure will include a focus on UDL, inclusive design, anti-discrimination and accommodation principles:

   • Specific actions to support inclusive design, UDL and anti-discrimination principles for students and staff with disabilities.

   • Process for requesting and responding to accommodation requests, including documentation requirements.

   • Special focus on specific considerations related to accommodating mental health disabilities, including the duty to inquire.

   • Guidance on fulfilling the procedural and substantive duty to accommodate to the point of undue hardship to support staff in responding to accommodation requests.

   • Data collection, analysis and reporting requirements

• Policy and Updated Procedure "Use of Service Animals in Schools" implemented to support student and staff accommodation. At time of report, 9 service animals are actively working in DDSB schools and Education Centre.

LEAD DEPARTMENT: Business

■ **OUTCOMES: Ensure budget support removal of barriers for people with disabilities.**
As per OHRC Recommendation 21.

▶ **Annual Status Report Update**

• Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will include a requirement to consider barrier removal and accommodation costs in budget planning and recommendation.

EQUITY

Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

LEAD DEPARTMENT: Equity, Human Resource Services

■ **OUTCOMES: Provide training on Human Rights.**
As per AODA and OHRC Recommendation 19

▶ **Annual Status Report Update**

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. Human rights training and resources will be developed to support the launch of the new draft Human Rights Policy and related procedures. The policy and procedures will also set out requirements to include human rights principles in all training/professional development.

- Eight system leaders are attending the 4-day Human Rights Training for Education Professionals course through Osgoode Hall Law School; one system leader is also scheduled to attend a five day Human Rights in Theory and Practice course through Osgoode Hall Law School.

LEAD DEPARTMENT: Durham Student Transportation Systems

■ **OUTCOMES: Maintain integrated accessible student transportation services as well as alternative services as required. *As per AODA*.**

▶ **Annual Status Report Update**

- There was a fluctuation in the number of wheelchair buses due to COVID. In December of the 2019/2020 school year DSTS had 56 wheelchair vehicles providing service to students, in December of the 2020/2021 school this number dropped to 42.

LEAD DEPARTMENT: Equity/ Inclusive Student Services

■ **OUTCOMES: Collect, analyze and make publicly available intersectional demographic data on students with disabilities and accommodations provided. *As per OHRC Recommendation 23.***

▶ **Annual Status Report Update**

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. New draft Human Rights Accommodation Procedure will include accommodation data collection, analysis and reporting requirements.

- Student Census has been shared with the system and plan to complete student census in 2021-202.

LEADERSHIP

Identify future leaders, actively develop new leaders, and responsively support current leaders.

LEAD DEPARTMENT: Human Resource Services, Leadership and Accessibility Advisory Working Group

■ **OUTCOMES: Embed accessibility training in all onboarding for new staff. As per AODA and OHRC Recommendation 19**

▶ **Annual Status Report Update**

- All staff will complete the Accessibility training module but training has been paused during the current pandemic. Goal to have all staff complete by December 2021.

LEAD DEPARTMENT: Safe Schools

■ **OUTCOMES: Ensure proper use of exclusions for all students.** *As per OHRC Recommendation 20 and Section 265(1)(m) of the Education Act.*

▶ **Annual Status Report Update**

- The Safe Schools Department has become Positive Schools Climates Department to focus on broad indicators and proactive steps to promote healthy and safe space.

- Patterns and trends are difficult to access this year as students are learning virtually however longitudinal data and trends continue to be collected.

ENGAGEMENT

Engage students, parents, and community members to improve student outcomes and build public confidence.

LEAD DEPARTMENT: Accessibility Working Group

■ **OUTCOMES: Maintain and update Multi-year Accessibility Plan. *As per AODA.***

▶ **Annual Status Report Update**

- For 2022 and forward, an updated plan will be developed in collaboration with the working group and operational departments in the Fall 2021.

LEAD DEPARTMENT: Accessibility Working Group

■ **OUTCOMES: Provide annual status report on progress of Multi-year. Accessibility Plan. *As per AODA.***

▶ **Annual Status Report Update**

- This annual report will be shared through the DDSB website.

LEAD DEPARTMENT: General Inquiry

■ **OUTCOMES: Create an effective mechanism for reporting and addressing accessibility needs for student, parent/guardians, community and staff. *As per AODA and OHRC Recommendation 16 & 17.***

▶ **Annual Status Report Update**

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. New draft Human Rights Accommodation Procedure will include accommodation data collection, analysis and reporting requirement.

LEAD DEPARTMENT: Engagement, Equity, Human Resource Services, Inclusive Student Services

◾ **OUTCOMES: Communicate effectively to students, parents, guardians, staff through multiple platforms about the right to disability related accommodation.**
As per OHRC Recommendation 16.

▶ **Annual Status Report Update**

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will set out requirements to share information about the procedure and communicate with students, parents/ guardians and employees about the right to accommodation at registration, orientation, onboarding, events, etc.

INNOVATION

Reimagine learning and teaching spaces through digital technologies and innovative resources.

LEAD DEPARTMENT: Innovation, Technology

■ **OUTCOMES: Make library print based material available in accessible format upon request. *As per AODA.***

▶ **Annual Status Report Update**

- There are dedicated processes to support production of accessible formats.

LEAD DEPARTMENT: Innovation, Technology

■ **OUTCOMES: Make library multi-media digital resources available in accessible formats. *As per AODA.***

▶ **Annual Status Report Update**

- Overdrive/SORA provides formats with accessibility features for student and school requests.

LEAD DEPARTMENT: Technology

■ **OUTCOMES: Make all internet websites and web content conform with internet accessibility standards. *As per AODA.***

▶ **Annual Status Report update**

- Websites completed in March and June 2019 and February 2020 respectively, designed fully to comply with WCAG 2.0 AA standards. Ongoing inventory of all processes/resources on websites is being completed for compliance and creation of plan to update as required will be developed.
- Accessible document creation training has been provided to administrative assistants.
- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. The new draft Human Rights Accommodation procedure will set out requirements to ensure that all communications and websites are accessible and comply with the AODA and the Human Rights Code.

Governance Ad Hoc Committee Meeting
Thursday February 25, 2021 – 6:00 p.m., Virtual

Trustees:	Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Carolyn Morton, Niki Lundquist, Linda Stone (Chair), Scott Templeton, Christine Thatcher
Regrets:	Chris Braney
Staff Present:	Director of Education Norah Marsh, General Counsel Patrick Cotter, Executive Officer Robert Cerjanec
Minutes:	Kathy Fitzpatrick

1. **Call to Order**

   Trustee Linda Stone, Chair of the Committee, called the meeting to order at 6:00 p.m.

2. **Declarations of Interest**

   There were no Declarations of Interest.

3. **Approval of Agenda**

   The agenda was amended by adding Agenda Setting Committee and by removing Consolidated By-Law from the agenda.

   CARRIED

4. **Approval of Minutes – January 11, 2021**

   Moved by Trustee Christine Thatcher

   THAT THE GOVERNANCE AD HOC COMMITTEE MEETING MINUTES OF JANUARY 11, 2021 BE APPROVED.

   CARRIED

5. **October 26, 2020 Minutes (Correction)**

   Moved by Trustee Paul Crawford

   THAT THE GOVERNANCE AD HOC COMMITTEE MEETING MINUTES OF OCTOBER 26, 2020 BE AMMENDED BY STRIKING THE FOLLOWING SENTENCE FROM THE MINUTES: MOTION, AS AMENDED, OF TRUSTEE PAUL CRAWFORD WAS THEN PUT TO A VOTE AND DEFEATED.

   CARRIED

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6. Responding to the Minister's Letter

A discussion took place on how to proceed with the communication to the Ministry. This item is tracking to the next Governance Ad Hoc Committee Meeting.

Moved by Trustee Niki Lundquist

THAT THE DIRECTOR PROVIDE THE BOARD WITH A DRAFT LETTER FOR DISCUSSION THAT SPEAKS TO THE CONCERNS THAT WERE RAISED BY THE BOARD WITH THE MINISTRY AND TO THE STEPS THAT HAVE BEEN TAKEN TO REMEDY OR ADDRESS THE CONCERNS OUTLINED IN THE LETTER.

<div align="right">CARRIED</div>

7. Code of Conduct/Authority of IC re: Investigations

General Counsel Patrick Cotter shared the Code of Conduct with the group and went over the track changes with regards to 5.0 Informal Complaint Process item (e) and 5.1 Formal Complaint items (g) (h) and (i).

After a discussion on 3rd party complaints, it was agreed that General Counsel Patrick Cotter will provide a clarifying paragraph in the Code of Conduct document.

The Code of Conduct with track changes will be shared with the trustees once the Human Rights Advisor Devika Mathur has reviewed and included her feedback.

8. Template Agenda: Declaration of Interest

A discussion took place on the Declaration of Interest and how it is positioned on the Board and Standing Committee agendas.

Moved by Christine Thatcher

VOTE TO LEAVE AS IS, THAT THE DECLARATION OF INTEREST IS NUMBER TWO ON THE AGENDA AND THE APPROVAL OF THE AGENDA IS THIRD ON THE AGENDA.

<div align="right">CARRIED</div>

9. Agenda Setting Committee

A discussion took place around the suggestion of forming an Agenda Setting Committee.

Director Norah Marsh proposed that language regarding the Agenda Setting Committee be drafted and included in the By-Law for trustees to review and provide direction. Trustees were in favour of this.

The following item to be added to the next Governance Ad Hoc Committee meeting: Notice and Timing for Committee Meetings.

10. **Date of Next Meeting:**

Trustee Coordinator Kathy Fitzpatrick will send out a poll to determine the next meeting date.

11. **Adjournment**

The meeting adjourned at 7:45 p.m.

Equity/Diversity Ad Hoc Steering Committee
Thursday, March 25, 2021
Google Hangout Meeting
Minutes

Present: **Camille Alli, Patrice Barnes, Chrystal Bryan, Oliver Forbes, Hamid, Mary Hindle, Margaret Lazarus, Norah Marsh, Merrill Mathews, Devika Mathur, Ken MacNaughton, Eleanor McIntosh, Donald McLeod, Michael Menheere, Carolyn Morton, Cheryl Rock, Jacqui Steer, Symone Taylor, Kenroy Wilson**

Regrets: **None**

1. **Land Acknowledgement**
   - Patrice Barnes read the Land Acknowledgement.

2. **Welcome**
   - Patrice Barnes welcomed committee members.

3. **Minutes from February 17, 2021**
   - Reviewed and passed.

4. **Black Studies**
   - We want to bring Black studies back to the conscious level because there needs to be more awareness that this work is happening.
   - Through the process of the Compendium of Action for Black Students Success review, it's come to light that parents, families and caregivers are not really sure what's happening.
   - We are still working to support educators at the secondary level in making sure that there are sustainable Black studies courses in all high schools.
   - We have gone in the past four years from having two sections of the course and building up to 12. Currently there are 10 high schools that are planning to offer the course in the coming school year.
   - Social justice courses are the first courses that they take off the books; Black studies being one of them.
   - We need the support of our senior team to help ensure that it's viable because the time is now, and the kids will take the course.

- We can't mandate it, however there really has to be an insistence that every school needs to be offering it; cancel something else.
- The course could have 17 kids in it and it is the first course to go.
- There could be a connection to a social justice certification that we start propelling our students to think about.
- There's a problem when we allow administrators to be the ones that make these life-changing decisions for our children.
- It does need to come from the Senior Team to say why aren't you running it?
- There will be a survey that goes out to students and staff because we always know that whether or not the teacher identifies as black there is an impact on their practice which they carry beyond the course.
- As we review the Compendium of Action for Black Students, one of the things that we are going to mandate is to have regular sessions where we invite the community into our board, virtually.
- There should be a point where the minutes of this meeting is added to the website so the community can see what's being discussed.

5. **DBEN / Side by Side Family Services – Student and Family Advocate**
   - There's an understanding and a long-term partnership with the board.
   - Resources are growing to include a student and family advocate.
   - This could enhance relationships between schools, administration and families because often there's a disconnection whenever if feels like an advocate might show up at a meeting when there's an unresolved issue.
   - Because of the complexity of the experience of Black students within our system the notion of advocacy can take many forms.
   - There is a desire expressed by Side by Side that we begin these conversations, not from an adversarial stance, but from a solution-oriented stance.
   - Any number of professionals will come to meetings as advocates but may not be triggering in the same way that this will trigger because it's about race.
   - The notion that we're going to have an advocate who is acting on behalf of or with Black families is a potentially adversarial reaction that schools may take.
   - We're really trying to come alongside our Black students and Black families to dismantle and interrupt the structures that have been in place for a long time.
   - The intention behind the advocate is meant to intervene in the early years because much of the data shows that earlier intervention helps to correct the journey later on.
   - The focus of the advocate's work will be Grades 1 - 6.
   - The elementary schools can have a real shift in terms of their practice and in terms of how they build capacity in their staff.

- What's interesting about the selection of the advocate who has come aboard Side by Side is that he is a Black male. That in and of itself is a counter narrative to what the stereotypes are around our males and what they could be.
- We are in the process and about to launch our Human Rights Policy.
- Our Human Rights Policy is going to make clear what our responsibilities are as duty bearers of the Human Rights Code.
- We need to build capacity without losing the focus on the student and the intention of what they're trying to do in terms of the advocacy piece.
- Do we have a preliminary contract that we want to bring forward or are we creating it right from scratch? It would have to have the board sign off on it.

6. **Purpose and Terms of Reference for the Equity Ad Hoc Committee**
- Three to four times a year we would provide a comprehensive report.
- We have started to include the minutes for the meeting into the board reports.
- The trustees are seeing the minutes, so they see what's going on with the board and this committee.
- We must ensure that in the terms of reference there is an understanding as to the particular need for this type of standalone committee.
- There's no policy around a standalone committee so we'd have to create the verbiage necessary for the understanding as defined in a racialized space.
- There's a consensus that we include the term advisory within the title of this group which is the Black Student Advisory Circle as opposed to committee.
- The Right Move Circle because it's more collaborative and removes some of the positionality of the circle.
- It's important to recognize and to place within our terms of reference that the allegiance should be first to the community.

7. **Planning the Meeting with Affinity Networks**
- Mo had a meeting with all the chairs of the Affinity Networks and essentially explained the concept.
- There is an appetite from all groups to at least engage in the dialogue around constructing what the space could conceivably look like.
- There's a motion that we convene a meeting with the Affinity Groups for discussion around the proposed Diversity Council. The motion was seconded.
- We need to be very clear how we construct the space to allow:
  o Indigenous sovereignty and self-determination to situate itself within that space.
  o How we demonstrate the commitment to 2SLGBTQ+ community in ensuring that this is a safe space without language or behavior action.
- We can advise and see if there are things that can be done by the groups that would help so that there's no duplication.

- They convene four times a year to share knowledge and consider comprehensive strategies where there is alignment and intersectionality with respect to racism and inequality seeking issues.
- We could provide a joint compendium to the Board of Trustees.
- This would be another independent compendium that would be shared amongst the Affinity Networks.
- This would be a group that is separate and distinct, and it would include other Affinity Groups.
- It would garner an understanding amongst all of us as to how we can interact with each other for the betterment of this board and the students that are here.
- One of the most important things to recognize is that each one of the Affinity Groups experiences oppression in different ways.

8. **Next Meeting Date – April 28, 2021 at 6:00 p.m.**
   - The Committee established the agenda items for the next meeting.

9. **Adjournment**
   - The meeting adjourned at 8:00 p.m.

District School Board Ontario North East

Honourable Stephen Lecce
Minister of Education
Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Sent via email to Minister.edu@ontario.ca

April 26, 2021

Dear Minister Lecce,

On behalf of District School Board Ontario North East (DSB1) Trustees, Senior Administration, staff, and students I write to you in support of the Council of Ontario Directors of Education (CODE) letter dated April 7, 2021 and OPSBA Member Boards regarding the Province's proposed plan to modernize online learning.

The ongoing COVID-19 pandemic has emphasized the importance and value of having our students in school for in-person learning, establishing relationships between students and teachers, supporting social-emotional learning, and solidifying the positive impact on student and family mental health and well-being. There has been an increase in Child and Family Services referrals for non-attendance and non-participation in remote learning classes and schools are indicating students participating in virtual learning are experiencing greater anxiety, depression, and stress.
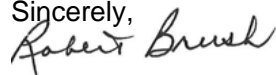
The pandemic has further exposed inequities in Northern Ontario, with limited access to internet and reliable technology.

Effects of remote learning are further intensified in students with special needs, students who struggle with mental health and students who are at risk. These vulnerable students are dependent on repetitive and extensive services that can only be provided in person and access to community and social support services.

There is also concern with the failure to address students who identify as Indigenous' treaty right to education in the Provincial proposal which in turn will further inequities. DSB1 has a significant population of students who identify as Indigenous.

The equities listed above are not acceptable in a publicly funded school system and we implore you to revaluate the proposal.

DSB1 emphasizes the recommendations from the Council of Ontario Directors of Education (CODE) and requests that the Ministry of Education reconsider and delay the implementation until evidence-based data is collected and reviewed in collaboration with a board Education Advisory Task Force of all stakeholders to create a vision and plan for implementation.

Sincerely,

Bob Brush
Chair of the Board

Culture   **Equity**   **Innovation**

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District School Board
Ontario North East

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cc: Directors of Education
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Nick Milanetti, OCSTA
Isabelle Girard, ACEPO
Yves Levesque, AFOCSC
Denys Giguere, Ministry of Education
Yael Ginsler, Ministry of Education
Andrew Davis, Ministry of Education
Sebastian Franks, Ministry of Education
Todd Pottle, Ontario eLearning Consortia
Annie Kidder, People for Education

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